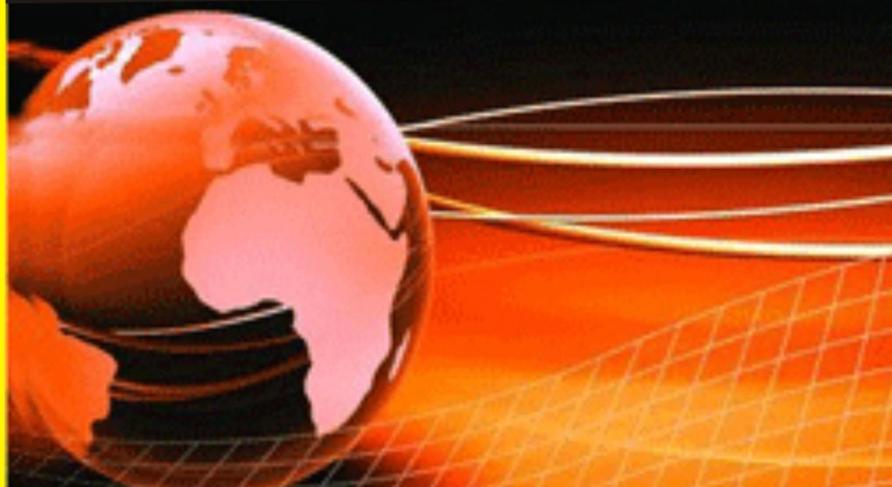


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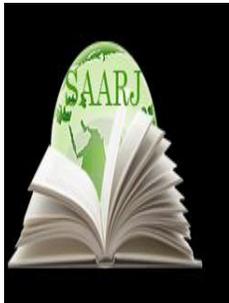
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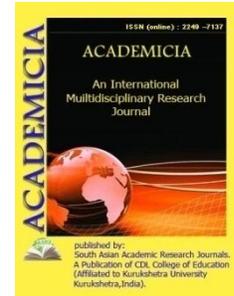
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**RELATIONSHIP WITH EARLY AND LATE ADOLESCENT'S
 EDUCATIONAL ASPIRATION IN SECONDARY SCHOOL IN
 KALKUDAH ZONE, BATTICALOA IN SRI LANKA**

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ABSTRACT

Understanding the relationship with early (junior grades) and late adolescents' (senior grades) educational aspiration (EA) is important in determining effective and valid performance in these grades of secondary schools in Sri Lanka. The students' educational aspiration is the determination factor of their future performance in life. The Objective of this study is to find out any relationship with early (junior grades) and late (senior grades) adolescents' educational aspiration in secondary school in urban and Semi-urban area in Kalkudah zone, Sri Lanka. Determining the correlation between these two variables is important for all academics to understand, so that all students can achieve to their academic potential. In this study was a design survey method was used and directed at the population of senior secondary students in Kalkudah zone, Batticaloa district of Eastern Province in Sri Lanka. Ten school of IAB, 1C, grades were selected from this research area. These schools were stratified random into urban (3) and semi-urban (7) schools among IAB and 1C. 160 students who studied in grade 9, and 160 students who studied in grade 13 science and arts stream were selected at systematic random. 32 samples were selected from each school among grade 9 and 13. The average age of the students is 13.4 (early adolescent - grade 9) and 17.5 (late adolescent - grade 13). The research instruments, questionnaire format titled Student's Questionnaire; it's to measure the students' aspiration with teacher responses about the students' attitude to the subject. Reliability was checked by test – retest after three weeks for the EA. The very high correlations obtained reveal the reliability of the instruments of measurement. Its split-half reliability coefficient of correlation yields are 0.81, 0.84, and 0.89 for Academic Motivation (AM), Self Concept (SC) and

Students Attitude towards Education (SAE) respectively. Null hypotheses was postulated from objectives and tested at 0.05 level of significant to determine how the relationship of junior grade's (early adolescent) educational aspiration correlates on senior grade's (late adolescent). The data was collected through questionnaire related to the variable. Qualitative and quantitative method (mixed method) was used to analysis. Statistical Package of Social Science (SPSS) which includes t – test and Pearson Product Moment correlation coefficient was used in analyses. The result revealed that, there are strong evidences to prove that there are no relationships between the EA of early adolescence (grade 9) and late adolescence (grade 13). Hence the null hypothesis is completely accepted. That is, there is no significant relationship between the EA of Grade 9 and EA of grade 13. This research findings have been explored the educational aspiration of junior and senior grades in secondary school and current nature of the research areas also gives different levels of variables of EA in the secondary school students.

KEYWORDS: *Educational Aspiration (EA), Academic Motivation (AM), Self Concept (SC), Students Attitude towards Education (SAE), Urban, and semi-urban, IAB and IC school, early and late adolescent (Junior and senior grades).*

INTRODUCTION

The concept of aspiration was first introduced by Demo and Hoppe (1982). Aspiration is concerned with what goal a person sets for himself. Many have investigated the factors that influence goal setting behavior (Crockett, 1982); Frank (1985), provided a definition of the level of aspiration which is now generally accepted. He defines the level of aspiration as the “level of future academic performance in a familiar task which an individual knowing his level of past performance in that task undertakes to reach”.

Some research workers like Demo and Hoppe (1982) have identified the concept of “ideal goal” and “action goal” in relation to aspiration phenomena. The subject's verbal statement on aspirations corresponds to the goal he intends to reach and this is referred to as “ideal goal”. His achievement on the sphere he sets his goal is referred to as “action goal”. “Goal discrepancy” is determined by the discrepancy between the two. Left to the own devices, most children would live in the present and let the future take care of itself. But they are not left to their own devices. Even before they enter school, parents, relatives and family friends ask children what they are planning to do when they are grown up. Most of the adults regard a child who says, “ I want to be the Prime Minister of Sri Lanka” or “ I am going to be a doctor or an engineer”, as ambitious, and as courageous.

In a culture which provides vast opportunities for its members to be and to achieve what they want, it is understandable that children at an early age would be subjected to pressures to create aspirations for the future. Aspiration, it is believed, motivate children to take advantages of the opportunities parents and society provide. Social pressures to plan for the future are reinforced by competition with members of the peer group in play and school or college work. As the students compare what they can do with, what their peers can do, it adds new meanings to their aspiration and puts new emphasis on the creation of aspirations that are both ego satisfying and admired by members of the social group. Thus, forming aspirations become an important area of creativity in students.

REVIEW OF LITERATURE

Aspiration is a natural phenomenon of human life, and educational aspiration is no exception. Level of aspiration was also considered to play a significant role in scholastic achievement. Miller, (2004) found that job aspiration; educational aspiration and general ambition were strongly associated with high achievement, particularly in girls. Ramkumar (1992) found that job aspiration, educational aspiration and general ambition were strongly associated with high achievement, particularly in girls. He had observed a strong association between achievement and goal discrepancy. Agreeing with these results Kuppaswamy (1996) informed that the achievement in school is closely related to the level of aspiration.

The following sub variables are taken based on the EA of the students. These are the factors determine the value of the student's EA (Mc. Clelland and Atkinson, 1984). Such as; achievement motivation (AM), self-concept (SC), and students' attitude towards school and homework (SAE). Achievement motivation is often correlated with actual achievement behavior. The motivation to achieve, however may evidence itself only in behavior that children value. Academic achievement motivation is used to mean the pupil's need or drive towards the achievement of success in academic work (Amalaha, 1975). A great deal of research has found that students high in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates Bansal et.al., (2006). Other studies have reported positive relationship between motivation and academic performance and success (Broussard and Garrison, 2004; Bansal et.al. (2006); Skaalvik and Skaalvik, 2004; Skaalvik and Skaalvik, 2006).

Studies on the relationship between self-concept and students' academic achievement in educational setting have been a major focus for research for many years Hudson and Rottmann, (1991). Most of these researchers have supported the belief that there is a persistent and significant relationship between self-concept and achievement and that a change in one seems to be associated with a change in the other. In a major longitudinal study Brover and Thomas (1992) and Joiner as cited in Hudson and Rottmann (1991), investigated the relationship between self-concept of ability and academic performance of more than 1000 male and female students from the time they started seventh grade to the time they completed 10th grade. They found out that self-concept was a significant factor in achievement at each grade level studied.

In a study by Harris et al. (1995) in Australia, aspirations of country adults were lower than those of their urban counterparts. As inhabitants in isolated communities experienced better education, improved communication and greater mobility, their aspirations were raised not only for themselves and their children, but also for the whole community in which they lived. In a study of rural-urban differences in educational aspirations of 6,000 Minnesota youth, Nelson (1997) found that rural students register academic aptitude scores similar to those of urban students and they are as strongly encourage to attend college as urban students. Rural students are as likely to enjoy school as urban students and they do not reject college attendance because of the scarcity of family financial support. What emerges from his study is the importance of social class in understanding community effects. Class differences in rural and urban areas are pronounced in Minnesota. When social class as a variable is controlled, rural-urban differences are reduced. However, the rural community structure appears to depress college aspirations below the level of comparable students from more urbanized areas. Data from a sample of 52,639 Minnesota high school juniors indicated to Nelson (1997) that although attendance at small rural school appears to lower values on one variable (rural-urban residence) related to aspirations, it simultaneously

increased values on a second related variable (participation in co-curricular activities). He suggested that reporting simple community size differences in determining aspirations obscures complex and confounding variable effecting the formation of aspirations.

Though most research works tended to overlook the differences in aspirations of rural growth when compared to urban youth growth, the few studies available reveal that it is logical to treat them as different cultural sub-group. Schwarzweller (1994) studied children in a rural and urban area in Kentucky. He found that the children in a more urban area of Kentucky had very different occupational values from those in a rural part of the state.

Objective of the Study

The main objective of the research is to study, how far correlates between junior grade's (early adolescents) educational aspiration and senior grade's (late adolescents) educational aspiration of secondary school students in urban and Semi-urban area. Under this objective, one null hypothesis was constructed.

Hypothesis

There is no significant relationship between early adolescents' educational aspiration and late adolescents' educational aspiration among urban and semi urban area in secondary school.

METHODOLOGY

In this study was a design survey method was used and directed at the population of senior secondary students in Kalkudah zone, Batticaloa district of Eastern Province in Sri Lanka. Ten school of 1AB, 1C, grades were selected from this research area. These schools were stratified random into urban (3) and semi-urban (7) schools among 1AB and 1C. 160 students who studied in grade 9, and 160 students who studied in grade 13 science and arts stream were selected at systematic random. 32 samples were selected from each school among grade 9 and 13. The average age of the students is 13.4 (early adolescent - grade 9) and 17.5 (late adolescent - grade 13). The research instruments, questionnaire format titled Student's Questionnaire; it's to measure the students' aspiration with sub-variable of EA, such as; academic motivation (AM) self-concept (SC), and teacher responses about the students' attitude to the subject (SAE). Totally 60 question was included based on sub variables of EA. Reliability was checked by test – retest after three weeks for the EA. The very high correlations obtained reveal the reliability of the instruments of measurement. Its split-half reliability coefficient of correlation yields are 0.81, 0.84, and 0.89 for AM, SC and SAE respectively.

Null hypotheses was postulated from objectives and tested at 0.05 level of significant to determine how the relationship of junior grade's (early adolescent) educational aspiration correlates on senior grade's (late adolescent). The data was collected through questionnaire related to the variable. Qualitative and quantitative method (mixed method) was used to analysis. Statistical Package of Social Science (SPSS) which includes t – test and Pearson Product Moment correlation coefficient was used in analyses.

Data Analysis, Results and Discussion

This hypothesis checks that there is any relationship between EA of grade 9 and EA of 13 students. Here inter-correlation test had been done to check the relation between the sub-variables AM, SC, and SAE that decide the value of EA and the individual values of grade 9 and

13. Table 1 shows the above test. The correlation between AM, SC, SAE, and composite EA of grade 9 students and AM of grade 13 students are 0.029, 0.061, 0.071, and 0.018 respectively. The above result shows that the relationship is very weak. Likewise, the correlations of SC of grade 13 students are 0.210, 0.014, 0.064, and 0.147. This correlation is also a weak one. Further, the correlations of SAE of grade 13 students are 0.017, 0.059, 0.070, and 0.026 and the correlations of composite EA of grade 13 students are 0.127, 0.022, 0.026, and 0.067. Hence, the correlation value between these two variables does not get beyond 0.2. Therefore, there is no significant relationship between the above two variables since the correlation between these two is very low and the value of p is very high ($p < 0.05$).

Table 2 clearly indicates that the value of non-determination factors (residual) for the correlation between AM, SC, SAE, and composite EA of grade 9 students and AM of grade 13 students is very high. Here, the values of non-determination factors (residual) are 99.9% ($R^2=0.001$), 99.6% ($R^2=0.004$), 99.5% ($R^2=0.005$), and 100% ($R^2=0.000$). The value of non-determination factors (residual) for the correlation between AM, SC, SAE, and composite EA of grade 9 students and SC of grade 13 are 95.6% ($R^2=0.044$), 100% ($R^2=0.000$), 99.6% ($R^2=0.004$), and 97.8% ($R^2=0.022$). The value of non-determination factors (residual) for the correlation between AM, SC, SAE, and composite EA of grade 9 students and SAE of grade 13 are 100% ($R^2=0.000$), 99.7% ($R^2=0.003$), 99.5% ($R^2=0.005$), and 99.1% ($R^2=0.001$). Finally the value of non-determination factors (residual) for the correlation between AM, SC, SAE, and composite EA of grade 9 students and composite EA of grade 13 are 98.4% ($R^2=0.016$), 100% ($R^2=0.000$), 99.9% ($R^2=0.001$), and 99.6% ($R^2=0.004$). The above relationships show that there are no significant relationships between the above grade 9 EA and grade 13 EA.

As shown above, since the correlation (r) values between the two variables are very low, the values of the non-deciding external factors are very high. That is, the values are always lying between 95 – 100%. That is, the EA of the early adolescence (grade 9) is completely different from the EA of the late adolescence (grade 13), and it is obvious that there is no correlation between these two. Comparing the EA of grade 9 and 13 students, the EA of early adolescence (grade 9) students could be as follows:

- a. They do not forecast future. Based on the current needs, their EA would be based.
- b. They do not have sufficient knowledge about the future job market, so EA is also formed based on that.
- c. Since they are encircled with the aspiration of their peer group, the group aspiration might influence the individual's educational aspiration.
- d. Parents' likeliness is usually the students' one, so parents' likeliness influence mostly on the students' EA.
- e. They think based on themselves; therefore the EA is also formed on that.
- f. Since they are in the early adolescence, sexual thoughts also influence on their EA.
- g. They might have some unachievable likings, they too might influence on their EA.

Unlike the early adolescence, the EA of the late adolescence is completely different. The following might be the reason for this:

- a. They think of their future, jobs, planning their life, etc. So their EA is based on these factors.
- b. Since they are able to forecast, their EA is usually achievable.
- c. Parents' expectations are usually not taken into consideration by them. Therefore, they have their own EA.
- d. They plan for their future jobs. They usually know what to study to achieve that job. So they set their EA based on that.
- e. The general characteristics of this group are social needs, racial thoughts, and ideas to achieve something. These too participate in deciding their EA.

Therefore, there are strong evidences to prove that there are no relationships between the EA of early adolescence (grade 9) and late adolescence (grade 13). Hence the null hypothesis is completely accepted. That is, there is no significant relationship between the EA of Grade 9 and EA of grade 13.

The some importance research findings about how to not correlate early adolescence's aspiration (grade 9) and late adolescence's aspiration (grade 13). This is support and help to this research finding. Research in the area generally differentiates between and compares aspirations and expectations (early and late adolescence). Aspirations are defined as an individual's desire to obtain a status object or goal such as a particular occupation or level of education (both levels of education are entirely difference). Expectations are the individual's estimation of the likelihood of attaining those goals, plans, ambitions or dreams. The conceptualization of these terms is credited to Kuvlesky and Bealer (1996) in their attempt to define occupational choice which they consider to be a reflection of an individual's aspirations or preference concerning work statuses. The late adolescences plan for their future jobs first. They usually know what to study to achieve that job. So they set their EA based on that and but not in early adolescence stage. A few studies compare aspirations and expectations to attainment which are defined as the behavioral realization of the goal.

Kuvlesky William's (1991) work also produced evidence that aspirations do not because significantly more realistic as youth mature, at least within the limited time frame of the high school years, countering Ginzberg's theory. Coleman, whose subjects also encompassed Ginzberg's three stages (from preadolescence to late adolescence), reported substantial declines in educational aspirations and less substantial declines in occupational aspirations, supporting Ginzberg. Again, expectations declined more than aspirations. In a study of 614 young adults, Sollie and Lightsey (1995) found that aspiration increased during the time period from 1966 (as tenth graders) to 1972 when they had achieved full time employment status. Expectations during this time period decreased. Both aspirations and expectations were substantially higher than actual occupational attainment. In their study, race, sex, and residence (small city, small town, rural farm or rural non-farm), when examined, failed to alter the nature of the relationship observed for the sample as a whole. So, above research finding are more related and supported to finding of this study.

Adolescents' academic performance has also been researched in relation to occupational aspirations and expectations. Adolescents who experienced minimal academic risk expected occupations of greater prestige (Rejewski, 2005), while adolescents who experienced substantial risk of academic failure were more likely to report lower occupational aspirations and higher

aspiration-expectation discrepancies (Rojewski and Hill, 1998). Similarly, adolescents who were confident of their academic ability evidenced a higher correlation between their occupational aspirations and expectations (Furlong and Biggart, 2001). Cosby (2004) found that the rural youth in his study, when examined as adults, showed stability in occupational aspirations, a decline in occupational expectations, and an increase in educational aspirations. Educational attainment in early adulthood was reportedly by career preference developed during their school years.

Underlying much of the research is the implicit assumption that aspirations and expectations are in some way predictive of actual attainment in adult life and that there is a process which begins in childhood and might be subject to social intervention if we understood it better. Aspiration has been considered an essential component in the motivation to achieve, operating somewhat like a self-fulfilling prophecy. Much of the early research on aspiration or status projection and attainment was concentrated in the Midwestern states and involved primarily white, middle-class, high school students. Due to the nature of those populations, few blacks or lower socioeconomic status youth were included. By using high school students, the most deprived youth were often excluded by virtue of the fact of their non-attendance at school. Furthermore, most of the studies focused largely or entirely on boys because of an assumption that careers and status attainment are more important for males or that the status of females is determined by that of their husbands (Coleman, 1996).

CONCLUSION AND RECOMMENDATION

The results indicated that, there are strong evidences to prove that there are no relationships between the EA of early adolescence (grade 9) and late adolescence (grade 13). Hence the null hypothesis is completely accepted. That is, there is no significant relationship between the EA of early adolescents (grade 9) and EA of late adolescents (grade 13).

The test done to check the relationship between the sub-variables of EA of the early adolescence and the sub-variables of EA of the late adolescence shows that the non-deciding external factors for the correlation is more than the deciding factors for the correlation. Therefore, there is no significant relationship between these two variables. Table 2 shows the percentage of the above non-deciding external factors. That is,

- a. Since the correlative percentage between grades 9 AM and grade 13 AM of the non-determination factors (residual) is 99.9%, the required AM for both the students must be given by the parents and the teachers.
- b. Since the correlative percentage between grade 9 SC and grade 13 SC of the non-determination factors (residual) is 100%, there are different trends in the SC of the early and late adolescence students. That is, the self-concept of themselves reflects their future desire. Hence, there are no relationship between grade 9 SC and grade 13 SC.
- c. Since the correlative percentage between grade 9 SAE and grade 13 SAE of the non-determination factors (residual) is 99.5%, the learning attitude among them is entirely different. That is, the learning attitudes of these two groups (early adolescence and late adolescence) are totally different from each. Curiosity towards education for these groups may be based on the following needs:
 1. The differences in motivations by the parents and the teachers,

2. The interests in teaching shown by the teachers,
 3. The response by the students towards learning,
 4. The trends and corporation of the peers,
 5. The interest towards science subjects, and
 6. Family status and their needs.
- d. Since the correlative percentage between the composite EA of the grade 9 and grade 13 of the non-determination factors (residual) is 96.6%, the EA of the above two groups are different from each other. The parents and the family must act according to satisfy their required needs of the students. Also teachers and the schools must prepare their projects and regularities accordingly.

Some recommendations are follows;

1. Results of the present study show that students' aspiration level is very important for the academic achievement; hence it is recommended that government should take solid steps to increase the job opportunities and encourage the suitable jobs for world trend for in charge of the family. Career and counseling is very important programme for this society, because this factor has more relationship to academic achievement of the children.
2. Precaution should be taken when it comes to parental encouragement since unreasonably high demand and too much pressure for good performance in subject made by some parents on their children may cause anxiety and fear of failure which may affect the child's academic achievement negatively.
3. Many parents may not be aware of the influence of various home environmental factors on the academic achievement motivation (AM) of their children. It is recommended that, teachers, educationist and leaders should try to create awareness in parents on the importance of the home environment on academic achievement motivation which can improve the children's performance. Parents need to be informed that, they can contribute to the education of their children through encouragement, provision of learning facilities, and active assistance among other strategies.
4. Helps students make their aspiration become a reality. Students need to be told about the professional or academic requirement needed for a particular occupation. They need to be advised on the academic qualifications needed to obtain a place in their desired field of studies.
5. Semi-urban and urban cultures appear to be somewhat different. Semi-urban students tend to be more homogeneous than urban students. It is recommended that schools develop ways to provide cultural interchange between semi-urban and urban schools and students. Students from rural areas should learn what it is like to live and work in an urban area.

TABLE 1: INTER-CORRELATION BETWEEN GR.9 EA VARIABLES AND GR.13 EA VARIABLE, P < 0.05, R = CO-EFFICIENT OF CORRELATION, R² = COEFFICIENT OF DETERMINATION.

Sub – Variables Educational Aspiration Grade 9	Correlation of Co-efficient Matrix (r) Educational Aspiration – Grade 13											
	AM			SC			SAE			Composite EA		
	r	R ²	p	r	R ²	p	r	R ²	p	r	R ²	p
AM	0.029	0.001	0.723	0.210	0.044	0.009	0.017	0.000	0.836	0.127	0.016	0.113
SC	0.061	0.004	0.448	0.014	0.000	0.865	0.059	0.003	0.465	0.022	0.000	0.782
SAE	0.071	0.005	0.376	0.064	0.004	0.430	0.070	0.005	0.383	0.026	0.001	0.751
Composite EA	0.018	0.000	0.821	0.147	0.022	0.067	0.026	0.001	0.747	0.067	0.004	0.406

TABLE 2: RELATIONSHIP BETWEEN DECIDING FACTORS AND OTHER FACTORS ACCORDING TO THE TESTING OF HYPOTHESIS

Sub – Variables Educational Aspiration (Grade 9)	Sub –Variables Educational Aspiration (Grade 13)											
	AM			SC			SAE			Composite EA		
	R ²	R ² (%)	Residual (%)	R ²	R ² (%)	Residual (%)	R ²	R ² (%)	Residual (%)	R ²	R ² (%)	Residual (%)
AM	0.001	0.10	99.90	0.044	4.40	95.60	0.000	0.00	100.00	0.016	1.60	98.40
SC	0.004	0.40	99.60	0.000	0.00	100.00	0.003	0.30	99.70	0.000	0.00	100.00
SAE	0.005	0.50	99.50	0.004	0.40	99.60	0.005	0.50	99.50	0.001	0.10	99.90
Composite EA	0.000	0.00	100.00	0.022	2.20	97.80	0.001	0.10	99.10	0.004	0.40	99.60

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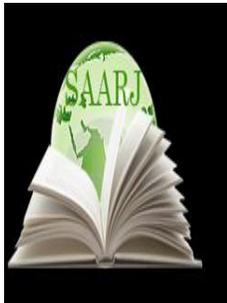
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PATHOGENETIC APPROACHES IN THE PREVENTION OF SURGICAL INFECTIONS AND TREATMENT OF GUNSHOT WOUNDS

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ABSTRACT

We performed experimental studies on 50 rabbits, where morphologically using the electron microscopy, we studied the changes in the tissues and lymphatic bed with a gunshot injury. The experimental results showed that the lymphatic system undergoes a significant restructuring after a gunshot wound, and the regional lymph stimulation contributes to a significant acceleration of the wound healing process by the 3rd day after the commencement of treatment.

KEYWORDS: *Gunshot Wound, Lymphotropic Therapy, Electron Microscopy.*

INTRODUCTION

In recent years, a gunshot wound is relevant not only in the field of military medicine but also in the field of civilian health systems. There was a sharp increase in the number of gunshot injuries to the civil population in the world. Inevitable bacterial contamination of gunshot wounds, the destruction of tissue along the wound canal leads to a large number of septic complications,

which requires constant improvement of treatment methods. Despite the great experience of effective use of lymphotropic therapy in the treatment of purulent surgical infections, we found only sporadic works dedicated to this method in the prevention and treatment of wound infections in gunshot wounds. In this regard, our study aimed to determine experimentally the opportunity to influence the lymphotropic antibiotic therapy and regional lymph stimulation method on the healing of gunshot wounds.

Research objective: Peculiarities of pathogenetic approaches in the prophylaxis of surgical infections and treatment of burn injuries

MATERIALS AND METHODS

Experimental studies were carried out on 50 rabbits of both sexes with a weight of 5-6 kg and were led by professor Baybekova I.M. and held in the Central Scientific Research. medical Institute as well as in the Laboratory of Pathomorphology at the Republican Specialized Center of Surgery named after academician Vakhidov V.V. In the experiments we used a trial model of gunshot wounds. All the animals in experimental and control groups were injected kalipsol anaesthesia fifteen minutes before the injury, after which they were fixed on special plates. Standard gunshot wounds of the soft tissues were applied to the region of the middle third of the right femur of the rabbit.

According to the tasks, the experimental animals were divided into two groups (Table 1).

TABLE 1 THE DISTRIBUTION OF ANIMALS IN RESEARCH GROUPS

Animals	Method of treatment	Number of animals
Control	Traditional treatment of intramuscular antibiotic therapy	25
Study/Main	Lymphatic antibiotic therapy (LA) and Regional lymph stimulation (RLS)	25

Regional lymphatic therapy (RLT) was carried out by the following method. Under the skin of the calf on the border of the lower and middle thirds of the rear surface, the lydas (Hyaluronidasum) solution was injected in the amount of 16 units. After 4-5 minutes, without removing the needle, an antibiotic (gentamicin at a dose of 1 mg/kg) was injected. In the same section heparin at a dose of 70 units/kg was injected. Lymphotropic infusion of antibiotics with RLS was performed 1 time per day.

Experimental tissue samples were taken of the wound channel from the animals under anaesthesia on the 1st, 3rd, 5th, 7th and 9th day after application of a gunshot wound.

The samples were subjected to light (LM), transmission electron (TEM) and scanning electron (SEM) microscopy. Samples were fixed in specific solutions, photography was performed on colour film Kodak Professional Pro Foto 100 or Fugicolor Superia 100. Micro photos were obtained on a microscope «Axioscope» (Zeiss) with a digital camera «Sony», followed by computer processing on Intel Pentium IV with BC-Statistika, as well as Microsoft Office applications.

RESEARCH RESULTS

The results showed that in the early stages there are no significant differences in the healing process between control and study groups.

Significant differences during wound healing, ascertained in SEM, TEM, and in light microscopy, begin to appear on the 3rd day from the beginning of the process. In the group of wounds, where lymph therapy was used, in the concussion zone, the necrotic muscles were undergoing significant resorption, multinucleated giant cells, microvessels, such as blood and lymphatic. In the area of primary necrosis among fibrin, the round cellular individual elements and cells similar to fibrinoblast appeared (Fig. 1).

On the 5th day in the lumen of the wound channel among the strands of fibrin the round cellular elements with individual fibroblasts appeared, while in the area of primary necrosis infiltrate, consisting of polymorphic cells, including macrophages, emerged. In the concussion zone between the preserved muscle fibers, the significant intervals are determined, which indicates the presence of oedema. When comparing the results in the LA with the RLS group, an increase in the number of blood and lymph vessels is indicated.



Figure 1. Roundcellular individual elements and cells are similar to fibrinoblast among fibrin. 3rd day. LT. SEM x 400.

Since the 7th day from the beginning of the process in the group with RLT, a significant initiation of granulation tissue remodelling and revascularization was noted.

According to the TEM of this period not only an extension of lymphatic capillaries was noted, but also the thinning of the cytoplasm of endothelial cells with the presence of small vesicles, indicating the strengthening of transport processes through the wall of the lymphatic capillaries, which is a structural reflection of the stimulation of lymphatic drainage under the influence of lymph therapy (Figure 2).

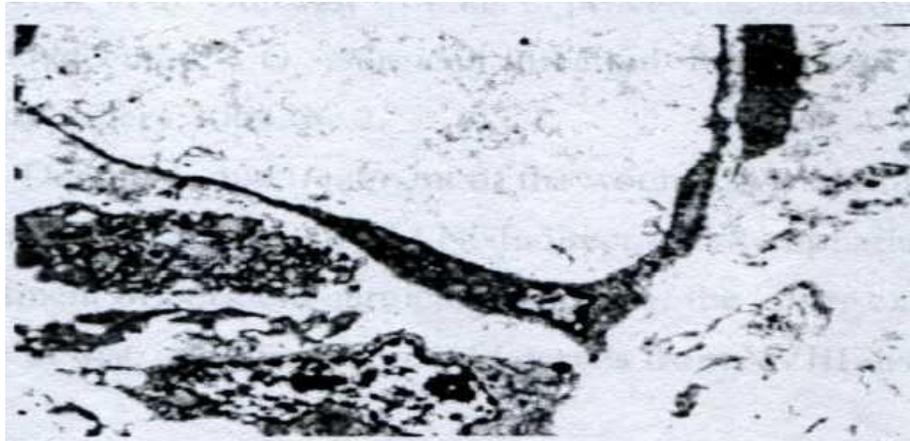


Fig. 2. Lymphatic capillary with extended clearance. 7th day after injure. LT TEM. x 7500.

On day 9. there are signs of replacement of scar tissue by muscle tissue, which was evidenced by the areas of fibrous connective tissue proliferation in the concussion area along with the already recovered fibers.

Thus, the morphological picture suggests severe mosaic wound healing process in these terms, the comparative characteristics of two groups confirms that lymphatic therapy contributes to a significant anti-inflammatory effect during the wound healing process. Lymph therapy causes a well-expressed stimulation of neovasculogenesis of not only blood but also of the lymphatic vessels. This position requires the application of modern methods of lymphatic therapy, aimed at combating posttraumatic oedema and infection.

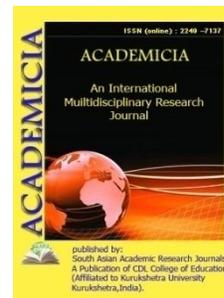
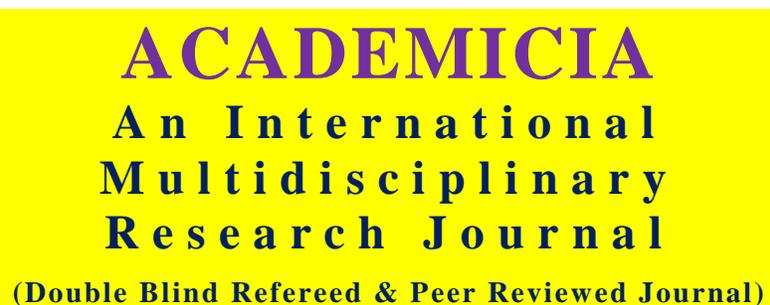
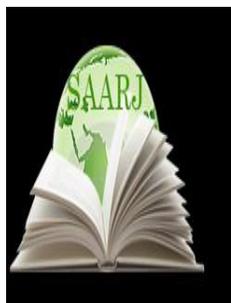
CONCLUSIONS

1. Experimental studies have shown that lymphatic therapy accelerates wound healing, beginning with the 3rd day. it helps in the reduction of swelling, resorption of necrotic masses, removal of foreign particles and microbes, scarring of the wound channel and the full restoration of muscle fibres in the concussion zone and in tissues, which are more distant from the wound channel.
2. The use of lymphotropic therapy will allow successful usage of early primary surgical treatment of gunshot wounds and reduce the development of surgical infection.

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THE QUESTION OF SPEECH FORMS (USING THE EXAMPLE OF COMMUNICATIVE FORMS IN KOREAN LANGUAGE)

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ABSTRACT

This article presents the issues of speech activity and communication. In studies of speech activity, it was found that almost every speech utterance contains speech phenomena that are provided neither with the language system, nor with the norm of the language or with the usage. In this article sentences of motivation in the Korean language are considered, as well as forms of imperative and inviting inclination which are added to motivational sentences. This fact makes the syntax science solve the actual problems of communication and cognition. The question of the sentence and its structure, peculiarities of the syntax connection have various solutions in the researches of the contemporary Korean language. The reason is that in syntax analyzing theoretical question is connected mostly with the research of simple and complicated sentence, defining the methods of interaction of different parts of sentence. The sentence is a unit of communication and its semantics and structural composition had specific signs and certain grammatical constructions.

KEYWORDS: *Speech Activity, Communication, Speech Act, Normalization, Korean Language.*

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INTRODUCTION

In the circle of the humanities, linguistics plays a particularly important place. The nature of interdisciplinary relations, the mutual influence of these sciences and linguistics largely determined the strategic directions of language learning, established the type of correlation of tradition and innovation in the history of linguistic teachings. The first reflections on the language were recorded already in the ancient Indian treatises of the 5th-4th centuries BC. Antique thinkers (Heraclitus, Agustite, Democritus, Aristotle, etc.) posed and partially addressed the philosophical issues of language.

They were interested in the problems of naming, the connection between thought and speech, the relationship between lexical and grammatical semantics, the theory of anomalies and analogies, and the questions of the origin of the language. Along with the philosophy of language, ancient scholars actively studied the grammatical structure of the language (Alexandrian and Pergamon grammar schools). Roman grammars were created on the model of the Greek, rhetoric issues were solved (Mark Terence Varron, Ely Donat, Priscian, etc.).

Modern linguistics is facing not only the future. Many of its ideological ties are associated with traditional linguistics, since it concentrates the scientific energy of linguistic ideas of previous eras, the energy that stimulates the search for new approaches to language.

2. Korean linguistics within existing directions

Korean foreign (Russian-speaking) linguistics has been actively developing since the beginning of the 20th century and is represented by the works of E.D. Polivanov, A.A., Kholodovich, Yu.N. Mazur, L.R. Kontsevich and others. For the first time in 1925-1930, E.D. Polivanov in his article talks about the relationship of the Korean language with the languages of the Altai family. Scientific studies have shown that issues in Korean linguistics are dealt with in different ways. Of great importance are the scientific studies of Korean scientists Seo Jung Soo, Nam Ki Sim, Guo Young Geun, Kwon Jia Il, Park Young Song, Yom Song Mo [서정수 1996: 50-69]. System descriptions of the grammatical structure of the modern Korean language are reflected in the works of A.A. Kholodovich, G. Ramstedt, Yu.N. Mazur, L.B. Nikolsky, L.R. Kontsevich, S.E. Martin and others, whose feature is the priority of synchronous descriptions, a subjective understanding of the structure of the language, taking into account the knowledge accumulated in the process of pedagogical activity [Rudnitskaya E.L. 2013:5-20].

During the formation of the Korean grammar tradition, the role of universal grammars was quite deep: undoubtedly, the problem of terminological adequacy as a completely required analysis. The transitional stage from universalism to the description of the idiomatic nature of Korean grammar is reflected in the writings of Yu Gil Zhong and Kim GyuSik, who managed to illuminate the interaction of the principles of universalism and idiomaticity in grammatical theories.

The actual use of language in communicative situations (M. M. Bakhtin, S.I. Vinogradov, T.G. Vinokur, O. B. Sirotinina, etc.) and the study of the communicative nature and structure of the language from the standpoint of the patterns of organization of speech communication, rationing and the functioning of language in society (V.M. Alpatov, T.V. Arutyunova, etc.) determined the formal-semantic structure of linguistic nature.

In the 20th century, as in world linguistics, Korean linguistics affirms the tendency to use "objective" methods of language research, which require to exclude as much as possible the imposition of categories alien to it borrowed from other sciences (schools of linguistic structuralism). In addition, the principles of mathematical thinking (mathematical linguistics, linguistic statistics, computer / computational linguistics, machine translation, etc.) are being introduced. Recently, more and more prominent place in modern Korean linguistics is occupied by such linguistic objects as linguistic activity and products of linguistic activity, especially communicative linguistics. However, communication and speech activity, becoming objects of study in linguistics, put forward a number of tasks that need to be addressed. These are issues of speech activity not in a narrow understanding (psycholinguistic), but in a broad sense: linguistic means in the processes of generating speech and its understanding in discourse and text. This position can be expressed by the formula presented by us:

Speech activity = language (norm) + speech.

Language is presented as a system and as a norm. The language system defines the language material of the system - the grammar of the language (rules for the compatibility of elements). The grammar of the language, in turn, includes the means and rules of communication.

The speech includes the usage and the actual speech, where language material and speech acts (communication processes) are considered - speech material (texts). The end result is real conversion.

Language in this correlation of the components of speech activity is a knowledge of the system of means and rules of speech thinking (think speak and understand) fixed in the linguistic consciousness. Paraphrasing E. Coseriu, we can say that language is an ideal system of means of language elements (units) and the corresponding classes of language elements (units) that provide the potential for speech-interpretation acts: the norm is what and how to or should be said; and speech is the realization, actualization of the potential capabilities of the language system in the process of communication (real communication, speech acts and texts as products of speech thinking).

Since real communication may differ from customary ways of speak, as they usually say, between the norm and the speech act (text) an intermediate link is distinguished - the usage (a kind of generalization of specific speech acts and texts, an unconscious and unmodified norm). When speech is perceived, the selected links (language - norm - usage - speech) correspond to the scheme "an ideal system of means, realizing the ability to understand the message - how to understand - how nice to understand - the real perception of the message."

All components of speech thinking are in certain relationships: the system and the norm belong to the language, the usage and the actual speech acts - speech; norm and usage are brought together by their "normalization". The norm consists of speech models adopted and traditionally used in the corresponding ethno linguistic collective (such a definition of the norm is close to the definition of a language by A. Gardiner N). Indeed, a norm as a set of rules for the implementation of a language system and a system of such rules turns out to be connected with both the language and the external conditions for the generation of speech. In this sense, the norm "serves as a filter that distributes the capabilities of the system (while providing some choice within limited limits) for specific speech acts depending on specific (typical) situations." In other words, the norm governs the use of elements, structures, models of both the language

system and the speech system. In that regard, it acts as part of the system. The further development of the norm theory is associated with the concept of variance, independent of whether we follow the triad of E Coseriu “systems - norm - speech”, where the norm as correlates of the system limits the variation inherent in the latter, or we follow the concept of the Prague Linguistic School, where the norm represents how system of mandatory manifestations of the language (ideal invariant) in speech (in the form of a real version). Thus, the norm, on the one hand, and on the other, in a certain sense, is subject to variability as a necessary condition for its own development.

The buffer link between the norm and the speech act is the usage (uncodified norm). By being elements of speech activity, language, norm, usage, speeches constitute the object of linguistics. Between the components of speech activity there is a functional relationship, which can be represented as follows:

TABLE 1 SPEAKING PRACTICE

<i>Speech situation(speech)</i>	<i>Speech act</i>	<i>Usage</i>
	<i>Speech act</i>	<i>Norm</i>
	<i>Speech act</i>	<i>Language system</i>
	<i>Speech act</i>	<i>Norm</i>
		<i>Usage</i>

The diagram shows that the generation of the statement (speech) is determined, on the one hand, by the language system and the norm and usage superimposed on it, and on the other hand, completely independent of the language and not controlled by the speech situation. In studies of speech activity, it was found that almost every speech statement contains such speech phenomena that are not provided for either by the language system, or by the norm of the language, or by the usage. These are various kinds of over-phrasal elements of constructing sentences, word combinations, neologisms, etc. if such non-systemic units appear regularly in speech, they can penetrate the usage, and from there move to the norm, which creates real prerequisites for individual shifts in the language system or even to its restructuring.

These arguments are certainly enough to determine as an object of linguistic research not speech or language, but speech activity in its broad sense.

3. Speech activity and incentive targeting in Korean speech

In the modern Korean language sentences of imperative objective (청의문, 명령문) are a special type of communication in contrast to the types observed earlier – narrative (평서문) and interrogative sentences (의의문), as the presence of a status-oriented relationships in conversation performs a leading role. Status-oriented relations are accompanied by grammatical structures in the sentence of imperative objective to specify respectful treatment between the participants of communication – the addresser and the addressee [Pak 2005:287-288].

In the grammar of the contemporary Korean imperative sentences are classified into imperative and invitation sentences [Kim 2018:5-10]. We adhere to this point of view, combining form imperative and invitation mood to sentences of imperative objective type. This decision is connected with the tasks of research – to consider the proposals, which are implemented by the participants of the communication as a call to action and motivation for joint action.

Formal-semantic structure of sentences of imperative objective is that these proposals are used for appellative [Yartseva 1990:80] communication and by nature often do not require reciprocal voice reactions, their purpose is to seek, offer and call to any specific action of the addressee or interlocutor, for example:

A: 어디가아파서오셨어요?

B: 배가아파서왔는데요.

A: 그럼여기이름과생년월일을쓰시고잠깐기다리세요.

A: *Where is your pain?*

B: *I have a stomachache.*

A: *Write down your name here, date of birth and wait for awhile!*

In the form 기다리세요 – wait formed by attaching to the verb 기다리다 of an affix-marker of the final predicativity of imperative form –세요 the author-sender is requested to wait. Whether it is perceived by the addressee as the imperative form or as request, can be judged by the speech situation at the moment of action. Given the status-oriented relationship "employee – patient", "staff – user", rather this form is an expression of request from (A). The speech situation at the moment between staff and the patient indicates the respect of the addresser staff to the recipient-the patient. This conclusion follows from the peculiarities of the status of relations in Korean culture and society. Or consider the following dialogue between a grandfather and grandson:

A. 할아버님,아침마다운동을해보십시오.

B. 그렇게해야겠어.

A. *Grandfather, try to do physical exercise in the morning.*

B. *Yes, it would be necessary to do so...*

In the above dialog, you can specify that the speech addressed to elders – дедушке 할아버님, 해보십시오 - try, and the source (sender) younger age, as in answer (B) 그렇게해야겠어 is no indication of high respectful social status (age, position). However, you can allow the recipient (B) statement 그렇게해야겠어 – *it would be necessary* is directed toward himself, thinking about his future intentions design –야겠어 (form of obligation 아야/어야/여야하다 and the future tense 겠), gives the interlocutor (the addressee) their attitude to the statement of the addressee (A).

Thus, the grammatical means of transforming incentive sentences are: a) a predicate in the form of an imperative mood; b) an affix that gives the sentence an incentive; c) incentive intonation. It is noteworthy that in Korean the motivational intonation does not play such an important role as the final motive affix in the predicate. Nevertheless, in order to correctly express a thought,

emotional state, feelings, it is necessary to properly prepare your speech using grammatical means (grammatical categories and forms, service words, interjections, etc.) for expressing various semantic and modal relationships between words as members of a sentence [Kim 2018: 200-215]. Korean sentence of incentive target setting often structurally does not have two components, they lack the subject. The function of the predicate lies in the fact that it appears in all the sentences we have analyzed not only as the main component, but as the main connecting “exponent” in sentences that differ in purpose.

4. CONCLUSION

As already noted, a person’s communicative activity is an essential component of his social behavior, therefore, communicative (speech) behavior itself can be considered as part of the national culture. From the point of view of the activity approach, communication is understood as a joint activity of the participants of communication (communicants), during which a common view of the world is developed. It is characterized by processuality, continuity, conceptuality. In general, the activity approach better explains the world and is more humanistic.

One of the most common forms of information transfer is verbal communication. This form of transferring information is carried out in the form of texts. Text is a universal tool that can be used both in mass communication systems (text in a newspaper or on television, etc.), and in interpersonal (texts exchanged between communicants). Of great importance for the communicative approach is the introduction to linguistic research of the communicative situation, i.e. set of factors determining the possibility and nature of a communicative act. On the one hand, the communicative situation is always concrete, unique, on the other hand, it is reducible to a certain number of invariants. The structure of the communicative situation includes, according to L. Sakharny, 1) the speaker, 2) what is being said (the subject of communication), 3) the listener, 4) the code (language), 5) the text (implementation of the code), 6) general conditions communication. Communication is influenced by: 1) the setting of the participants in communication, 2) the nature and purpose of communication, 3) the social roles of communicants, 4) the community of knowledge about the world and language, which awakes in the listener about the same range of ideas that are related to the subject of communication, etc.

Whatever the speech utterance is in terms of volume, no matter how much a person participates in a given communication, in whatever conditions it takes place, it is based on a certain model that is applicable to any type of speech communication. Its scheme includes the following components: addressee, message, context / situation, contact, code, addressee.

In connection with the enthusiasm for this approach, an important and dangerous trend has emerged - the absorption of linguistics by the theory of communication. An indirect proof of this can be found in the emergence of the second half of the twentieth century, several new original theories that were born in line with the theory of communication interest in which linguistics is still great. This is the theory of speech acts, the theory of speech genres, the theory of language games, the theory of intercultural communication. A common thing for them is an active approach to communication and the language as a whole with its idea of the unity of communicative and non-communicative human activity. Each of these theories in its own way solves the problem of personal communication in the social environment, and each of them has its own fate.

Thus, the theory of communication, indeed, absorbs linguistics, which can be observed now. This is not only dangerous, but also wrong, and therefore this process cannot be successful, although it can be quite lengthy.

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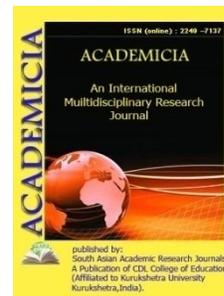
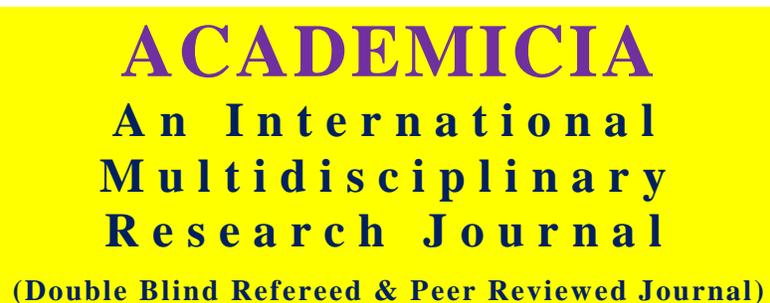
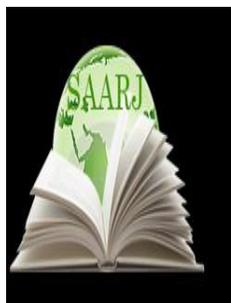
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THE IMPORTANCE OF DISCOURSE AND MEDIA TEXT IN MODERN MEDIA

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ABSTRACT

The article is devoted to the analysis of changes in the communication processes of the late XX - early XXI centuries, reflecting the powerful impact on the real life of modern mass media, the problems associated with understanding media text in the condition of Mass Media convergence, clarifying the role of the Mass Media in forming society and individual recognition and how far their influence extends on modern man.

KEYWORDS: *Text, Media Text, Discourse, Discursive Activity, Cohesion, Coherence, Intertextuality, Media, De-Personification.*

INTRODUCTION

The emergence of the media and their widespread dissemination is the most important aspect of our social life. We live and act in the flow of information that falls on us through all media channels, and if it is true that a person's behavior is determined by his knowledge and assessments, then we must not forget about what a huge share of this knowledge and assessments comes to us thanks to the media. The media exerts not only the strongest influence on us, but also the strongest pressure.

Faced with all these and many other factors, the linguist must connect them with what interests him the most - the verbal side of the discursive activity of the media.

When considering the special role of the media in the life of modern society, it is no longer enough to talk only about how the media work in different countries and the interests of which groups or strata of the population they express. The most important today are the questions of how exactly the media participate in the formation of society and the consciousness of the individual and how far their influence on modern man extends.

THE MAIN FINDINGS AND RESULTS

The dissemination of information through the media takes place in the course of a special activity called discursive. This activity of the media is not purely linguistic, therefore, when studying it, it is necessary to take into account all its versatility and various aspects, dependence on a mass of pragmatic factors and, therefore, to analyze it in its real course, realizing that the linguistic aspect of media activity is the result of the intentions of its subjects, their specific social orientation, value attitudes, etc. In order to establish all these components of the media activity, the efforts of scientists of different specialties - sociologists, political scientists, philosophers, linguists are needed. Cognitive science, an interdisciplinary science, centered on the problems of human assimilation of information (ways of expressing and processing it, as well as the peculiarities of its presentation / "packaging" when transmitted from one people to another) can best combine different specialists for a multivariate analysis of media problems.

First of all, the question arises about the relationship of the concepts of discourse with the text, as well as those limiting units for the chosen level of consideration, from which the text is "composed" as opposed to discourse, or those into which they respectively decompose. It is usually considered that the text is composed of sequential distributions, while the discourse is divided rather into statements. But if the initial concepts of a sentence and utterance are not divorced, and the definitions of the text and discourse do not include the features that differentiate them, both concepts are often used as identical, and their designations are used as synonyms. This state of affairs often characterized works dating back to the late 1970s and 1980s, when the terms "text linguistics" and "discourse analysis" were largely interchangeable. In the overwhelming majority of modern publications in the 1990s, however, the ideas of the need for a more strict differentiation of the concepts under consideration are carried out, for which, in fact, they resort to the oppositions of the process and its result, dynamics and statics, etc.

Changes in the communicative processes of the late XX - early XXI centuries, reflecting a powerful impact on the real life of modern mass media, actualized the problems associated with understanding the media text. The term "media text", which is most demanded to denote mass communication texts, has incorporated parallel, interchangeable or intersecting phenomena - mass communicative text, mass media text, journalistic text, newspaper text, teletext, advertising text, PR-text, Internet text, etc. It should be noted that the semantic content of the term media (from Lat. "Media", "medium" - means, method, mediator) allows you to call a media text any information carrier, from rock paintings, traditional books, works of art and ending with ultra-modern phenomena of technological progress ... However, as a generalizing term, media text was assigned precisely to the texts of mass communication. Another issue is related to the volume of the media text, since everything that is involved in the media sphere quite coexists within the framework of this concept. Apparently, the term acquires its explanatory power when interpreting a media text as an aggregate product of three global subsystems of mass communication: journalism, PR and advertising.

According to N. I. Klushina, "the media text consists of the main text categories, which are:

- 1) Cohesion - means of communication between components in a text segment;
- 2) Coherence - semantic unity of the text, its integrity;

- 3) Pragmatic attitude, as well as intention (in other terminology - communicative intention);
- 4) The perception of the text by the recipient, that is, understanding the text, its decoding;
- 5) Informativeness - the degree of surprise or novelty of information in the text;
- 6) Situationality;
- 7) intertextuality (intertextuality) - a connection due to background knowledge and familiarity with other similar texts”.

Thus, the text is considered not only in the purely linguistic, but also in the cognitive, psycholinguistic, pragmatic, functional-stylistic and communicative aspects.

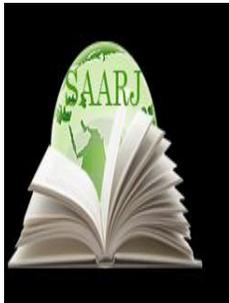
Currently, media text has acquired the status of a basic category in media linguistics, media culture, media education - new areas of linguistic, philosophical, pedagogical science (works by T.G. Dobrosklonskaya, N.B. Kirillova, G.Ya. Solganik, A.V. Fedorova, N.V. Chicherina, etc.). We can also say that the theory of media text claims to be an independent niche within the theory of text or seeks to branch out from it.

CONCLUSION

Communication models are the starting point for typologizing mass communication texts. In fact, any of the components of the model can be the basic basis for organizing texts. This approach to the analysis of media texts testifies to the multidimensionality and diversity of media products and can serve as a universal method for analyzing media texts. In this direction, the study of media texts in the context of the convergence of mass media is just beginning.

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MATERIALS ON THE BIOLOGY OF STREPTOPELIA DECAOCTO FRIV 1838 IN BUKHARA REGION

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ABSTRACT

The article describes the features of collared dove in Bukhara region in contrast to other pigeons, meeting places, behavioral reactions, nest location, nest building, nest components and morph metric dimensions, breeding care during egg laying and heating, hatching, biological properties and importance of the species, such as size, nutrition and nutrient diversity.

KEYWORDS: *Egg, Nest, Chick, Bird, Biology, Ecology, Areal, Agrobiogeocenosis, Morphometric, Unsanitary.*

INTRODUCTION

It is important to study the distribution, biology and ecology of bird species in the habitat, which are an important component of biological diversity, their involvement in agrobiogeocenoses, rural and urban areas, to identify conservation measures.

Collared dove is a rapidly expanding species in Central Asia, including Uzbekistan (Nazarov, 1990; Bakaev, Salimov, 1990; Lanavenko, 1993; Ametov, 1994; Ametov, 2008, etc.). The collared dove was first recorded in Bukhara Province on March 1, 1988, while looking for food with blue pigeons in a city park. For more than 30 years, this bird has been widespread throughout the districts, cities, villages and agrobiogeocenoses of the region. However, the biology of this bird is still poorly understood (Bakaev, Kholboev, 1994). With this in mind, in this article we present our views, based on the observations made in the biology of collared dove in 2007-2020, the collected data.

RESEARCH METHODOLOGY

In doing so, G.A. Novikov (1953), A.V. Mixeev (1984), A.S. Malchevsky (1959, 1981) methods were used. 348 nests of Collared dove were found, 59 eggs, 31 chelpers were studied. Several other observations were also made.

Main part

To study the biology and economic significance of collared dove in Bukhara region to make recommendations on the relationship between humans and collared dove, their importance, ways of attraction, protection, identification.

RESULTS AND DISCUSSIONS

Collared dove is a sedentary bird common in Uzbekistan, including Bukhara region. This bird is close to a rock dove in appearance, much larger than a laughing dove. The character is much more complex and is expanding its range. Not only the slightly larger size of the body but also the semi-circular black band around the neck play a big role in distinguishing the collared dove from other pigeons, especially the turtle dove. Because of this, it can be recognized quickly from a great distance. During the year we met this bird in the villages and towns of Bukhara region, in the trees along the roads, in agrocenoses. The fertility rate (number) of collared dove varies considerably in urban, rural, agrobiogeocenoses. For example, the number of collared doves at the main stations in Bukhara varies throughout the year, the average number per 10 hectare ranges from 1.3 to 25.0. The average number of collared doves in the old city is 3.0, in small areas - 3.6, in green areas - 25.0, in ruderal plots - 6.5, in industrial centers - 9.4 and in cemeteries - 1.3. Even in rural areas, the number of collared doves per unit area varies at different stations: 17.0 in wheat fields, 4.7 in cotton fields, 10.7 in corn fields, 19.3 in millet fields, 3.8 in lucerne fields, 7.5 in vineyards, 4.4 in apple fields. 1.6 in apricot orchards and 1.1 in plowed lands.

The song of this bird has three syllables - "gu-guu-guuv" can be heard in almost all months of the year. The abundance of collared doves that just sing will be more from March to August, and from September to February their sound can be heard less. In 2008, when the winter was severe, the singing mode of collared doves changed significantly. During the winter months, they stopped singing. The first round was held on the first of March (01.03.2006; 09.03.2007; 06.03.2009; 02.03.2010; 03.03.2011; 10.03.2012; 05.03.2013; 04.03.2014; 08.03.2015; 06.03.2016; 08.03.2017; 06.03.2018; 05.03.2019; 29.02.2020). Collared doves form a pair just like other species before nesting. During this time, they chase each other, sometimes touching each other's beaks, making a distinctive sound of "gurgling, gurgling," flapping their wings, clapping, and soaring up into the air. skillfully demonstrates character. In different conditions, we found and studied its 348 nests. Information on their location is given in Table 1. Most nests are in *Fraxinus excelsior* (69), *Morus alba* (52), *Malus domestica* (47), *Platanus orientalis* (40), very few (1) *Purus communis*, *Pinus sievestris*, *Elaeagnus angustifolia*, *Spiraea trilobata* was found to be placed. Different buildings choose less to build nests.

TABLE 1 COLLARED DOVE CELL LOCATION INFORMATION (N = 348)

T / r	The tree in which the nest is located, object name	The height of the hive from the ground, m	Measured slots soni (n)	Observed nests soni (n)
1	<i>Armeniaca vulgaris</i> Lam.	4,62 (2,2-10,0)	10	23
2	<i>Juniperus virginiana</i> L.	4,35 (2,2-5,5)	8	9
3	<i>Ulmus pumila</i> L.	6,64 (5,0-8,0)	7	22
4	<i>Malus domestica</i> Mill.	3,73 (2,5-10,0)	20	47
5	<i>Salix alba</i> L.	7,75 (4,0-16,0)	4	4
6	<i>Cerasus vulgaris</i> Mill.	3,3	1	5
7	<i>Cydonia oblonga</i> Mill.	2,66 (2,64-2,67)	2	2
8	<i>Sophora japonica</i> L.	5,52 (3,6-7,0)	5	6
9	<i>Fraxinus excelsior</i> L.	6,24 (2,66-12,0)	57	69
10	<i>Populus alba</i> L.	7,5 (5,0-10,0)	2	10
11	<i>Morus alba</i> L.	6,83 (2,5-13,0)	33	52
12	<i>Platanus orientalis</i> L.	9,6 (5,0-16,0)	33	40
13	<i>Prunus cerasus</i> L.	5,0 (5,0)	2	3
14	<i>Gleditsia triacanthos</i> L.	8,42 (5,0-13,0)	6	10
15	<i>Acer platanoides</i> L.	11,97 (4,0-18,0)	7	10
16	<i>Populus balsamifera</i> L.	14,75 (5,0-18,0)	4	5
17	<i>Pinus sievestris</i> L.	5,5	1	3
18	<i>Purus communis</i> L.	-	-	1
19	<i>Maclura aurantiaca</i> Nutt.	6,75 (6,5-7,0)	2	2
20	<i>Biota orientalis</i> L.	4,88 (2,0-7,0)	4	7
21	<i>Elaeagnus angustifolia</i> L.	2,1	1	1
22	<i>Spiraea trilobata</i> L.	3,3	1	1
23	Magpie slot	10,0 (8,0-12,0)	2	5
24	Between the advertising grid	5,0	1	3
25	In buildings (porch, barn, chimney)	8,12 (1,85-30,0)	5	8
Total			218	348

In the Bukhara region, collared doves build their nests mainly on 22 species of trees (332), partly in various man-made buildings (11) and in the old nests of magpieni (5). When Magpie uses older nests, species such as magpie (if the nest is well preserved) and common myna, partly pale scops owl, and rock dove compete with the collared dove. Due to natural conditions, in this interspecific competition, collared doves sometimes win, sometimes lose. Sometimes collared doves reuse their nests that have been used for years or more.

Both sexes are involved in the construction of the nest collared doves. The construction period sometimes takes an average of 6 days, from 3 days to 10 days, depending on the time of spring arrival, depending on the weather. In a tree, a pair of usually collared doves build nests. Sometimes two pairs, up to four pairs of collared doves build and use a nest in a bush if the tree is well branched from time to time, another convenient place to place the nest is lacking, the amount of food is large and the human impact is low. For example, on 06.05.2009, four nests of collared dove were recorded in the mulberry grove of school No. 10 in Bukhara. In this case, the

birds exhibit a number of inter-species relationship elements, such as stealing nest material from each other, obstructing nest construction, attempting to squeeze each other out, and drowning. Collared doves nests also use various parts of the surrounding vegetation, mostly thin, colored wires (in 3 nests) in a radius of 50 meters. The nest is characterized by flatness, porosity, lack of nest material. Plate-shaped. Sometimes you can see the eggs in the nest from below. The nests are placed on the branches of tree trunks, or on the side horns. Collared dove uses vegetative parts of various plants and a very small amount of anthropogenic material in the construction of the nest (Table 2).

TABLE 2 INFORMATION ON THE COMPONENTS OF THE COLLARED DOVE NEST

Components	Slots					On average, weight, g
	1	2	3	4	5	
Streptopelia decaoctane feces	34,50	13,40	13,10	16,70	-	15,54
Pairs of Streptopelia decaoctane	1,00	2,50	0,40	-	-	0,78
Malus body parts (leaves, delicate branches)	0,53	-	-	-	-	0,12
Zygophyllum oxlianum root	2,80	0,90	-	0,60	-	0,86
Chenopodium body parts	23,50	9,40	18,20	11,90	10,10	14,62
Cynodon dactylon body parts	1,60	0,30	1,70	1,30	0,10	1,00
Wheat straw	0,30	-	-	-	-	0,06
Prunus cerasus branches	5,80	10,50	-	-	-	3,26
Alhagi is a thorny branch	5,00	3,20	1,50	0,80	0,10	2,12
Grape-vines	-	0,30	-	-	-	0,06
Medicago sativa body parts (root, stem)	-	-	3,00	-	-	0,60
Armeniaca vulgaris body parts (root, branch)	-	-	8,10	-	-	1,62
Convolvulus arvensis stems	-	-	0,10	-	-	0,02
Tamarix branch	-	-	-	2,00	0,10	0,42
Other components	-	-	0,90	1,20	29,80	6,38
Total	75,03	40,50	47,00	34,50	40,20	3,164

The raw material of the Collared dove nest and their size, weight varies depending on the conditions and the season, the nesting period. The morphometric dimensions of the collared dove nest are given in Table 3.

TABLE 3 MORPH METRIC DIMENSIONS OF THE COLLARED DOVE NEST

T / r	Measured area	n	Awake				Information source
			height, mm	width, mm	weight, g	height from the ground, m	
1	Bukhara city	6	86,0 (70,0-115,0)	210,0 (85,0-230,0)	39,0 (34,0-48,0)	5,1	Kholboev, Baqoev, 1994
2	Olot	3	79,0	200,0	32,0	5,7	Kholboev,

	district		(67,0-91,0)	(190,0-210,0)	(29,0-35,0)		Baqoev, 1994
3	Nukus and his surroundin gs	25	82,1 (56,0-150,0)	156,2 (80,0-270,0)	-	4,3 (2,1-7,5)	Ametov, 2008
4	Bukhara region	39	97,4 (66,0-137)	154,3 (92,9-216,0)	47,9 (29,2-76,5)	4,2 (2,2-10,0)	Our data

As the data in Table 3 show, there are also local, individual variables in nest sizes. When the nest is finished, it lays white eggs on it. Eggs are laid once a day, sometimes for a day. The number of eggs in the nests is 2. Data on the morphometry of collared dove eggs are as follows: egg (n = 59) length 31.20 (28.6-34.9) mm., Width 23.59 (21.4-25.0) mm., Weight (n = 88) 9.01 (7.1-11.0) g. Eggs are pressed, heated by the female collared dove. When the eggs are weighed, the mother swells the collared dove, writes down the rudder feathers, shows off her large body, flaps her wings, spreads her wings like butterfly wings on the back of the trunk, and makes a "proud" noise. Egg-laying female collared dove body dimensions are as follows: beak length 18.6 mm, nostril length 11.4 mm, beak height 5.9 mm, wing length 180.0 mm, two wings spread 530.0 mm, body length 325.0 mm, diameter 30.6 mm, tail length 144.0 mm, weight 173.4 gr. The male, on the other hand, protects the female at a distance of 8.43 (0.4-40.0) m from the nest (n = 24) and connects it to the surrounding situation. When the sun goes down, it comes close to its nest. During the egg-laying process, the female collared dove allows the man to come closer to her, even to touch her, to photograph her. This case may indicate that the care of the offspring of *Streptopelia decaocto* is strong. The process of laying eggs takes 15-17 days. Egg-pressing density of female collared dove was observed (n = 3). On the second day of the procedure, the egg-laying density was much higher - 96.0%, on the eleventh day - 94.0%, and on the fourteenth day - slightly lower - 88.6%. During daylight hours (from 7:00 to 20:00 in the morning) the average duration of one egg laying is 115.4 min. (78.0-205.0), and in subsequent observations - 187.8 min. (55.0-329.0), and 212.6 min. (47.0-412.0). As the duration of the nest emptying of the eggs increases each time from the beginning to the end of the process (i.e., 4.5 min; 12.2 min; and 27.3 min.). On days 12-15 of this period, cracks appear in the egg shells. This phenomenon may indicate that the chicks are moving to hatch from the eggs. During egg laying, the weight of eggs decreases by 0.2-0.3 g per day (n = 88). On the day of hatching, the weight of the chick (n = 6) is 8.82 (7.40-9.60) g. The weight on the eve of leaving the hive was 108.7 g. This means that the chicks grow and develop rapidly. Their initial weight increased by 11.7 times. The average daily body weight is 6.7 g. increases from. The appearance, appearance, color of the chicks will change. Initially, the tip of their beak and fingertips are white. On the surface of the body there are yellow and bright yellow embryonic tufts, and in some places: around the eyes, ears, beak, paws, lower neck, along the abdomen. The eyes of the chicks are weak, the ear holes are closed. In 3-4 days after they hatch, feather growths appear on the whiskers, wings and tail of dark-colored patches around the eyes and ears. Later, at 5-6 days, the auditory canal and eyes are opened. The chicks begin to respond to external influences, i.e., squealing, littering, trembling, throwing themselves backwards, squealing with their beaks, trying to fly and dive, squeezing their paws, trying to walk fast, breathing frequently, can grab the nests in the hive, move the head, paws, beak. Now the tips of the feathers on the wing, the tail feathers, crack and swell, forming tufts reminiscent of a brush. The color of the beak, legs, nails becomes brown, thickens.

The chicks spread their wings slowly, keep their head upright, and breathe often. By 7–8 days of life, white feathers emerge from both ends of the tail feathers of the chicks. The wings have been shown solely to give a sense of proportion. Because the contour feathers are well developed along the surface of the body, the body is well covered with feathers, at 10-12 days they still cannot fly, but are much more mobile. Later, when the chicks are 14-15 days old, they become like their parents, trying to fly out of the hive. But for another 3–4 days they will be in the shelter of their parents in the hive. Then they leave the hive. Below are images of the reproductive cycle of collared dove.



A



B



C



D



QUMRI/COLLARED DOVE / STREPTOPELIA DECAO TO FRIV 1833
BURNHAM
E. N. DONTYOROV © 03.05.2009

E



QUMRI/COLLARED DOVE / STREPTOPELIA DECAO TO FRIV 1833
BURNHAM
E. N. DONTYOROV © 03.05.2009

F



QUMRI/COLLARED DOVE / STREPTOPELIA DECAO TO FRIV 1833
BURNHAM
E. N. DONTYOROV © 03.05.2009

G



QUMRI/COLLARED DOVE / STREPTOPELIA DECAO TO FRIV 1833
BURNHAM
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H



Pictures of the reproductive cycle of collared dove

Note: A. The collared dove family, which exhibits reproductive movements;

- B. A nest ready to lay eggs;
- C. D. The first and second eggs laid in the nest;
- E. Breeding care of egg-laying collared dove;
- F. The collared dove hatched from the egg and its egg;
- G. 3-4 day old chicks;
- H. 7-8 day old chicks;
- I. 11–12-day-old chicks;
- J. Adult but not reproduced collared dove;

But for a few more days the bird will depend on the nest of the children, rest, spend the night, and so on. Thus, in the Bukhara region, the nesting nests of collared dove can be found from the second decade of March to November. Depending on the weather, they sometimes show mowing movements either in the fall or early spring.

From late June to early July, new generations of collared doves are grouped into groups of 13 to 50 individuals. By the end of August, the number of individuals in the association will increase to 500. In trees such as *Juniperus virginiana* and *Biota orientalis*, *Salix alba*, *Armeniaca vulgaris*, *Morus alba*, *Populus alba*, *Fraxinus excelsior*, *Ulmus pumila*, *Malus domestica*, *Platanus orientalis*, the soil ($n = 8$) to 5.5 (3.0-7.5) meters high ($n = 15$) with 72.7 (2.0-500.0) collared doves. The number and branching of trees, bird's body size, character, natural features of the place, the presence of food are important at night, *Corvus frugilegus*, *Corvus cornix*, *Acridotheres tristis*, *Pica pica*, *Turdus merula*, *Streptopelia senegalensis*, *Passer montanis*, *Parus bokharensis*, *Sturnus vulgaris* Birds such as *Corvus monedula* are adjacent to *Streptopelia*

decaocto from late evening to early morning. In this case, *Corvus frugilegus*, *Acridotheres tristis* are numerous and also cause strong noise. Collared dove is mainly a bird of prey. However, in the seasons of the year, their nutrient spectrum, location may change. For example, in the spring, summer Bezostaya 1, Zeya Mays, seeds of weeds, partly insects, in autumn and winter they are food debris, seeds of *Juniperus virginiana* and eastern sauri, cotton, wheat, corn, beans, moss, peas, millet, rice, fields planted with sunflowers, rye, grapes, apples, apricots, quinces, walnuts, markets, cemeteries, barns, crows tickle the birds in the shelter, find grain in the settlements, garbage dumps, nurseries. It sometimes swallows pieces of stone, glass, iron to improve the process of consuming solid foods. In the diet were recorded *Columba livia*, *Streptopelia senegalensis*, *Passer montanis*, *Acridotheres tristis*, *Sturnus vulgaris*, *Parus bokharensis*, *Corvus monedula*, *Corvus cornix*, *Pica pica*, domestic birds, livestock and in rare cases *Larus ridibundo* around Buraus decibrepti, *Burhinus oct.*

CONCLUSION

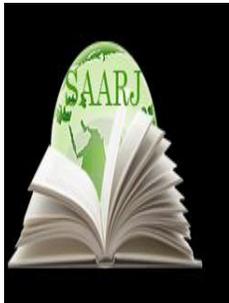
Collared dove feeds on grains and grasses of cultivated plants, encounters around food stalls in markets, on benches in parks, in homes, and sometimes causes unsanitary problems. The use of our cultural monuments for the night, for reproduction, will cause their erosion. The transport of ectoparasites in the body causes them to spread. It is a partner in the feeding of domestic poultry and livestock. The waste feeds on food debris and performs a sanitary function. Important in the food chain. During the breeding season, the chicks feed on pests and benefit agriculture. Garbage is rich in phosphorus, which mixes with the soil and affects fertility. It uses the body parts of weeds to build a nest and limits their spread.

In recent times, shaping trees, cutting them down, has been influenced by the number of collared doves by children, kittens and magpies. The Collared dove is a cute, beautiful bird with a distinctive voice-singing. It has its place in different corners, constantly keeping an eye on nature. Therefore, it is advisable to protect it, to feed them in unfavorable weather conditions during the winter. During the study of Collared dove biology, it was found that this bird feeds on various grains, seeds of foreign plants, sometimes in densely populated areas (markets, alleys, parks), as well as in the creation of unsanitary conditions in cultural and historical monuments, transportation and spread of various ectoparasites. can participate. It consumes various wastes, food scraps, and feeds its chicks with pests during the breeding season. Manure is rich in phosphorus, enriches the soil with minerals. It plays a positive role in human ecology at various stations with these characteristics.

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**ABOUT THE CONDITION OF ARCHITECTURAL MONUMENTS OF
 SAMARKAND DURING DEPENDENCE ON THE RUSSIAN EMPIRE
 (BASED ON THE DOCUMENTS OF THE SCIENTIFIC ARCHIVE OF
 THE INSTITUTE OF HISTORY OF MATERIAL CULTURE OF THE
 RUSSIAN ACADEMY OF SCIENCES)**

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ABSTRACT

The article is about the condition of Samarkand's architectural monuments during the period of Turkestan's dependence on Russia. The article considers firstly, the consequences of the Russian administration's failure to maintain the system of protection of architectural monuments in the region, which had existed for centuries in the area until early days of the Russian occupation, specifically, the consequences of the change in the system of management and use of waqf property; secondly, removal of architectural parts of Samarkand monuments and placing them in the central museums of the empire by the Imperial Archaeological Commission under the pretext of carrying out scientific research of existing cultural heritage sites in the territory of the empire, as in other regions, as stipulated in its regulations; thirdly, efforts of the Commission to protect and repair the monuments of Samarkand.

KEYWORDS: *Dependency, Waqf, Inheritance, Conservation, Restoration*

INTRODUCTION

Copies of the archives of the Imperial Archaeological Committee (now the Institute of the History of Material Culture of the Russian Academy of Sciences) in the scientific archives of the Samarkand State Museum-Reserve play an important role in the study of the condition of the material culture and architectural monuments of Central Asia in the late XIX-early XX centuries.

These archival documents contain information related to the activities of the Committee in Central Asia in 1867-1925, and copies were taken from the originals in 1937 in Leningrad by the staff of the Samarkand Museum. The archival documents were compiled in one tome in 1963 by museum researchers. Documents on the activities of the Imperial Archaeological Commission in Samarkand can be divided into groups based on their characteristics, such as research work, descriptions of newly discovered and antiquities sent to the Commission, and the Commission's activities related to Samarkand monuments. In this article, the condition of architectural monuments in the Samarkand region during the period under review is analyzed using the documents of the scientific archive of the Imperial Archaeological Committee.

It is known that when Turkestan became dependent on the Russian Empire, the land property system of Waqf¹ collapsed, the largest and most influential of them were abolished, and the rights of the middle and small ones were severely restricted. At the same time, the control over the profits of waqf was also transferred to the control of military governors [Alimova, 2000, pp 90]. This, in turn, led to a certain degree of neglect of architectural monuments that had been protected and maintained at the expense of income from the waqf property.

In particular, in 1878, during the reign of Major-General of Zarafshan district Ivanov, the heads of the department were instructed to deduct interest from the income of the foundation for the city funds with instruction latter under №45 [fund 1, 1895, file 69, pp 7-10]. It is planned that the department administrators would repair the waqf buildings themselves if necessary, at the expense of these funds. That is, the main part of the income from the waqf was used for city expenses, from which a certain amount was allocated for the maintenance of monuments. The allocation is as follows: 8% of income from less than 100 rubles, 10% of income of 100-500 rubles, 15% of income from 500 rubles.

While waqf buildings were repaired at the expense of these allocations in 1878-1885, the allocations mentioned in 1885-1891 were also used for municipal expenditures. In 1891-1894, allocations according to the percentage were again used in their own direction, and the maintenance of the waqf buildings was carried out on the basis of estimates and under the supervision of a special commission [Ibid].

This issue was discussed on January 9, 1896 in the general court of Samarkand region, and it was decided that the maintenance of architectural monuments would be carried out at the expense of the waqf under the authority of the chief of the waqf – “mutawalli”, but under the supervision of the head of the district. Thus, the necessary funds for the repair of monuments collected in the hands of the administration [Ibid].

However, we know from the artist and architect S. M. Dudin's reports that although the incomes from waqf had been directed to the maintenance of relevant monuments since 1896, with the exception of some monuments (the Shokhizinda ensemble and several mosques controlled by local clerics), architectural monuments in Samarkand have were not repaired at all and became

trash dump [Dudin, 1903, pp. 61]. Especially, the mosque in the mausoleum of Amir Temur, the mosque of Amir Temur (Bibi Khanum), the mausoleum of Bibihanim, Ishratkhana, Childukhtaron became in ruins [Ibid].

The issue of preservation and repair of Samarkand monuments was of great importance on the agenda. The Chairman of the Imperial Archaeological Commission A.A. Bobrinsky in a letter № 688 to Governor-General of Turkistan A.V. Samsonov in April 2, 1912, commenting on the waqf of Samarkand Monuments declared that many madrassas and mosques in Samarkand had lost their waqf after the Russian invasion, as their waqf were under the control of the Bukhara Emirate and informed that occasionally waqf funds were being used aimlessly and asked to stop that [fund 1, 1901, file 53, pp 52-55].

The neglected architectural monuments have become a hotbed of looting for various categories of people - the military, local Russian administration officials, tourists, scientists in various fields, and others. As a result, the monuments of Samarkand were looted beyond recognition.

Among the literature on the subject under consideration, the first work created directly on the basis of documents from the scientific archives of the Imperial Archaeological Commission was published under the general editorship of E. N. Nosov, it is devoted to the activities of the Imperial Archaeological Commission in 1859-1917 [Imperial Archeological Committee (1859–1917): To the 150th anniversary of its foundation. At the origins of domestic archeology and the protection of cultural heritage / Scientific. ed.-comp. A. E. Musin. Ed. E.N. Nosova. - SPb .: DMITRY BULANIN, 2009.]. This work deals with the following issues related to the topic:

1. Information on N.I. Veselovsky's historical-architectural expedition to Samarkand in 1895-1899, the publication of the first part of the album "Samarkand mosques"[ibid; pp 222-224; 793-795; 1088].
2. About the activities of the A.L. Kun in Turkestan in 1867-1882, the publication of the "Album of Turkestan", which included the monuments of Samarkand [ibid; pp. 785].
3. About the Photographers (S. M. Dudin, S. M. Prokudina-Gorsky, I. F. Chistyakov, D.I. Ermakov, G. A. Pankratev, I. Vvedensky etc.) who visited Samarkand in 1880-1890 and the beginning of the XX century and took photos of the architectural monuments of the city, and their collections [ibid; pp. 798-807, 993].

Although the work contains a large amount of information, the main directions of the Commission's nearly 50 years of activity have been considered. As for the architectural monuments of Samarkand, it has restricted information with short lines.

The second work in this direction belongs to G.V. Dljnevskaya [Dljnevskaya, 2011, p. 295], and the author relies heavily on the Commission's photo archive in her work. Since the work is devoted to the activities of the Commission in Siberia and Central Asia, more information on the subject is given in relation to the first work. In particular, the author considered issues such as 315 photographs of the city's mosques and mausoleums which were taken during N.I. Veselovsky's expedition to Samarkand in 1895-1899 [ibid; p. 14, 24, 44;], artist L. E. Dmitriev's activity in Samarkand in 1890 [ibid; pp. 14], photographs taken by S. M. Dudin in 1905 in the Shokhizinda ensemble in Samarkand [ibid; 25;], photographs of photographer S. M. Prokudina-Gorsky in mosques and mausoleums in Samarkand in 1905 and 1911 [ibid; p. 21;], photographs taken by photographer I. F. Chistyakov in architectural monuments of Samarkand in 1898 [ibid;

pp.15;], collection of 28 photographs taken by French photographer P. Nadar who visited Bukhara, Samarkand and Merv in 1895, photographs of the architectural monuments of Samarkand taken in 1901 by D.I. Ermakov [ibid; pp.32], Activities of A. L. Kun in Samarkand and his "Album of Turkestan" [ibid; pp. 37], activities of the photographer G. A. Pankratev in Samarkand in the 1890s [ibid; pp. 47], and lastly photographer I. Vvedensky's activities in Samarkand in 1894-1897 [ibid;]. It is obvious that the author's work does not consider the condition of the monuments in Samarkand in the colonial period, but mainly shows who photographed the Samarkand monuments. Also, other researches of the scientist also relied mainly on the materials of the photo archive of the Commission [Dlujnevskaya, 1995; 1998; 1999; 2003; 2007; 2011;].

Another work by G.V. Dlujnevskaya attempted to approach the history of Uzbekistan at the end of the 19th century on the basis of documents from the Commission's scientific archives [Dlujnevskaya, 2011]. Among other historical cities of Uzbekistan, Samarkand is mentioned in this study and the most prominent architectural monuments of the city – Registan ensemble, Ishratkhona mausoleum, Bibikhanim complex, Gur-Emir complex, Ruhobod mausoleum, Khoja Doniyor mausoleum and the monuments are discussed in detail. However, there is no information in this work as well about the condition of the monuments of Samarkand during the period of dependence on the Russian Empire.

On the subject in Uzbekistan D.A. Alimova published a monograph [Alimova, 2000], which relied mainly on correspondence with the Commission of the Central State Archives of Uzbekistan, as well as other sources based on these archival documents. The main focus of this study is on the economic consequences of the occupation of Turkestan by the Russian Empire. At the same time, information is provided about the unique manuscripts, various artifacts that were taken out of the country as a result of the Russian occupation, using the archives of Uzbekistan and other similar works. However, in this study there is almost no information about the state of Samarkand's architectural monuments during the period of dependence on the Russian Empire too.

S.M. Dudin's research on the subject [Dudin, 1903] focuses on the decorative coatings of architectural monuments in the region, based on the knowledge and experience he gained during his several trips to Turkestan. Along with the monuments of Samarkand, the author tried to reveal the similarities and differences between the decorative coatings of medieval architectural monuments in Bukhara, Anau, Shakhrisabz.

Childukhtaron mausoleum in Samarkand, Shohizinda ensemble, Amir Temur mausoleum, Mirzo Ulugbek and Tillakori madrasahs in Registan ensemble, Ishratkhona, Khoja Ahror complex, Bibikhanum mausoleum were compared with other monuments of Central Asia by him. At the same time, he noted that Samarkand's monuments have been neglected, looted by collectors, and some were being turned into garbage dumps [Dudin, 1903, pp. 49-73]. However, it does not dwell on the causes of the current situation.

The literature on the subject includes a number of works from the second half of the XIX century to the beginning of the XX century. However, these sources have been used in the literature reviewed above, and the author did not find it necessary to mention them separately [Bartold, 1922; 1966; 1977; Vyatkin, 1927; Yakubovskiy, 1904].

Main part

Initially, the Commission addressed a letter №162 to the Governor-General of Turkestan on 29 August 1869, requesting that the valuable items of archeological and architectural monuments in the ancient cities of the country, along with their classification, be sent to the Commission [fund 1, 1868, file 25, pp 5].

In order to accomplish the above purpose of the Commission, A classification and drawing of a stand for the Ottoman Qur'an located in the ruins of the Amir Temur Mosque (Bibikhanim)² in Samarkand, and a list of inscriptions on the stone sent to St. Petersburg by the titular adviser³ to the Governor-General of Turkestan, A.L. Kun. The marble slab itself was left in place because it was "very heavy and very expensive to transport" [Ibid, pp 5].

A.Kun declared that the stone was made from grey marble and brought from Nurota during A. Temur's realm, consisted of 9 legs, huge a marble slab, and two triangle stones which make side part, before Russian invasion the dome of the mosque collapsed and as a result a piece of side part stone was broken, and at that moment one part of the mosque's waqf was given to Amir Temur Mausoleum, the others to other mosques and consequently the mosque of Bibikhanum left without any waqf [Ibid. pp. 9].

At the same time A.Kun made two replicas of the marble slab on the instructions of the Governor-General of Turkestan. Along with these copies, a collection of glazed tiles collected from the mausoleums of the Shahi-zinda ensemble, the Amir Temur (Bibikhanim) mosque and the mausoleum of Amir Temur were placed in a total of 15 boxes and sent to the Commission [Ibid. pp. 28]. There is a complete list of tiles from the ruins of ancient buildings of Samarkand in the 1st appendix of the latter № 429 written in March 13, 1871 to the chairman of the archeological committee of the General Governor of Turkistan earl S. G. Stroganov with the signature of A. L. Kun [Ibid. pp. 13-17].

The list includes the tiles and other architectural parts of the tomb of Amir Hussein ibn Kara Kutlug and his children, built in 777 AH, the tomb of Shirin Beka, sister of Amir Temur, built in 787 AH, the mosque of Shirin Beka, daughter of Amir Taragay, built in 735 AH by Amir Temur, mausoleum of the daughter of Oljay nurse, the construction date is unknown.

It should be noted that the list in the archival documents includes the names of mausoleums that are not known among the mausoleums of Shahi-zinda ensemble at the moment, which requires special research. Some of those mausoleums are one of Shakh Arab built in 762 AH, believed to be son-in-law of Amir Temur, the tomb of Amir Musa, then called the Mirror Room by locals built in 888 AH, the tomb of Amir Assad, of which was construction date is unknown, the tomb of Amir Abu Tenggi built in 803 AH, the mausoleum of Chuchun Beka, who is believed to be Timur's daughter, constructed in 788 AH. Main pieces of the architectural decorations were taken from those monuments (Amir Abu Tenggi, Shah Arab Mausoleum). In total, about 100 architectural decorative coverings, tiles, patterned bricks were taken from the ensemble of Shakhi-zinda [Ibid].

The list included 11 ornamented tiles and bricks from Amir Temur (BibiKhanum) Friday mosque, mosaic square taken from the walls of Registan ensemble's Ulugbek Madrasah, 10 pieces of diverse mosaics and 6 blue glazed bricks which would make different ornaments as well as words when combined together from the walls and minaret of Amir Temur Mausoleum,

the piece of low part of the marble fence of pilgrimage which surrounds the gravestones of Amir Timur and his relatives, a piece of carved marble that consists the lower line of the socle of the mausoleum, a piece of abated inner marble socle of hexagonal shape, a carved door leaf⁴. These items were sent by the Commission to the Industrial Museum at the Imperial Palace [Ibid, p. 13-17].

Two tombstones and two marble slabs with inscriptions from the tomb of Abu Said's son Muhammad (518 AH, 1124-1125 AD), found near the Bukhara Gate of the Samarkand Arch and which was in K.P. Kaufman's possession, were also sent to the Commission along with those items. The items were given to the Asian Museum [Ibid. pp.19].

After the official establishment of the museum in Samarkand in 1896, Y. Yakubovsky, M. Virsky and V. Vyatkin did much work to enrich the museum fund. In fact, one of the goals of the Samarkand Museum was to prevent the disappearance of antiques abroad. From this period, the artifacts taken from the ancient city began to attract public attention, and the local administration began to react to it.

For example, the artist S.M. Dudin was sent to Turkestan in 1901 by the Russian Museum of Emperor Alexander III. He was allowed to conduct excavations during 1901 on state, public and other lands in the Turkestan region by the Imperial Archaeological Commission [fund 1, 1901, file 82, pp 1-2].

However, archeological excavations were not done by S.M.Dudin, but mainly the architectural revetments of the Samarkand monuments were collected and taken to the Russian Museum of Alexander III. He successfully completed this mission several times during the years 1895-1908. However, during his visit to Samarkand in 1908, he was unable to collect tiles for the museum of Alexander III because "the local administration did not allow him to take anything". The local administration reasoned this action as "works to enrich the funds of the Samarkand Museum are underway" [Dudin, 1910, pp. 93].

The same thing happened with the special assignments officer in Ministry of Interior with A.A. Polovtsev. In 1901, a member of Baron Stiglitz's Technical Graphics School in St. Petersburg addressed local authorities requesting A.A. Polovtsev to provide a permit and practical assistance in the matter of getting replica of glazed tiles with different colors of the walls of Shakhi-zinda in Samarkand.

The school explained that it was concerned about the constant and gradual collapse of the tiles, the fear of damage to the monument due to the constant earthquakes in Samarkand, the threat of complete destruction of the walls of the tombs of Shokhizinda, and that the institution intended to preserve this magnificent monument of Central Asian art by tearing down the tiles and to demonstrate to the public by placing it in a museum [fund 1, 1901, file 161, pp.1-2].

Taking into consideration the fact that the ensemble was on the verge of partial collapse due to an earthquake in Shakhi-zinda, and that the spilled wall coverings were being looted, the commission decided to allow A. Polovtsev to remove the tiles from the ensemble's monuments and take to the St. Petersburg Technical Graphics Central School Museum as an exception "in order to preserve at least one scientifically interesting coating" and informed the military governor of Samarkand region in the letter No. 1230 of July 9, 1901 [Ibid, pp. 2-3].

However, in a letter to the Ministry of Defense through the Governor-General of Turkestan, the military governor of Samarkand stated that "Taking the tiles may cause to ruin the mausoleums that is being unattended anyway and might fairly insult the feelings and equality of the Muslims consequences of which would be resentment by them". With this in mind, asks to cancel the permit given to Polovtsev. Eventually, the Asian part of the General Staff of the Ministry of Defense informed the Minister of the Imperial Palace about this in the letter No. 48700 dated August 31, 1901 [Ibid].

The Commission then, in a letter No. 1589 to the Ministry of the Imperial Palace of 27 September 1901, sharply criticized the representatives of the local administration in the province of Turkestan and strongly defended its position on the matter of permit. In the letter, the Commission noted that the Samarkand monuments of the Timurid period, especially the Amir Timur (Bibihanim) Mosque and some mausoleums of Shokhizinda, had become in poor condition, could soon completely be destroyed, the coatings were being looted and exported, that the local administration had long been indifferent to the looting of architectural monuments, and that only after the interference of the Imperial Archaeological Commission forbade the trade with ancient tiles; In 1897, under the pretext of ensuring the safety of passers-by, the upper half of the magnificent minaret of the BibiKhanum Mosque was removed and its tiles were destroyed, a magnificent 14th-century mosque near the Russian fortress blown up to open a square (esplanade), states that local administration believes that the implementation of the work entrusted to AA Palovtsev does not insult the religion and feelings of equality of Muslims [Ibid. pp. 6-12].

Eventually A.A. Polovtsev was only allowed to take "separate spilled tiles" [Ibid. pp. 12-13]. There are no reports on how the process ended or if A.A.Polovtsev received tiles from the Shokhi-zinda ensemble in committee's archival documents. However, other studies based on A.A. Polovtsev state that Baron Stiglitz's technical graphics school in St. Petersburg "had Central Asian patterns and gypsum carvings of the fourteenth and fifteenth centuries" [Alimova, 200, pp. 347; Polovtsev, 1913].

Indeed, by this time, the staff of the Samarkand Regional Statistics Committee, members of the Samarkand branch of the Turkestan Amateur Archaeological Circle and other educators was working hard to protect the region's ancient monuments. This can also be seen in the press pages of that period. In particular, in 1904, the newspaper "Samarkand" published a report that the ancient city of Afrosiyab turned into a garbage dump [Newspaper "Samarkand", 1904;]. The Commission sent a letter to the military governor of Samarkand region asking to comment on this report. It said that "if this report is confirmed, such a situation will provoke strong resentments not only in our country but also abroad, because the whole world of science is interested in Afrosiab" [fund 1, 1904, file 24, pp. 7].

Unit 3 of the Samarkand Region Administration explained to the Commission that a small area in the south-western corner of the Afrosiyab hills, west of the road in the village of Halvon in Samarkand district, had served as a landfill until the Russian invasion, and reported that the garbage dump was expanding as well as no archeological finds have been identified in the area so far. The administration added that in the wake of the outbreak of malaria in the Caspian region, the city's clean-up had intensified, with residents digging special wells and dumping waste into the well, and a guard assigned to monitor it [Ibid, pp. 10].

Head of the Political Agency of the Russian Empire in the Emirate of Bukhara A. Kalmykov's letter to the Imperial Archaeological Commission on April 3, 1902, also expressed concern about the removal of antiques and the looting of ancient mosques [fund 1, 1901, file 161, pp. 14-15].

The letter states that in connection with the destruction of Bukhara and Samarkand regions, the removal of antiques, looting of ancient mosques has significantly increased, damaging the tomb of Amir Temur in Samarkand and the mosque in Gijduvan, besidestrade with ancient weapons and items of unknown origin and in other household items has peaked, with the recent removal of stone slabs, bricks, sarcophagus fragments, and other remains that are part of ancient structures, providing information about the time of construction, the name of the builder, and so on.

According to the head of the political agency a Turkish citizen, Armenian by nationality Isa Tumanyants, who was sending the above-mentioned items to several places, was arrested and the mentioned stones were also seized.

As a result, the head of the political agency asked the Commission to raise the issue of a complete ban on the export of ancient stone inscriptions, glazed or inscribed and inscribed bricks, building fragments and ancient architectural ornaments from Central Asia, recommends making the registration list and checking the constant integrity.

The letter also expressed concern about the presence of a unique marble carved Muslim sarcophagus in the mosque 5 versts⁵ from Termez, which is now at risk of theft.

The Commission sent a letter No. 816 to the political agency on May 10, 1902, asking to send the confiscated antiques from Isa Tumanyants, a Turkish citizen of Armenian descent, to the Commission. However, the political agency said that it was impossible to fulfill the request "because the items were returned to the Bukhara government" [Ibid, pp. 16].

To prevent unpleasant situations such the above, in order to protect the monuments of Samarkand, the Commission applies to the military governor of Samarkand region with a request to appoint a person familiar with the history of the region as an "observer of ancient monuments" for a fee. Otherwise, he adds, "the Russian administration might be fairly criticized for not guarding the monuments and treating them with care despite its enormity" [fund 1, 1895, file 69, pp. 9-11].

In turn, the military governor of Samarkand region informed to the Commission that assigning this task to the head of the regional administration V.A. Vyatkin" would be the right thing to do as he knew the history of Central Asia, at the same time the history of the art of the construction of the monuments according to Islamic sources, the most importantly he knew the oral and written language of the local peoples and stated that he would be to paid 600 rubles a year for this task, and that he would be given the right to prosecute those who have damaged the monuments [Ibid, p. 11-13; Uzbekistan National State Archive. Fund 5, list 11, file 240 pp. 1].

Although the post of a protector of ancient monuments was established, the next urgent task – the conservation and restoration of monuments did not happen. This had a negative impact on their survival condition. For example, due to the lack of timely measures, "the tower of the mausoleum of Amir Temur in Samarkand collapsed with its base on May 18, 1903 at 7 o'clock in the morning" [fund 1, 1895, file 69, pp. 13].

We can see in the available archival documents that V.L. Vyatkin carried out work on the repair and preservation of some monument with the involvement of local forces, by finding sponsors. In particular, in 1913-1914 the collapse of the dome of the mausoleum of Amir Temur was prevented; On the north side of the Sherdor Madrasa, three rooms on the upper floor of the entrance and two rooms below them were in danger of collapsing before they were repaired; The rotten wooden ceilings in some parts of the large mosque of the Mirzo Ulugbek madrasah in the Registan ensemble was replaced; the Nadir Devonbegi Madrasa, with its collapsed roof, collapsed walls, cells and other defects, was completely repaired [Ibid. pp. 6-10].

Theft of monuments continued and later. The committee's 1906 report to the Ministry of the Imperial Palace states: "The ones who have stolen historical items are not being searched, are not being punished, in result such cases are increasing instead of decreasing. In Samarkand, mosques were initially stripped of small tiles, and now the entire panel is being torn down, and the robbers are armed with pistols. Stolen tiles are usually taken aside to decorate other museums abroad. This evil arose with the construction of the Caspian Railway ..." [fund 1, 1901, file 53, pp. 61-62].

Meanwhile, V.V. BartholdIn a letter on the disappearance of a chandelier at the Yassavi mausoleum written in 1906 to N.I. Veselovsky in Turkestan recalled the evidence of the sheikhs of the Yassavi mausoleum that a Caucasian or Persian-looking man had arrived in Turkestan a few days before the robbery and added there is a Persian man who is selling antiques of Samarkand abroad and that he he had warned the administration that he appeared in Turkestan, a long time ago, and asserted that finally they have to arrest him and expel him from the country [fund 1, 1904, file 24, pp. 21-22].

The above-mentioned treasure hunters were notable "investors" in the work, and they were quickly noticed as they were foreigners. In fact, antiques were dealt by all sections of society — retired soldiers, tourists, civil servants, even laborers, and young children. Many people who were in Central Asia during this period wrote about it in their notes [Dmitriev-Kavkazskiy, 1894, pp. 110; Uvarova, 1891, pp. 15].

Among the architectural fragments taken from Samarkand at that time, a tile with the inscription "Jahangir Amir Temur Koragoni's tomb, May God bless him and his place in eternal paradise" in Arabic on the entrance door of the mausoleum of Amir Temur made a great stir. Even Commission Chairman A.A. Bobrinsky also mentioned the incident in his 1909 speech in the Russian State Duma [Newspaper "Samarkand". 1904, No. 109;].

According to the archives, in the spring of 1905, the mausoleum of Amir Temur was raided by robbers armed with a revolver consisting of 4 people, who threatened the guard of the mausoleum, tore the plate from its place and disappeared. The investigations of the local government at the time did not help to find the culprits [fund 1, 1895, file 69, pp. 1-3].

The Russian emperor's archeological commission found out that the marble slab was on display at the Friedrich Museum in Berlin in 1908, and later that year informed the details the imperial foreign minister, Alexander Petrovich Izvolsky, and asked for help in returning the plate.

In turn, the Foreign Ministry sent a letter to the Russian emperor's ambassador to Berlin, Count von der Osten-Saken, asking him to investigate the case. It turns out that the unique tile was purchased by Dr. T. Bode, director of the Friedrich Museum, in Istanbul in 1906 for 10,000

francs and brought to the museum. Dr. Wulff, the museum's director of Asian Department, informed the Russian ambassador [Ibid].

The Russian Foreign Ministry instructed the ambassador to hold negotiations to return the tile to Russia. Dr. T. Bode, director of the Friedrich Museum, in response to a request for the return of the rare item to Russia, initially demanded proof that the item actually belonged to the tomb of Amir Temur. The Imperial Archaeological Commission presented the photos taken in Samarkand in the late 19th century which show Amir Temur's mausoleum with a wooden entrance door and a tiled corner panel, separate photo that illustrates the door and the plate, in total 3 photos showing the same inscription [Ibid, pp. 3-4].

After that, the administration of the Frederick Museum demanded "some unique specimen" of Muslim art from the XIII-XIV centuries in exchange for the return of the tile to Russia. However, the Imperial Archaeological Commission states that such an item is not at its disposal, and will cover the 10,000 francs spent by the Frederick Museum for the purchase of the tiled slab.

After the involvement of the Prussian Royal Museums in the incident, the issue of returning it to Russia in exchange for reimbursement for the money spent on the tile was resolved. The Imperial Archaeological Commission then sent a letter to the Minister of Finance of the Russian Empire, V.N Kokovtsev, asking him to allocate 6,000 rubles (10,000 marks) to pay for the Frederick Museum. After the money was sent to Berlin, the tile was brought to Russia in 1910 and returned to the mausoleum of the then Emperor Alexander III by the Imperial Archaeological Commission and handed over to Ulrich Yakov, a senior official at the then Russian Museum of Emperor Alexander III (The State Russian Museum now) [Ibid. pp. 4].

Thus, a tile with the name of Amir Temur Koragon still adorns the exposition of the State Russian Museum in St. Petersburg. At that time, the non-return of the tile to Samarkand was explained by the fact that the monuments here were not well protected, and there was a possibility of repeated theft of the item.

The Archaeological Committee also took a number of measures to preserve and restore the architectural monuments of Turkestan, including Samarkand. In particular, the committee approved for the maintenance project of the architectural monuments. For this purpose, a restoration commission was set up under the Committee.

In particular, in 1898, the Samarkand regional administration, the construction department applied for permission to repair some monuments in Samarkand. According to the technical project of repair the following sums were determined: for Khoja Awliya Khanaqa madrasah 749 rubles 62 k., for Sharifjonboy mosque 354 rubles 92 k., To Sheibanikhan madrasa 242 rubles 74 k., To Mirzo Ulugbek madrasah 279 r. 88 k., To Makhdumi Khorezmi mosque 307 r. 62 k., To Sherdor madrasa 219 r. 74 k., To Tillakori madrasa 538 r. 50 k., To Shoxizinda ensemble 363 r. 50 k. In response, the Commission allows for "simple repairs" in Samarkand, given the lack of qualified specialists in this area [fund 1, 1898, file 292, pp. 1].

The Turkestan Archaeological Amateur Circle addressed a letter to the Committee by letter No./10/434 dated April 5, 1899, submitting a plan for the repair and protection of ancient monuments in Samarkand under a project developed by the head of the Samarkand engineering division I.P. Poslavsky for approval [Ibid. pp. 2]. The committee discussed the issue with

representatives of the Imperial Academy of Arts, the Technical Construction Committee of the Ministry of Internal Affairs, it was asserted that precise architectural plan needed to be made as the extensive repairs of the monuments is very important and complicated task; it was informed that the issue may be postponed a bit and for the moment it was needed to stick to avoiding them from destruction and sent the recommendations of the restoration commission on the matter.

In those recommendations, to ensure that the walls of the monuments were impermeable to water, it was advised to cover the upper part of the wall with bricks from 2-3 rows of already destroyed monuments with lime or cement, so that water can seep out, patch cracks and holes with at least alabaster, reassemble the lower part of the walls. It is stated that bricks should be used from the destroyed parts of the building. It is emphasized that the tiled coverings of the monuments should be preserved in the same way or another [Ibid. pp. 3-4].

In 1899, the military governor of Samarkand region also sent an estimate for the repair of the Ruhobod mausoleum as an appendix to his letter No. 13770, requesting the conclusion of the Committee. The Commission reviewed this estimate with the participation of the Technical Construction Committee of the Ministry of Internal Affairs and representatives of the Academy of Arts and approved the installation of a counterfoil (brick support device) on the walls of the mausoleum as indicated in the estimate. The main factor damaging the building – the ingress of water from the ditch flowing near it then had been eliminated, and if it is necessary to strengthen its dome, it is proposed to strengthen it with an iron ring [Ibid, pp. 4].

Similarly, in 1900, the Samarkand regional administration sent a letter to the Commission of the Construction Department requesting permission to repair the ancient Kokgumbaz madrasah in Uratepa, then belonging to Samarkand region, with a technical design of the repair, calculation of the cost of repairs and an original drawing from the madrasah [fund 1, 1900, file 148, pp. 1].

At the request of the Committee, the technical project was checked by Academician G.I. Kotov and he asserted that he would not support the idea of using foreign methods for local architectural monuments, thus, he considered that the “renovation” such as applying Central Russian construction practices for the madrasa project was now appropriate thing to do with oriental monuments, for instance, as shown in the repair plan, closing the top corner part of the madrasah and the attic was wrong [Ibid, pp. 2-3].

Thus, the repair plan of the madrasah was returned to the committee with instructions such above.

In 1907, the Samarkand regional administration sent a letter to the temporary property department Committee requesting permission to remove the tiles in the upper ring of the tower, given that the towers of the Mirzo Ulugbek madrasah were in danger of collapsing due to poor connection with the madrasah building [fund 1, 1898, file 202, pp. 5-6].

The Committee, in turn, recommends attaching an iron ring to the tower pillars to draw towards the building, or in the same way to pull the minarets together through the upper part of the mosque’s pediment. Because drawings of the upper part of the Ulugbek madrasah have not yet been obtained the committee suggests that this measure be used temporarily, at least until clear drawings and photographs of the upper part of the madrasah have been obtained [Ibid, pp. 7].

Commenting on the article "Ruins" [Turkistan News. Number 16, 1899] published in the newspaper "Turkestanskije Vedomosti" in the 16th issue of 1899 on the dilapidated condition of

the mosque of Amir Temur (Bibikhanim) in Samarkand, Professor N. Veselovsky notes that the monuments of Samarkand are extraordinarily strong, their foundations are more than 7 arshins⁶, but the buildings abandoned by fate are constantly and incessantly in ruins, rain moisture falls into the cracks and enlarges them. To overcome this, it is necessary to fill the collapsed parts of the dome, to patch large cracks, pour liquid cement to the small ones (to form a solid monolith), create a roof covering for rainwater by pouring cement, where the tiles have moved, pulling them to the wall with iron hooks, where the bricks have fallen off the wall, he says they need to be put back in place. If these actions are taken, it is assumed that the monuments will still be preserved for a long time [fund 1, 1895, file 69, pp. 4-6].

Indeed, the earthquake of October 8, 1907 tested the strength of Samarkand's monuments. On the same day, a two times with half an hour interval – long vibrated and a smooth but rather strong (up to 8 scale on the Rossi-Forel) earthquake, caused significant damage to the ancient monuments in Samarkand. The military governor of Samarkand region informed the Imperial Archaeological Commission in his letter No. 19794 of 1907 [Ibid].

In accordance with the decree No. 616 of October 11, 1907 of the military governor of Samarkand region commission was formed Under the chairmanship of regional architect K. Dubrovin to determine the damage caused to the monuments because of the earthquake with the participation of city architect engineer-technologist G. A.Nelle, an observer of ancient monuments in Samarkand V. Vyatkin and the mayor of Samarkand, engineer-builder Lebedev.

Ulugbek, Sherdor, Tillakori madrasahs of Registan ensemble, Amir Temur (Bibikhanim) mosque, which was ruined at that time, Shirinbekaako, Turkonaqa mausoleums of Shohizinda ensemble, big mosque near Qusamibn Abbas mausoleum, Amir Temur mausoleum Khoja Abdu Darun khanaqa, Nadir Devonbegi madrassas were examined by a commission formed. Damages were in the form of cracks in the domes and roofs, the expansion of old cracks, spills of architectural coatings, damage in the form of cracks in the walls [Ibid, pp. 6-8].

The commission reviewed the damage caused by the earthquake in the ancient monuments and determined the work to be done for each monument. The commission's conclusion was that those that could not be delayed would be repaired now, while the rest would have to be repaired in the spring of the following year [Ibid, pp. 8-11].

Subsequent documents on the process show that only some of the Samarkand monuments damaged by the earthquake were repaired. By the order of the military governor of Samarkand region Under the chairmanship of V.Vyatkin a commission was formed with the participation of regional architect Lebedev, city architect Nelle, two judges from Samarkand, two deputies, respectively, a trustee of monuments and a madrasah teacher.

The military governor of Samarkand region has allocated 1,079 rubles for the repair of mausoleums in Sherdor, Tillakori and Shokhizinda ensemble. In addition, the trustees of these monuments allocated 650 rubles from the waqf foundation. These funds were used for repairs under the supervision of the above commission at the end of 1907. At the same time, of course, urgent repairs were carried out, and the rest was agreed to be done in the spring of next year.

Reconstruction of the Ruhabad mausoleum and Mirzo Ulugbek madrasah were also entrusted to a commission chaired by Vyatkin, an observer of ancient monuments. For this purpose 1510 rubles were allocated at the disposal of the commission. About 24,000 bricks were allowed to be

removed from the ruins of the Amir Temur (Bibikhanim) mosque in agreement with the regional mufti for the repair of the Ruhabad mausoleum. In addition, the trustee of MirzoUlugbek madrasah gave 440 rubles from the foundation. Under the supervision of the commission, the necessary repairs were started at these monuments as well.

Renovation of the mausoleum of Amir Temur postponed to next year due to "the lack of suitable workers, as they were busy with repairs in other madrassas and mausoleums".

At that time, construction materials were purchased at a lower price for the religiously important monuments which were being repaired, and the labor force was also made cheaper. According to the decision of the special commission, a total of 2589 rubles were allocated for the repair of 6 important monuments. In the process of repair, mainly the work of local masters was used, for complicated works masters were involved from the Bukhara Emirate.

After these repairs, the damaged monuments were no longer repaired. A letter No. 417 of March 4, 1911 from the Imperial Archaeological Commission to the Asian part of the General Staff of the Ministry of Military called for some measures to be taken to preserve "the tomb of Amir Temur, whose dome and drum were cracked by an earthquake three years ago". In particular, tightening the mausoleum dome using an iron ring, patching or repairing cracks in the dome, and so on. At least 10 thousand rubles was required for these measures.

The fact that the requested funds were not allocated can be seen from the Commission's letter No. 1621 dated July 25, 1912 to the Chancellery of the Ministry of the Imperial Palace. Given the fact that it required much money for all the monuments in Turkestan, at least the most important of them - the mausoleum of Amir Temur, the ensemble Shoxizinda, some mosques outside the city (list to be sent separately), the madrassas of the Registan ensemble, A. Yassavi Mosque, the 12th-century mausoleum of Sultan Sanjar in Merv were asked to allocate at least 10,000 rubles a year to repair [fund 1, 1901, file 53, pp. 52-55].

The commission explains the request for such a large amount of money by the lack of craftsmen in Turkestan to carry out such large-scale repairs, the need to transport them from the European part of Russia, as well as the lack of construction materials (e.g. cement) [Ibid].

It was also stated that the dome of Amir Temur's mausoleum was cracked due to the 1907 earthquake, which required wrapping and tightening the dome's drum with an iron ring, and that more funds should be allocated for the completely destroyed Amir Temur (Bibikhanum) Mosque [Ibid].

However, the funds remained unallocated. Because at the same time, the legislation on the protection, repair and preservation of ancient monuments itself was ineffective. With regard to historical and architectural monuments, general control over the sites was exercised by governors subordinate to the Ministry of Defense, with the Ministry of the Interior in fact being in charge. Therefore, in 1912, the Commission submitted a bill on the protection of ancient monuments in the Empire to the III State Duma for consideration. According to that, it was planned to establish a Committee for the Protection of Ancient Monuments [Ibid. pp. 59-60].

After that, the economic crisis in Russia, which arose with the outbreak of World War I, and with the coup d'état of 1917, the issue of repairing architectural monuments was prolonged. By 1920, repair work began on the Mirzo Ulugbek Madrasah and Amir Temur Mausoleum in Samarkand, the Ismail Somoni Mausoleum and the Ark in Bukhara [Bartold, 1966, pp. 243].

Other monuments of Samarkand - Ishratkhana, Oqsaroy, Childukhtaron, Hazrat Hizr mosque - were neglected and gradually were falling into ruins. The Commission did not pay enough attention to the protection of these monuments because they were "almost destroyed". For example, during the 1897 earthquake, the Ishratkhana monument in Samarkand was severely damaged and four rooms of the monument were collapsed. In 1902, other two room`s domes collapsed, leaving only the façade. The rest of the building turned into a mound of bricks and cement. In 1905, the 3rd Department of the Chancellery of the Governor-General of Turkestan informed the Commission in its letter No. 48346, asking for the initiative of private individuals to build 6 to 8 cells for the mullahs visiting the tomb of Hodja Abdu Darun using the bricks of the Shrine [fund 1, 1895, file 69, pp. 14-16].

The commission responded by saying that "there is no need to guard the building, which is almost destroyed" and that there was no objection to the use of bricks of Ishratkhana for the construction of cells in the tomb of Hodja Abdu Darun [Ibid. pp 16]. Similarly, the mosque of Amir Temur (Bibikhanim), which collapsed on September 5, 1895 and was severely damaged by the earthquake of 1907, were left unattended [Ibid, pp. 12].

RESULTS AND DISCUSSION

The activities of the Commission in Samarkand and in Turkestan in general in 1867-1917 were diverse at different times. In the initial phase of its activity (the Commission was chaired by S.G Stroganov (1859-1882) the commission transported ancient artifacts which were accidentally identified in the country with abuse of its power, and the commission started organizing special expeditions in Turkistan from 1880 onwards (Chairman A. Vasilchikov 1882-1886). From the end of the XIX century to the beginning of the XX century (during the presidency of Count AA Bobrinsky (1882-1918) it worked on the protection of cultural heritage sites, scientific research and restoration and conservation. Of course, the influence of the people who led it in the work of the Commission was also great.

As a result of changes in the system of organization and use of waqf property in Turkestan by the tsarist government, architectural monuments have lost their material and technical base. Not to mention the mostly conservation work done on some of the monuments, most of the monuments that witnessed ancient history have been neglected.

The information about the monuments of Samarkand, presented in the archival documents, can be effectively used in the current restoration and conservation work. With this in mind, it is advisable to keep a "history sheet of repair" of each monument using this database.

During the colonial regime, the monuments of Samarkand were ruthlessly plundered by various social strata, and therefore many "unknown" monuments can be found in Samarkand today.

During the period under study, the architectural monuments of Samarkand differed from the current state. Therefore, the study of the architectural coatings that were once taken from the collections of museums around the world would shed light on the history of the "unknown" monuments of Samarkand.

CONCLUSION

Based on the above, the following conclusions can be made:

- Architectural monuments in Samarkand were preserved and repaired before the Russian invasion from the income of the waqf. However, this practice has been applied to functioning monuments. Bricks and other building materials from unused monuments were used for another nearby monument to be built. Therefore, the practice of museumization of monuments was not introduced before the Russian invasion.

-As a result of the use of the proceeds from the waqf of architectural monuments for administrative expenses after the Russian invasion, not only they were not repaired, but also no funds were found to hire guards to secure them. As a result, ancient monuments were ruthlessly looted.

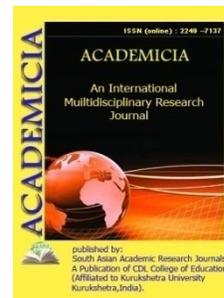
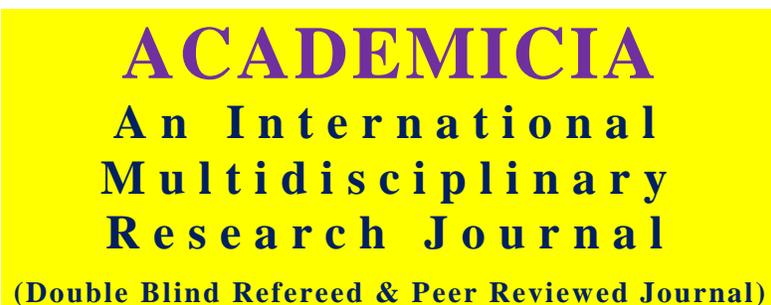
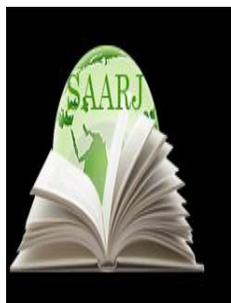
- Since the 90s of the XIX century, efforts have been made to protect and repair the architectural monuments of Samarkand. But no specific work has been done in this direction.

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THE PROCESS OF COGNITION OF THE SURROUNDING WORLD BY PRIMARY SCHOOL STUDENTS AND THE BALANCE OF THE LAWS OF SCIENTIFIC KNOWLEDGE

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ABSTRACT

The article examines the features of the development of mental processes in primary schoolchildren and how they manifest themselves in the knowledge and understanding of nature, thereby allowing their minds to be filled with information about the world or look at it differently and anticipate it. According to studies of scientific knowledge of the world, mental processes form the basis of the psyche, consciousness, personality of a person. In science, mental processes are a dynamic reflection of reality: emotions, perception, memory, thinking, imagination, emotions that provide a reflection of the surrounding world, the formation of knowledge and skills, life experience and activities.

KEYWORDS: *Science, Universe, Thought, Perception, Understanding, Nature, Natural, Imagination.*

INTRODUCTION

Before considering the peculiarities of how elementary school students perceive reality and learn about nature, it is important to focus on the concept of "personality", because only a person as a person is able to consciously perceive and cognize the world. From the point of view of philosophy, the concept of "personality" emphasizes its conscious-volitional origin. The more clearly an individual understands the motives of his behavior and more strictly controls it, subordinating him to a single life strategy, the more he has the right to be called a personality. The concept of a person makes sense only in the system of social relations, in a situation where one can speak not only about the social role of a person, but also about the preservation of

individuality. It can be concluded that "individuality is the way the individual exists in society, and the individual is an individualized way of human life."

According to studies of scientific knowledge of the world, mental processes form the basis of the psyche, consciousness, personality of a person. In science, mental processes are a dynamic reflection of reality: emotions, perception, memory, thinking, imagination, emotions that provide a reflection of the surrounding world, the formation of knowledge and skills, life experience and activities. We will consider what are the features of the development of mental processes in primary schoolchildren and how they manifest themselves in the process of cognition and understanding of nature. By the time they reach graduation age, children will have a certain level of vision, a stock of specific knowledge, and acquire some rational ways of checking the external properties of objects.. At early school age, the main characteristics of cognitive processes such as cognition, attention, memory, imagination, thinking and speech are consolidated and continue to develop. As they enter school, their needs increase, and these descriptions determine the level of students' perception and knowledge of nature. At the emotional level of a child's cognition of the world around him, like any person, there is a gradual process of moving from the perception of primary, concrete things to general, abstract, general, important things of a limited nature at the beginning. However, since the emotional form of reflection is unique, it is difficult to distinguish the primary, the general, the important from the accidental. This creates objective conditions for anchoring in the child's mind in the understanding of the general, abstract (abstract), that is, a more complex form of cognition - abstract thinking. Scientists note that the emotional-visual form of reflection of objective reality is not a mechanical, mirror-like copy of reality, it is the result of active, purposeful assimilation of objective reality... It is known in science that the main form of emotional reflection of the real world is emotions, which allow a person to perceive signals and reflect the properties and characteristics of objects and states of the external world. Perception connects the child with the outside world and is the main source of the formation of the image of the world with knowledge of nature and the main condition for the mental development of the child during the transition from emotions to thoughts. This is why it is very important that children learn about the world from an early age and systematically enrich their feelings by mastering the foundations of scientific abstraction "Cognition is now a more complex, active process based on the child's sequential viewing of individual details of the object, identifying the most informative moments." Cognition is an image of the present, but it includes components not only of the present, but also of the past and parts of the future. takes (based on preliminary thinking, preliminary understanding, preliminary image). In perception, along with emotional images of real objects and natural phenomena, there is a ground for the child's thoughts (distraction, generalization), there is not only a reflection of an object or event, but also the relationship of their properties and qualities. Without emotional distraction and generalization, it would be impossible for children to move on to thinking. Generalization processes in perception are the identification of interrelated properties of objects, the separation of typical aspects based on multiple perceptions as a result of various actions, which is also an important condition for opening the path to imagination as a step to thinking. Various analyzers are involved in young students' understanding of the world around them: sight, hearing, sensations, smell, and so on. Unfortunately, in the traditional form of teaching, students often use visual analyzers when observing natural objects and phenomena, and the development of other analyzers is not the task of teachers and parents, although the great teacher Ya.A. rule. Natural science ideas, unlike others, are richer in content and at the same time more likely to form these

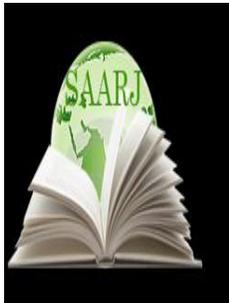
ideas, because children can spend a lot of time directly in the arms of nature. Thus, when studying nature, it is necessary to take into account the perception of young students, and the effective, systematic formation of these ideas should become one of the most important tasks as each child understands the real world.

The process of thinking, the dialectic of the transition from an emotional image to abstraction is unusually complex: consistent, interrelated and at the same time continuous. Typically, typical external features of previously perceived natural objects and phenomena or their models are enhanced and retained in the imagination. From the point of view of the science of physiology of higher nervous activity, the neurodynamic basis of perception is the sum (system) of neural connections that arise in the cerebral cortex when objects directly affect the sense organs. The faster the effect of external objects is repeated, the easier it is for neural connections, that is, for a complex of specific "traces" in the brain, to move, which is a necessary condition for the formation of perception in a person. Perception is closely related to intuition and perception, but they reflect some common characteristics rather than all of the characteristics that appear in an object or event. Thus, imagination is a visual image of an object or event, which is formed on the basis of past experience (these sensations and perceptions) by recreating the image in memory or imagination. Accordingly, in the field of science, there are 2 types of imagination: memory imagination and imagination. The physiological basis of memory is the repetition in the brain of systems of temporary connections (neural "traces" or "patterns") that arise during the perception of certain objects and become more relevant under the influence of individual elements of the same objects or stimuli associated with these objects in the personal student experience. Changing the construction of images can lead to the emergence of new images - imaginary images. At the age of 7-8, children's perception of the environment gradually changes: along with the reproductive images characteristic of preschoolers, productive images appear. Productive imagery is the product of new combinations of certain elements of reality. Reproductive images of the imagination are images of certain objects and natural phenomena that are also not perceived at the same moment in time .. Younger schoolchildren have a greater difference in the perception of natural objects and phenomena than the primary and general perception of preschoolers, although this specificity can only be explained age. In general, primary perceptions are more individual and specific in terms of visualization than general perceptions, but they have a certain generalization, since they are often interconnected images of perception of individual objects of nature. In the process of forming a natural-scientific image of the world in schoolchildren, it is especially important to form adequate basic ideas in children that are distinguished by brightness, clarity, completeness, as well as schematic and more general ideas. A collection of naturalistic representations of real objects and events, as well as the models that reflect them, constitute the most important foundation for every child's learning. It is like a stepping stone from perception to abstract logical thinking. In turn, the perception of young students differs from abstract concepts in that they are visual and do not distinguish between internal, hidden legal connections and relationships of the surrounding world. However, it is important to understand that perceptions, especially spatial ones, play a huge role in the process of voluntary assimilation of children in their memory, imagination, and thinking. Scientists argue that this absorption of images will make them possible by regulating the human speech system. When young students perceive and study nature, it is spatial perception that allows them to understand the "structure" of the surrounding world, to imagine the image of the Universe based on natural sciences in the form of a model-image system. This is possible because these ideas are

“ideas about space-time properties and relationships: size, shape, relative position of objects, their input and rotation”. It is also important to distinguish between how generalized and schematic the spatial image of reality is. This image is formed when the child learns both individual aspects of the world around him and the state as a whole. The extent to which these images are generalized depends on many conditions: the nature of the spatial properties of the reflected objects, the tasks in the child's activity, the student's ability to recreate the spatial properties of natural objects and phenomena in various graphic models (drawings, diagrams, small drawings, special symbols, etc.). The ability to depict the environment in the form of various graphic models of general spatial relationships both between primary and between real objects requires special training for both preschoolers and schoolchildren. The goal is to be able to study nature more effectively and develop a way of thinking based on natural sciences while working with the imagination through thinking, language and other psycho physiological processes. In addition, science has proven that the ability to develop spatial perception well and assimilate it is such a basis that allows young students to engage in creative activities in understanding and comprehending real reality. The attention of younger students is becoming more voluntary compared to preschoolers, but involuntary attention remains much stronger in primary grades. When studying nature, it is important to remember that voluntary attention is often shown in elementary school students only if the object or event that directly attracts attention is very interesting and meaningful to the child. Imagination, as a universal human ability to create new holistic images of reality by processing the content of the formed practical, emotional, intellectual and emotional-spiritual experience, is of paramount importance in the formation of a natural-scientific image of the Universe in young students. Recently, imagination has begun to be considered in psychology as a general property of the mind, while it is noted that it performs its most important function in creating and structuring the image of the Universe. Thus, in the process of imagining, the child's knowledge may not yet pass into a logical category, but in his mind a relationship of coarse and primary knowledge already arises at the level of intuition. This connection arises by separating the general and specific features of objects and phenomena in images under the influence of both involuntary and voluntary activity during the analysis and synthesis of thought, due to the interaction of images that enter consciousness about objects and phenomena of nature.

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LINGUISTIC ANALYSIS OF CORONAVIRUS TERMS WHICH “INFECTED” OUR DICTIONARY: ON THE EXAMPLE OF WORLD LANGUAGES

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ABSTRACT

Due to the rapid development of science and technology in our time, the growth of new industries, great changes are taking place in the language. As the linguist Z.A. As Potikha writes, "What happens in a developing society is reflected in language" emerging new concepts require new words and names. Today the new medical word – coronavirus is the most important concept among linguists and causing debates on how to accept the word. In the following article author gives detailed linguistic information on the new virus-related words. Their etymological analysis is also provided with examples. F.P. Filin points out that "the normalization and regulation of terms is of great scientific importance."

KEYWORDS: *Virus, Coronavirus, Language, Terms, Etymology.*

INTRODUCTION

Language as a social phenomenon reflects any changes in the life of society. The progress of science and technology regularly contributes to the appearance of lexical units in the language, representing more and more new concepts. Such units will carry the name of the term in the language, and in all languages, there will be a very large stock of intersectoral terminological layers. There are regular changes in the terminology layers: new terms are created, old ones are put out of use. This process is largely due to the extra linguistic factor. B. N. Golovin and R. N. Kobrin, this phenomenon was evaluated as a "terminological explosion" [1].

The lexical level of the Uzbek language is currently no exception. Countless terms have entered our language in the years since. One of them is the terminology layer associated with the

coronavirus pandemic. While terms such as Covid-19, coronavirus, zumbombing, covidiat and others related to this layer have appeared in our language, semantic changes have occurred in lexical units such as testing, vaccine, second wave, heavyweight, medical mask, enhanced quarantine.

The study of such cases is important for understanding the fundamental nature of language, revealing the patterns of changes occurring in our language.

Just a year ago, words like "social distancing" or "pandemic" were among the few words used by people around the world, so even dictionaries were limited to writing narrow comments on these terms, found only in medical dictionaries.

The "terminology explosion" associated with the pandemic has led to widespread use of coronavirus-related terms in all fields, not just in the medical field.

The use of tokens associated with this disease, without knowing their fundamental meaning, leads to a number of shortcomings not only in the field of medical knowledge, but also in the social sphere. Such global changes have placed a special responsibility on Uzbek terminologists. In the current pandemic situation, the careless use of words and expressions related to the coronavirus is crucial for communicating the recommendations of doctors in a way that is understandable to everyone and thus protects our own health.

A.V. Superanskaya singled out only one of all the existing meanings of the word "term": "A term is a special word (or phrase) adopted in professional activity and used in special conditions. A term is a verbal expression of a concept that is part of the system of concepts of a certain field of professional knowledge. The term is the main conceptual element of a special-purpose language. Within its own terminological domain, the term is used unambiguously. For its correct understanding, the term requires a special definition (an exact scientific definition)" [2].

For this purpose, it is not necessary to dwell on the etymological features of this term. The term Coronavirus is reflected in the Chinese language, which is "mother:

冠状病毒 (guānjuàng Bingdú) the literal translation of the virus in the form of a crown is coronavirus. It is noteworthy that the name of the new virus is now known worldwide as the English coronavirus (coronavirus), and not as 冠状病毒 (guānjuàng Bingdú), the national language of the Chinese state with a population of 1 billion 440 million people and more than 1 billion 30 million native speakers.

Or let's take the word COVID-19. This sentence is, in fact, the scientific definition given by scientists after the virus began to spread widely, intensively. COVID-19 (corona virus-19). This term is used in the Chinese language in the form of 新新 (xīnguān Fèiyán).

Continuing our thought, it should be noted that even Hindi, which is spoken by 4.5% of the world's population, is exactly the term that was borrowed without taking into account some phonetic features. In Devnagra, the Hindi alphabet, the word coronavirus is written and pronounced as (coronaavairas). This means that even the Indians, who are several millennia old, were able to adapt the new term to their alphabet. Similarly, the word -19 (kovid-19) nor does it exhibit any linguistic peculiarity in Hindi.

The term in our research center also manifests its linguistic features in Arabic, which has another huge diaspora. The Arabs in the form of the فيروس كورونا (fayrus kvrvna) have adopted the

coronavirus. But they have enriched their vocabulary by adopting COVID-19 as the new name for the disease caused by the virus. You will see the following information in a report published on October 18 in the Arab News newspaper, which has a 45-year history.

348 إي الامم لكةال عرب يةال سعودي تي نخ فضعم تسج يل covid-19 ددال صاب ات ال جدي دق -ع

eadad aluiisabat aljadidat B COVID-19 Fi alearabat alsaeudiat yanhafid Mi tasjil 348

"The number of patients with COVID-19 has reached 348"

As can be seen from the expression of the epidemic in Arabic, the name of the disease is reflected in the form of an English abbreviation, and not in the Arabic alphabet.

As for the etymology of the word Coronavirus, it comes from the ancient Latin words corona – "crown" and virus - "poison" [3] and is found in industry sources as a medical term. An example is the doctoral dissertation of Chen, Daniel Shin Yong on "early cases of coronavirus infection", published in 1996. [4] This can be said to be one of the hundreds of scientific works carried out so far in the field of virology. But today, the disease of coronavirus infection in humans, which caused a worldwide pandemic, has moved from medical books to the language of the mass public in a short time.

Most of the words associated with this disease sound global, that is, in an international language, English. This is because the process of assimilation of these terms by the popular language took place quickly and significantly, and this led to the fact that even in the explanatory dictionaries of the English language Merriam-Webster or Oxford English, completely new or previously existing forms of a word or phrase with a broader meaning were introduced. [5]. The following is an analysis of the lexical meanings of some new words related to the coronavirus pandemic.

The term coronavirus (coronavirus) is pronounced as /kə'ɾəʊnəʊvʌɪrəs/ in British English as /kə'roʊnə,vʌrəs/ in American English and is considered to belong to the family of nouns. This is a term that refers to the field of virology medicine. Any member of a group of spiral single-stranded RNA viruses that are pathogens of human, other mammalian, and avian diseases, usually causing gastrointestinal, respiratory, or nervous diseases.

According to the New York Times, [6] the technical name of the coronavirus is SARS-CoV-2. The respiratory illness it causes is called "coronavirus disease 2019" or Covid-19. Coronaviruses get their name from the fact that they have crown-shaped spikes that protrude from their surfaces, resembling the sun's corona. It should be noted that Shavkat Butayev and Abbas Iriskulov in the English-Uzbek dictionary also cite the term solar corona as the second definition of the English word "crown". [7]. Hence, this word was originally formed because of analogy.

As follows from the text of lectures on the modern Uzbek literary language, in the Uzbek language, the transfer of word meanings based on the external form-forming similarity and the internal feature of the object, thing and phenomenon is called a metaphor. In this method, the transfer of the name occurs due to the relative similarity between objects, phenomena, and their shape, color, and movement are named with the second such predicate sign. A common feature for subjects that transfer meaning through a metaphor is preserved in the concept. The word, formed by analogy in English, entered the lexicon of the Uzbek language as a term directly borrowed, like most medical terms.

The term COVID-19 (COVID-19) is pronounced as in British English (kəʊvɪdˈnɑɪnˈtiːn) (kəʊvɪdˈnɑɪnˈtiːn) in American English (koʊvɪdˈnaɪnˈtiːn), and belongs to the category of nouns, is a term referring to the field of medicine and Virology. The virus is an acute respiratory disease in humans caused by the coronavirus, which is mainly characterized by fever and cough, which can lead to pneumonia, respiratory, kidney failure, blood clotting disorders, and death.

SELF-QUARANTINE (self-preservation)

The term is pronounced as /ˌselfˈkwɑːntiːn /British English/ ˌselfˈkwɔːntiːn / in American English and belongs to the category of nouns.

In order for a person not to become infected with any infectious disease or become a carrier of infection, he must join the collective initiative and necessarily self-isolate.

Etymology: formed from the combination of the words "I - / preposition (self, I)" + " quarantine (quarantine)".

Etymology of the term social distancing (i.e. maintaining an intermediate distance).

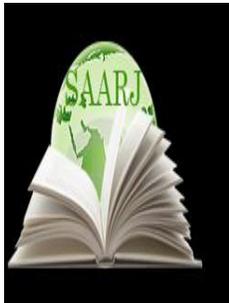
The term in British English it is pronounced as /ˌsəʊʃl ˈdɪst(ə)nsɪŋ/ while in American English it is pronounced as /ˌkoʊʃ(ə)l ˈdɪst(ə)nsɪŋ/.

D. S. qualities Such as consistency, attributed to Lotte terms of its context-independent short, absolute and relative uniqueness, simplicity and clarity, the degree of intonation of the term is seen in the above lexical units [8].

In conclusion, it can be said that the study of their language features allows you to increase the medical knowledge of the population, systematically be aware of the processes taking place in the national languages, correctly and effectively use lexical units in communication. After all, this is the main function of the language.

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OPERATIONAL ACTIVITIES OF URBAN ROADS

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ABSTRACT

This article sets out the basics of urban road maintenance. The tasks performed by the city road service are given. The operational factors of urban roads are considered in more detail. Particular attention is paid to determining the service life of urban road surfaces. The technical and financial resources for the maintenance and repair of roads are significant in terms of their volumes, and in time they are constant. Only complete and reliable data on the condition of roads can serve as a basis for choosing priority decisions, the timely appointment of repair measures, and sound investment policy in the road sector. Their rational use is a task of great state importance. Its implementation requires a scientific substantiation of all decisions made, the use of innovative technologies in practice, high competence of engineering and technical personnel performing management functions.

KEYWORDS: *Urban Roads, Transport Facilities, Service Life, Traffic Intensity, Road Surfaces, Operation, Strength, Service Factor.*

INTRODUCTION

The technical and financial resources for the maintenance and repair of roads are significant in terms of their volumes, and in time they are constant. Their rational use is a task of great state importance. Its implementation requires a scientific substantiation of all decisions made, the use of innovative technologies in practice, high competence of engineering and technical personnel

performing management functions. One of these functions can be considered the diagnostics of roads, which is designed to monitor the condition of roads in the monitoring mode and systematically determine all the main criteria for their quality. Only complete and reliable data on the condition of roads can serve as a basis for choosing priority decisions, the timely appointment of repair measures, and sound investment policy in the road sector.

MATERIAL AND METHODS

Based on technical diagnostics, the repair time and workload were determined based on the study of the state of the transport characteristics of urban roads, including the state of strength, smoothness, adhesion coefficients. One of the scientists of our country, spoke about the solutions of the road surface in determining the service life of roads. Ismailhodjaev A.I., Sadygov I.S., Dimetov Kh., Kholmukhammedov S.I., Azizov K.Kh. , Sadygov Zh.I. for example, scientists and researchers conduct research in their scientific work.

Several foreign scientists, including Sidenkov S.I., Khomyak A. Y., Vasiliev A.P., V. Nekrasov conducted research in their scientific work.

RESEARCH RESULTS

Modern urban roads are complex transport structures. Their rational and planned use by urban transport for the transport of passengers and goods is carried out during the operation of urban roads. It should be noted that the technical condition of urban roads during their operation is gradually deteriorating, reducing the productivity of urban transport. In this regard, the effective use of urban roads is possible only under the condition of the systematic and planned implementation of a set of works on their repair and to keep them in the required condition. These works should be carried out by the city road service, whose task is to ensure the good condition of city roads and the possibility of safe, convenient and comfortable movement on city roads. Along with the implementation of repair work, the city road service should take measures to protect city roads from premature wear and tear, as well as gradually improve the technical condition of city roads and their structures in accordance with the requirements of modern urban traffic.

The main works carried out by the city road service during the operation of city roads and their structures include:

Supervision, maintenance and protection of urban road structures;

Current and larger periodic repairs of the roadway, sidewalks, subgrade and other elements of the city road;

Landscaping and lighting of city roads;

Provision of conditions for convenient, safe and comfortable movement of public transport and pedestrians;

Study and analysis of the working conditions of the city road as an urban transport structure:

During the operation of urban roads, their carriageways are subject to more rapid wear, i.e. coating. The operational qualities of the carriageway of urban roads are characterized by the value of the actual strength of the pavement, the condition of the pavement (equal and

roughness) and its type. To assess the operational properties of the pavement, the following operational factors are mainly used [1]:

strength factor – K_{np} , service factor – K_{ct} , adhesion coefficient - K_{ca} , wear factor – K_{uzh} and the intensity factor – K_{int} .

The strength factor characterizes the degree of decrease in the strength properties of non-rigid road pavements during the operation of a city road and is calculated by the formula:

$$K_{np} = E_{\phi} / E_p$$

where E_{ϕ} - is the actual strength of the pavement, estimated by the modulus of long-term elasticity;

E_p – Design strength of the road pavement for the design period, taking into account the value of the city road and the type of coverage.

The service factor, which makes it possible to give an overall assessment of the state of the carriageway of a city road, is determined by the formula:

$$K_{ct} = V_{\phi} / V_p$$

Where V_{ϕ} - is the actual maximum speed of the calculated vehicles allowed under the conditions of the condition of the road surface;

V_p - the estimated speed of movement of vehicles, established by the norms for a given city road.

The adhesion coefficient makes it possible to assess the derivability and the degree of traffic safety on a city road based on the determination of its values and is calculated using the following formula:

$$K_{ca} = \varphi_{\phi} / \varphi_p$$

Where φ_{ϕ} -is the actual coefficient of longitudinal adhesion;

φ_p is the calculated value of the coefficient of adhesion of the surface of the coating with the tires of the wheels of the car.

The wear factor characterizes the degree of wear of the coating and is determined by the formula:

$$K_{uzh} = h_{\phi} / H_0$$

where h_{ϕ} - is the total amount of coating wear at the time of measurement;

H_0 – Part of the thickness of the coating to be worn.

The intensity factor characterizes the degree of compliance of the existing type of coverage with the actual traffic intensity and is determined by the formula [2]:

$$K_{int} = N_{\phi} / N_p$$

Where N_{ϕ} -is the actual traffic intensity;

N_p - The highest estimated traffic intensity.

It should be noted that the above operating factors serve to establish the time of carrying out certain types of repair work. To determine the value of the operational coefficients of urban roads and their structures, and most importantly road pavements, measurements and tests are performed to determine the actual data characterizing their condition. According to the obtained values of the operational coefficients, the types of repair work of city roads are assigned.

Determining the timing of repair work and planning for their fulfilment of the required resources made it necessary to use an indicator expressing the service life. The service life of the coating in terms of the wear layer can be determined by the formula [3]:

$$T = H_0 / h_c$$

Where H_0 - is the part of the coating thickness intended for wear;

h_c - average wear per year over the service life.

Annual wear of the coating is determined by the formula:

$$h = a + b * B,$$

where a - is the amount of wear of the coating per year under the influence of natural conditions;

b - coefficient depending on the type and strength of the coating;

B - traffic density.

Taking into account the traffic intensity, the wear per year will be

$$h = a + b * n * N,$$

where n - is the coefficient taken equal to 0.001;

N - traffic intensity.

The values of the parameter "a" and the coefficient "b" are determined on the basis of experimental data. A more perfect formula for determining the service life of a capital type pavement, which includes asphalt concrete pavement, has the form [4-7]:

$$T = 1 / \lg q * \lg [N_{pc} (q - 1) / (K N_{c1} \sum \alpha_{arf} * T_c) + 1]$$

where q - is the growth rate of traffic intensity;

N_{pc} - coverage resource (the number of passages of calculated vehicles that reduce the adhesion coefficient to the minimum permissible value);

K - coefficient taking into account the repeatability of vehicles on one track;

N_{c1} - is the traffic intensity in the first year of operation, reduced to the calculated loads for wear of the coating;

C - the number of considered periods in a year (seasons of the year);

α_{arf} - is the coefficient of aggressiveness of the impact of calculated vehicles on the coverage in the considered season of the year;

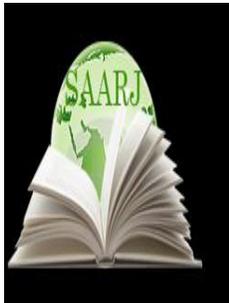
Tc- is the duration of the considered period of the year.

CONCLUSION

In conclusion, it should be noted that the actual service life of urban road surfaces depends on many factors of a technical, climatic, production or economic nature and can vary within very wide limits for the same type of surface. This, in turn, raises a scientific problem for researchers that awaits its solution. If earlier there was a struggle for kilometres, today quality is in the foreground, which means an increase in the service life of city roads and traffic safety.

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**NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN
 LANGUAGE TO THE STUDENTS OF NON-PHILOLOGICAL
 INSTITUTIONS**

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ABSTRACT

In recent years, the question of the use of modern technologies in the educational process has been increasingly raised. The most important condition for improving the quality of foreign language education in non-linguistic universities in Uzbekistan in the conditions of heterogeneity of educational groups is the implementation of a differentiated approach to learning and the use of modern methodological tools in the form of interactive educational technologies. These are not only new technical means but also new forms and methods of teaching, a new approach to learning. The main goal that we set for ourselves, using modern technologies in the study of a foreign language, is to show how technologies can be effectively used to improve the quality of teaching a foreign language to students, to form and develop their communicative culture, to master practical knowledge of a foreign language.

KEYWORDS: *Modern Technologies, Interactive Methods, Innovative Technology, Artificial Intelligence, Open Databases, The Ethics Of Using Data.*

INTRODUCTION

It is known that the study and teaching of foreign languages, like all developed and developing countries, has become a modern requirement in our country - Uzbekistan. It is no exaggeration to say that the conditions created for young people to learn foreign languages, as well as for all our

compatriots, are proving their positive results. Significant changes and innovations are taking place not only in the example of foreign languages but in all spheres of science. Of course, at the heart of such a huge creative work lies the zeal of our President, the attention paid to young people, a sense of confidence in the future. Each stage of the process of training qualified personnel must perform certain tasks to effectively organize the educational process, raise it to a higher level, and also bring it to the level of world education. Enjoy the modern achievements of world science - the need for an hour. To do this, you only need to be fluent in foreign languages, master all the rules of the language. In this regard, the search for more effective ways of learning foreign languages, the creation of various teaching methods is an urgent task facing our scientists, novice teachers and educated youth. It is important to introduce international educational standards for teaching foreign languages into the system of lifelong education in Uzbekistan and develop the common European competences of foreign languages: study, teaching and assessment. Following the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the new state educational standard in foreign languages of the continuous education system" dated May 8, 2013, adopted to ensure the implementation of the above. The solution to several recommendations on the use of modern pedagogical technologies in the educational process;

The formation of speech competence in foreign languages in the development of professional competence (competence) of students in foreign languages in world practice, the modernization of innovative activities using modern pedagogical technologies, the gradual formation of speech etiquette, Competence with a differentiated approach to oral speech, learning Increasing the effectiveness of learning, creating electronic textbooks and teaching aids in academic subjects, expanding access to modern information and communication technologies in education is of particular importance. This, in turn, is a key factor in deepening students' knowledge in these disciplines, which increases the quality and effectiveness of teaching. Thanks to the large-scale reforms carried out in the education system of our country, unique opportunities have been created for the younger generation to acquire modern knowledge and achieve excellence. Today, when Uzbekistan is consistently moving towards building a democratic state based on the rule of law and fair civil society, the education system has been radically reformed, and the interests of the individual and education have become a priority in the social policy of the state. In modern conditions, when training highly qualified personnel, it is desirable to conduct training on the basis of modern systems and modern pedagogical technologies. A positive feature of advanced, modern pedagogical technologies is that the learning process is effectively planned and implemented, which guarantees the achievement of the set goals. In fact, 80% of the successful organization of lessons depends on the correct construction, organization and implementation of the educational process.

Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our country. These languages are included in the curricula of educational institutions. The process of teaching three languages is different. The mother tongue and the second language are learned in a natural environment, and the foreign language is learned in an artificial environment. Communication in a foreign language takes place mainly under the guidance of a teacher in the classroom. There are significant differences between the three languages in certain aspects of learning and teaching a foreign language. This, in turn, requires the use of appropriate foreign language teaching

technology. By carefully mastering the achievements of the methodical subject, the foreign language teacher acquires a clear understanding of the norms of the language experience of the student and further improves it. Effective teaching of foreign languages requires knowledge of its methods. The study and teaching of foreign languages largely depend on the theoretical development of the issues of foreign language teaching methodology and the creative application of the theory in practice. Therefore, a person who is committed to learning a foreign language and teaching it to others in the future must have a close understanding of the subject of foreign language teaching methods.

LITERATURE REVIEW

The most valuable books on methodology have also been written by linguists. These included G. Suite, one of the great English phonetics of the nineteenth century and the great English linguist, O. Jespersen, the most original phonetist and theoretical linguist in England in the late nineteenth and early twentieth century's, and F. Bruns and Brealya, prominent Englishman and well-known phonetist V. Fiotor et al. Academician L.V. Shcherba and his teacher, the great linguist I.A. Baudouin-de-Courtoine, and their students studied the methodology of language teaching in Russia. Psychologists have a different approach to foreign language teaching methods. Professor V.A. Artemov gave a valuable opinion on the relationship between methodology and psychology. In his view, psychology provides material for methodology [1-7]. The methodology teaches the teacher how to teach. Psychology, on the other hand, deals with how students master a subject. But I can't completely agree with that. Because the teacher experiences certain mental processes and situations during the teaching process and the student during the learning process, they are exposed to and influenced by the laws of psychology, whether they want to or not (Saidaliev, 2004).

Methodology a closer look at the historical literature shows that some researchers call methodology an art. They usually refer to the French Methodist Pen lash's idea that there are "good" or "bad" teachers who do not have a "good" or "bad" method. To those who hold such an opinion, the German Methodist E. Otto can answer with the ideas expressed in 1924. He states: "If one considers methodology as an art, he confuses the theory of science with its practical application" (Saidaliev, 2004). Each science has its own set of concepts. Among the basic concepts adopted in the methodology of teaching a foreign language is education system, teaching method, teaching principle, teaching tool, methodical method.

MATERIALS AND METHODS

The creation, application and application of new, modern pedagogical technologies in language teaching to students are one of the most important issues today. First of all, the goals of teaching a foreign language and its methodology must meet and meet the requirements of the interests of our society and the state.

The development of modern education has led to a new direction of innovative pedagogy. Innovation means "introduction (dissemination) of news" in English. The socio-psychological aspect of innovation was developed by American researcher E. Rodgers. He studied the classification of participants in the innovation process, their attitudes to innovation, and more. In science, the concepts of novelty and innovation are different. "Innovation" means a tool, a new method, technique, technology. Innovation is a process of education that develops at certain stages. The development of world science is accelerating day by day. It is this positive

development that has affected our country. Advanced innovative technologies are being introduced into the world of science. Language as a means of communication can be practised in a natural environment, whether in the family, in the community, or an organized manner. Knowledge of linguistic phenomena is taught in theory. Knowledge of languages, especially multilingualism, is especially important in today's world of international relations. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are the native language, second language, and foreign language. Mother tongue is the first language that plays a special role in the formation of thinking. When it comes to the second language, it is considered as the language of brothers and sisters of other nationalities (Jololov, 2012).

Methods of teaching foreign languages have developed in harmony with didactics. We all know that the theories of teaching all academic disciplines are based on the science of didactics and receive scientific nourishment from it. Foreign language teaching is also based on didactics. The general theory of didactic education, the methodology is considered as the science of teaching a particular subject, lingua-didactics is considered as a general theory of teaching languages, lingua-methods is considered as a science of teaching a specific language. The application of methods in foreign language teaching dates back a long time, and principles are relatively new methodological terms.

Historically, the methods have been grouped into four groups, which are called "translation", "correct", "comparative", and "mixed". History of methods The famous Methodist prof. An in-depth study by I.V. Rakhmonova The translation method is mainly in two forms, called grammar-translation and text-translation methods. From the point of view of the grammar-translation method, a foreign language is studied for general educational purposes. Grammar exercises are designed to develop the learner's logical thinking. Explaining grammatical knowledge is considered to be the main goal of education. The main principles of this method are:

1. Language learning is based on written speech.
2. Grammar is taken as a subject of study, and lexicon is chosen accordingly. Grammar exercises were the main way to work.
3. First, the grammatical rule is memorized, and then it is recommended to make sentences based on the rules.
4. The grammatical form and the meaning of the words are revealed through literal translation.
5. Language material is mastered through literal translation and dry memorization.
6. It is limited to memorizing words out of context, alone (Rakhmonova, 1975).

Method Without Translation Various aspects of this method have been known throughout history. They can be divided into two main groups: natural and proper methods. Naturally learning a foreign language should be similar to learning a native language. The idea that the main purpose of the method is to learn to read and write by learning to speak a foreign language is formulated as a practical goal. The most important of the principles included in the natural method is to create a language environment. No foreign language can we learn without a

thorough study of its methods. The method of "communicative didactics" is also important in foreign language teaching methods. Communicative didactics combines the following.

- Open and flexible course concept;
- Topic and content are important;
- The main form of work in the classroom is conversation and group work;
- Emphasis should be placed on student engagement and creative and free use of language;
- Pay close attention to the exercise based on the principle of comprehension and expression;
- Visualization plays an important role in revealing meaning, defining the scope of movement and organizing the exercise;
- To study everyday speech in real-life situations (practice dialogue);
- It is important to use the language orally and at the same time to understand the original texts (Neuner, 2005).

Communicative didactics prioritizes the use of natural speech situations as listening material, such as advertisements on transport, at the train station, radio and television commercials, telephone conversations, and so on. The goals of listening comprehension have changed. Telling and controlling what he heard also took on a different tone. This method, depending on the purpose, distinguished the following types of listening comprehension:

- Understand the main content of the text in the broadest sense, without paying attention to some details;
- This method is used when accurate information is important, such as the need for weather for a particular place, the announcement of the arrival and departure of the train, etc. (Neuner, 2005).

It is precisely this knowledge that we retain in our minds, the study of information in communicative didactics that, from the concept of "communication", is semantically intertwined with the term "intercultural communication". The term intercultural communication is now widely used in foreign language teaching methods. It is this concept that we can use in a variety of contexts. Intercultural communication is the dialogue between people of different cultures about their social origins, mentality, national character, lifestyle, customs, value system, and so on. In this process, students should be educated and developed in the spirit of respect, tolerance for the culture of the country being studied, and a correct understanding of the culture of another country. Every foreign language lesson is a crossroads of cultures, a practice of intercultural communication. Because every word in a foreign language in this process reflects a foreign life and culture;

Pedagogical communication is an interaction between a teacher and a student, which is based on the exchange of information, primarily educational information, helps to understand the partner of pedagogical communication, as well as to carry out collaborative activities. In this case, the information is conveyed both verbally, ie through speech, and through nonverbal means. The teacher should play a key role in the process of pedagogical communication and be a role model for students. This is judged by its communicative culture. A teacher's communicative culture is a professional-pedagogical dialogue with the subjects of his educational process. A necessary level

of communicative culture can be defined as a teacher who can positively accept his students and colleagues and unconditionally ensure the achievement of educational and pedagogical goals. The social significance of communicative culture is that the teacher who possesses it can create a positive psychological climate in the interaction of all subjects of the educational process, implement the important principles of modernization of education - humanism and democratization. The personal significance is that the educator with a communicative culture has high self-confidence, enjoys the communication built with the pupil, and feels free in the chosen work activity. The following can be included in a teacher's communicative culture:

1. Communication skills.
2. Educator's communicativeness.
3. The culture of communication of the teacher.
4. Methods of pedagogical communication.

Communicative skills can be divided into the following groups:

1. Socio-psychological skills. They prepare students to communicate, make a positive impression, help each student to accept his personality, level of status, predict the development of interpersonal relationships, use the tools of psychological influence, persuade, absorb, allows identification.
2. Ethical and aesthetic skills. To see this dialogue in a humane, democratic manner, adhere to the rules of professional ethics, restore the dignity of each student as an individual, develop creative collaboration with students, and acquire the skills of each student.
3. Aesthetic skills. It is characterized by the ability to combine internal and external situations, to have artistic abilities, aesthetic expression, to engage adolescents in the high culture of communication, to activate their emotional mood, optimistic perception.
4. Technological skills. It is determined by the choice of different forms of interaction of teaching aids, methods, techniques, the choice of the optimal method of communication management, adherence to pedagogical tact, increasing its educational effectiveness.

Several personal qualities necessary for a culture of pedagogical communication include honesty, openness, self-control, assertiveness, sincerity, patience, perseverance, and tactics. The teacher needs to shape not only his communication skills but also the intercultural communication of the students. Speech exercises play a key role in learning a foreign language. Speech exercises are designed to be communicative. They can be divided into audit engagement and engagement exercises. Orientation exercises teach students to use language and life experiences to understand audio text based on different linguistic and non-linguistic bases. Understanding the context, using practical knowledge, understanding the nature of the vocabulary, overcoming difficulties and understanding the text are some of the guiding exercises. The use of exercises not only in the acquisition of a foreign language but also in the acquisition of any science, knowledge is a way to a positive outcome. Therefore, exercise serves as a bridge for each of us not only to conquer the world of science but also to take our place in life.

CONCLUSION

Learning a foreign language is a multifaceted study, during which a person experiences complex psychological changes. In particular, there is a process of comparing a native language with a foreign one. This process uses different teaching methods and technologies. The most common methods of teaching a foreign language are the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises. These three methods are closely related and complementary. Since the science of methodology is related to the science of didactics, it is based on communicativeness in the study of a foreign language, and the method of communicative didactics arises. In the process of applying the method of communicative didactics, a pedagogical methodology for the formation of intercultural communication is formed. Learning a foreign language helps you get to know the culture of another country. Exercise technology is essential for learning a foreign language. Exercise is the best way to master all knowledge. Exercise has a positive effect not only on learning a foreign language but also on the acquisition of knowledge in all areas. Effective organization of lessons, in which the role of pedagogical activity and modern pedagogical technologies is invaluable, it is important to organize the process of learning a foreign language with a communicative approach, to bring it to a new level of intercultural communication, and to achieve such results, the last step is to focus on "exercise technology". In order to effectively organize the process of teaching a foreign language, it is necessary to master the knowledge of modern pedagogical information and communication technologies.

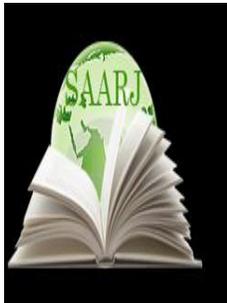
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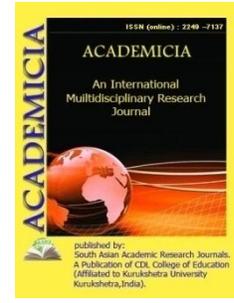
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ROLE OF WORKING WOMEN IN MANAGEMENT OF HOUSEHOLD PRACTICES

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ABSTRACT

The target women happen to be successful home-managers who tend to channelize their energy in struggling to maintain a commendable balance between work and home and also between different household practices, but this leads to low accomplishment levels which reduce the level of satisfaction in perception of their self- image. This study corresponds to discover concealed factors behind different household practices adopted by working women. A self-structured questionnaire was implemented on MIG households corresponding to four specific domains of management. These areas were purposively selected on the basis of dominance of activities. The findings revealed constant interplay of household skills, household tasks, management functions and motivating factors of management in constituting recurrent household practices by majority of the households.

KEYWORDS: *Household Practices, Management, Working Women*

INTRODUCTION

Earlier, women were looked upon as nurturers and care givers and assigned all roles related to maintaining and managing a family. Men perceive themselves as breadwinners and society also expects them to perform work roles to earn and support the family. However, the nature of work-force has been changing and the percentage of men as wage earners and women as housewives

has been rapidly declining. In urban India, the percentage of dual-earner couples is gradually increasing and for most women and men today, their work environment and the family have become the two important institutions in life. Changes in the workforce are accompanied by changes in values, creating a new emphasis on the balance between work-life and family life (Hall 1986). Work-life balance assumes great significance for women as they are virtually in two full time jobs.

Effective management in the home depends to a large extent on the managerial ability, interest and leadership quality of the homemaker and also their ability to motivate the family members in the right direction for achieving desired goals. To the homemaker, who wants to manage her home properly and efficiently, knowledge of home management is helpful and essential. In our modern technological environment, where situations are complex and highly flexible, where many choices are possible and where values often changes more rapidly, the need for management is essential. ([http://www.yourarticlelibrary.com/home-management/home-management-meaning-concept-and-needs/47779.....retrieved on 7.8.19](http://www.yourarticlelibrary.com/home-management/home-management-meaning-concept-and-needs/47779.....retrieved%20on%207.8.19))

REVIEW OF LITERATURE

- Sundaresan 2014 emphasized most homemakers either choose to spend less hours at work place or take up jobs which do not compromise on their quality of life. This is because their time, effort and skills in better use of practices involving household chores have created enormous challenge in creating equilibrium between work and home management. (T94 Sundaresan / OIDA International Journal of Sustainable Development 07:07 ;2014)

-According to Professor Stewart Friedman "a one size fits all; mentality often perpetuates frustration among employees. It is a common practice in many Human Resource Management areas, that a universally acceptable standard policy is implemented which is to achieve equality, even though everyone's life and needs are different. Friedman's research indicates that this issue could be resolved by approaching the components of work, family, community and self as a comprehensive system.(Professor of Management and Founding Director of Wharton School's Leadership Program and of its Work –Life Integration project)

SIGNIFICANCE

This study will push working women to recognize potential elements which influence their choices; when it comes to opt from the possible alternatives whilst execution of a household task. This could refine their decision making ability and would offer them a wider perspective whereby they could calculate the resources available at their disposal, set their priorities right, and prevent compromise of indispensable factors which keeps them moving ahead. Women will emerge stronger, more confident individuals who would realise their self-worth as home maker. A capable and decisive homemaker will eventually contribute to a happier and viable household.

OBJECTIVES: To study the household management practices among working women.

METHODOLOGY

This study was conducted in Aligarh city across MIG households. Sample size was 100 working women. To attain homogeneity, sample was filtered based on three criteria: 1) full-time paid employment outside home 2) graduate degree 3) married with one school-going child. The study was carried out in two phases- *first quantitative and second qualitative*. In the first phase a self-

structured questionnaire constituting 16 items was implemented across 4 selected domains of study, the received responses were analysed using simple percentage method. In the second phase the factors behind responses received from phase one were explored through qualitative analysis.

ANALYSIS AND DISCUSSION

The four domains of study were child care, kitchen management, household cleaning and self-grooming. Each domain is represented by a table. The left-most column contains four items referring to household practices in that particular domain followed by their options. The highest number of responses is the most popular choice of the respondents. The responses are expressed in percentage.

TABLE1: CHILD CARE

Childcare practices	babysitter	husband	self	grandmother
Babysitting	19	25	19	37
Feeding	06	06	75	13
Homework	06	19	56	25
Play	05	25	40	30

TABLE2: KITCHEN MANAGEMENT

Kitchen management practices	Always	Never	Sometimes
Using readymade preparations	56	13	31
Ordering readymade food	00	08	92
Cooking meals	69	00	31
Dining outside	06	06	88

TABLE3: HOUSEHOLD CLEANING

Cleaning practices	Several times a day	Daily	Weekly	Monthly
Sweeping	30	60	06	04
Cleaning range	50	30	12	08
Dusting	00	40	45	15
Cleaning refrigerator	00	05	10	85

TABLE4: SELF GROOMING

Grooming practices	Regularly	Occasionally	Never
Pursuing hobbies	19	37	44
Visiting salons	56	44	00
Watching tv	19	56	25
Meditating	65	30	05

RESULTS AND CONCLUSION

From the above tables it is evident that:

- Majority of the women depends on grandmothers for babysitting their child.
- Women in majority prefer to feed their child by themselves.

- Most of the women themselves help their children in doing home work.
- Majority of the women play themselves with their children.
- Majority of the working women always use readymade preparations like spices and condiments for cooking.
- Majority of the homemakers sometimes order food from outside.
- Majority of the women cooks meal daily for their families.
- Majority of the women sometimes goes out for family dinners.
- Majority of homemakers does daily sweeping of their homes.
- Most of the women clean their cooking range many times a day.
- Most of the women does weekly dusting of their homes.
- Most of the women does intensive cleaning of refrigerator once every month.
- Majority of the working women never indulge in pursuing their hobbies.
- Majority of the women regularly visit salons.
- Most of the women occasionally watch tv.
- Majority of the women meditate regularly.

The choices made by the working women with reference to every household practices in selected four domains were analysed. It was predictable that behind every choice there are more than one driving factor. When an array of such influential factors were drawn; four prospective categories were formed.

Household tasks Child care, cooking, sweeping, washing, cleaning, stitching

Household skills Human, conceptual, technical

Management functions Planning, organizing, directing, controlling, evaluating

Motivation management Values, standards, goals

LIMITATIONS

The job profile of the respondents was purposely ruled out.

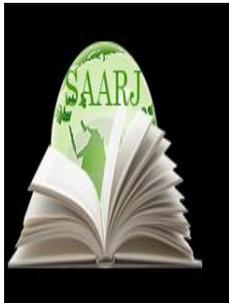
SCOPE

The study will have future implications to provide an existing framework for further research to professionals in the field of human resource management, national and international agencies working for the welfare of women and children, non-profit organizations introducing schemes for empowering women.

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**FORMAL AND STRUCTURAL FEATURES OF ONE WORD BASED
 LINGUISTIC UNITS CONTAINING COMMON LEXEME "E'TIQOD"
 (FAITH) IN THE UZBEK LANGUAGE**

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ABSTRACT

This article discusses formal and structural features of one word based linguistic units containing common lexeme "e'tiqod" (faith) in the Uzbek language. "Spirituality is an integral unity of many original human qualities and attributes such as hatred of evil, will, perseverance and so. on" [3]. Raising and bringing up a generation of healthy and harmoniously developed people is one of today's priorities. The concept of faith in the Uzbek linguistic description of the world in our linguistics has not yet studied the problems of systemic, structural, genetic, cognitive features and lexicographic description, the linguistic value has not been determined.

KEYWORDS: *Lexeme, One Word Based Linguistic Units, Uzbek Language, The Concept "E'tiqod".*

INTRODUCTION

The role of language in the spiritual growth of a person is incomparable. Therefore, in the field of language research and education, the issue of spiritual maturity is at the forefront. Indeed, in the rapidly evolving context, the approach of linguistics to its object of study from the point of view of the spirituality of the nation and the individual is even more important. The fact is that "language is the representative and preserver, enrichment and transmitter of spirituality" [1] means that each person in the language must understand the meaning of the word as a means of preserving spirituality and transmitting it from ancestors to generations. The formation and implementation of such a mechanism should be considered by every specialist. In this regard, it can be said that linguistics, which is developing in our linguistics in recent years, is one of these mechanisms. Linguistic-spiritual research forms the linguistic-spiritual base of an integrated system that serves for education and works for a clear result. "Solving the problem of personal

spirituality, which is deepening and sharpening day by day, creates the scientific and practical basis for the upbringing of a highly spiritual young generation, the creators of the future" [1]. After all, in many developed countries, from the first years of independence, we have been focusing on the economy, and then we are witnessing its suffering. In this regard, the head of state said: "We all know that Uzbekistan is rich in minerals and resources, has a strong economic and human potential. However, our greatest asset is the huge intellectual and spiritual potential of our people" [2]. After all, spirituality is based on such noble ideas as human kindness, justice, righteousness, honesty, conscience, honor, patriotism and love of beauty, enjoyment of it and preservation of national beliefs. It is natural that the future of the generation growing up with such a quality will be great. "Spirituality is an integral unity of many original human qualities and attributes such as hatred of evil, will, perseverance and so. on" [3]. Raising and bringing up a generation of healthy and harmoniously developed people is one of today's priorities. In a society without national and spiritual beliefs, there will be ignorance, injustice, where national beliefs, sacred values will decline; the essence of humanity will be undermined.

MATERIALS AND METHODS

Separation of common and distinctive features in the semantic structure of lexemes belonging to the spiritual group "*e'tiqod*", which is an integral part of the lexicon of the Uzbek language as a whole system of lexemes denoting spiritual beliefs, their features, intrinsic and figurative meanings and interlexematic spiritual relations.

There is a need to study the linguocultural and linguocognitive aspects of the concept of "*e'tiqod*", the semantic field groups and the communicative properties of the nominative units in this group. The concept of faith in the Uzbek linguistic description of the world in our linguistics has not yet studied the problems of systemic, structural, genetic, cognitive features and lexicographic description, the linguistic value has not been determined. The one-sidedness of the Uzbek lexeme "*e'tiqod*" in the minds of people, that is, the religious aspect, has led to a narrowing of meaning. In fact, the concept of "*e'tiqod*" is described in the new dictionaries of the Uzbek language, as well as in philosophical and encyclopedic dictionaries, taking into account different approaches and the Uzbek national character and worldview.

The lexeme of "*e'tiqod*" has a wide range of semantic-syntactic possibilities, and its religious sema dominates in the minds of ordinary people. This leads to its narrow understanding based on one-sided analysis. In fact, it has the following meanings in general and in particular:

1) In the sense of "trust", "sincerity":

Omon otada bilimga, ilg'or usullarga e'tiqod juda baland. (H. Nazir)

(Meaning: Grandpa Omon has a strong belief in knowledge and advanced methods.

2) In the sense of "worldview": Everyone has their own personality and beliefs

3) In the sense of "point of view", "look": *E'tiqodga ko'ra, chinor mingga kirgan soati o'zidan-o'zi yonib ketishi kerak ekan.* (A. Muxtor). (Meaning: It is believed that a thousand years of maple should burn spontaneously.

4) In the sense of "belief in Allah", "faith": In Islam, only belief in religious teachings is recognized (from the newspaper).

5) In the sense of "support", "helper", "sponsor": *Bu majburiyatni o'zimga e'tiqod qilganimdan emas, balki sizningdek otalarim, og'alarimga takyagoh deb ishonganimdandir* (A. Qodiriy).

(Meaning: It is not because I believe in myself, but because I believe that my fathers and brothers, like you, are my support)

6) In the sense of "perseverance", "perseverance":

Ko'nglining bir chetida "Tashabbusni qo'ldan bermaslik kerak!.." - degan e'tiqodi chinqiradi (P. Qodirov). (Meaning: His heart calls, "We must not lose the initiative!")

7) The meaning of "kindness", "love" Uning otasi asli dehqon bo'lsa-da, adabiyotga e'tiqodi bo'lakcha edi. (Meaning: Although his father was a farmer, he loved literature)

8) The meaning of "goal" *Ular sharqning yuksak madaniyati, gumanistik g'oyalarini o'zlari uchun chin e'tiqod qilib olgan odamlardir.* (Meaning: They are people who believe in the high culture and humanistic ideas of the East.

The semantic aspects of the *e'tiqod* lexeme are different, and these concepts are manifested in the text with several more semantic glitches. This concept is divided into such types as belief in religious, secular, political, social phenomena, which also have internal members.

The formal structural features of the general semantic units of "*e'tiqod*" are multifaceted and unique. The formal structural features of lexemes of this spiritual group are determined by the number of leading morphemes and their formation within one or more word groups. One word based units representing the concept of "*e'tiqod*" in the Uzbek language are distinguished by the peculiarity of their formal structure. The peculiarity is that we observed that the one word based lexemes that do not give the semantic meaning directly into the semantic root is activated after the addition of certain constructive means.

"*E'tiqod*" occurs in the form of words and compounds according to the formal structure of the general semantic units. On this basis, one word based units are divided into simple and complex types according to their structure.

1. There are the following forms of word units:

1) *The number of leading morphemes in simple noun units is one: Olloh, Rahmon, din, farishta, diyonat, aqida, aqoid, duo, sig'inish, hidoyat, maloyiq, e'timod, Musurmon, xurofot, kufr, ateist, shayton, iymonsiz, xudosizlik, e'tibor, aziz, mehr, muhabbat, azizlamoq, e'zozlamoq, sadoqat.*

Simple compound E'toqod lexemes [ot + lik], [sifatlik+ lik], [sifat + la], [ot + iy], [ot + li], [ot + lan] and relatively inactively formed [ot + chan], in which the basis of E'toqod lexemes belong to the spiritual group: shukronalik, saxiylik, azizlamoq, insoniy, farosatli, orlanmoq

Units in the form of simple words are divided into two groups:

a) *simple forms: vijdon, ixlos, andisha, adolat, aziz, mehr, sadoqat, halol, kamtar, saxiy, shaffof, tanti, vafo, imon, Fozil, fozila, oqil, oqila, axloq, insof, oila;*

b) *Simple compound: takomillashmoq, azizlamoq, e'zozlamoq, ezgulik, elparvar, fazilatli, imonli, oriyatchan, oriyatchi, oqibatli.*

2) The number of leading morphemes in a compound word is more than one. "Faith" in the form of a complex word is formed by the compositional method of general semantic noun units. In this case, the parts of the compound word look different in terms of expression. In particular, the patterns [ot+ot], [ot+fe'l], [sifat+ot] [ot+sifat] are productive: *dunyoqarash, mehnatsevar, erksevar, pokdil, kengfe'l, kaltafahm.* There are also inactive patterns in the formal structure of

the general semantic one word based units of 'e'tiqod'. For example, [ravish+sifatdosh]: cho'rtkesar; [olmosh+sifat]: o'zboshimcha, o'zbilarmon.

Complex word-form units have compound and even forms:

a) Joint: qo'shma: *erksevar, bag'rikeng, xushtakalluf, umuminsoniy, xushfe'l, xushxulq, mehnatsevar, xushsuxan, xushtakalluf*;

b) Compound: *or-nomusli, ishq-muhabbat, dinu diyonat, mo'min-Qobil, kuydi-pishdi, xatti-harakat, yor-birodar, yor-jo'ra, Nabi-yor, ota-ona, qarindosh-urug'chilik, qo'ni-qo'shnicilik*.

"E'tiqod" also occurs in pairs in terms of the formal structure of common semantic one word based units. Such a pair is formed from the equal connection of two core morphemes: *or-nomusli, ishq-muhabbat*.

We have grouped the pairs of words that make up the formal structure of the general semantic noun units "e'tiqod" according to whether the components express an independent meaning as follows:

1) Both parts have an independent meaning: *dinu diyonat, mo'min-Qobil, toat-ibodat*;

2) The first part does not represent an independent meaning, the second part represents a meaning: *xatti-harakat, qo'ni-qo'shnicilik, jiddu jahd*.

"E'tiqod" is divided into the following types according to the semantic relationship of the pair of words that are part of the formal structure of the general semantic noun units:

a) A pair of words consisting of words with similar meanings: *dinu diyonat, yor-birodar, Nabi-yor, to'y-tomosh, shaldir-shuldir (xarakterga nisbatan), kuydi-pishdi (jonkuyar)*;

b) A pair of words made up of mutually synonymous words: *do'st-yor, baxt-Iqbol, ishq-muhabbat, baxt-saodat, es-hush, mo'min-Qobil, or-nomusli*;

c) A pair of words made up of antonyms: *bordi-keldi (munosabat ma'nosida), yaxshi-yomon (aloqa), do'stu dushman*;

d) A pair of words consisting of a whole-part relationship: *qarindosh-urug'chilik, dinu diyonat*.

We have classified the complex words that make up the formal structure of the general semantic noun units "e'tiqod" into three groups:

a) Compound words: *shirinso'z, oliyhimmat, rahmdil, soddadil, pokdil, sofdil, elsevar, oliyjanob*;

b) A pair of words: *nomus-iffat, rahm-shafqat, or-nomusli, sharm-hayoli, mehr-muhabbat, izzat-Ikrom*;

c) Repetitive words: *yurak-yurakdan, pok-pokiza*. The lexemes of this group are smaller than the lexemes of the other groups.

2. "E'tiqod" occurs in compound forms according to the structure of the lexemes that make up the general semantic noun units:

2.1. Units in the form of a simple combination: *e'tiqod kaliti, ma'naviy tarbiya, o'zlikni anglash, xalq e'tiqodi, e'tiqod jarchisi, ma'naviy barkamollik, ma'naviy fazilat, ma'naviy taassurot.*

Units in the form of a simple compound are in the form of a phrase and a fixed conjunction (phrase).

In adjectives in the form of a phrase, the parts enter into a grammatical connection as follows:

a) In the form of management: *arvohlarni eslash, sanamlarga sig'inish, toshlarga e'tiqod, shamolga sig'inish, olovga topinmoq, quyoshga e'tiqod;*

b) In the form of adaptation: *arvohlar yodi, xalq e'tiqodi, e'tiqod jarchisi;*

c) In the form of union: *homiylar ruhlar, ma'naviy dunyo, qayta tirilmoq.*

The formal structural features of the general semantic one word based units of 'e'tiqod' also occur as expressive units. Although they are a lexical unit, they can have structural significance. For example: *yaxshi ko'rди: 1) sevdi, oshiq bo'ldi; 2) sevdi, izzat-hurmat qildi; 3) yoqtirdi; ixlos qo'ydi: e'tiqod (mehr) bilan qaradi; ixlosi qaytdi: e'tiqod qilmay qo'ydi // ko'ngli qoldi; jonini kuydirib: mashaqqatni o'z oldiga olgan holda, tirishib; jonini berdi: har qanday og'ir shartni, talabni bajarishga tayyor bo'ldi; jonning boricha: kuch-quvvating etganicha, tirishib; ko'ngli oq: yaxshi niyatli, boshqalarga yomonlik ravo ko'rmaydigan; ko'nglida kiri yo'q: kek saqlamaydigan, g'arazi yo'q; ko'ngli pok: yaxshi niyatli, boshqalarga yomonlikni ravo ko'rmaydigan; lafzida turdi : ahdini saqladi .*

Simple compounds can also occur in the form of a compound verb: *nazr-niyoz bermoq, qurbonlik qilmoq, nazr atamoq, ahd qilmoq, savob qilmoq, mehr qo'ymoq, gunoh qilmoq.*

The spiritual group of faith also occurs in the form of a word combination that is structurally formed by two words. For example: *azaliylik va abadiylik, botiniy va zohiriy, yaxshilik va yomonlik;*

2.2. Units in the form of complex compounds. The lexical structure of the Uzbek language has a significant number of lexemes belonging to the spiritual group of combined the lexeme "e'tiqod": *jon va ruh haqidagi tasavvurlar, ajdodlar ruhiga sig'inish, jamiyat osoyishtaligi, insoniylik xislatlariga ega bo'lish, insoniy qarashlarni shakllantirmoq.*

Structurally, the following (sentence-shaped) units are partially included in the list of units included in this system: *ruhi tirik.*

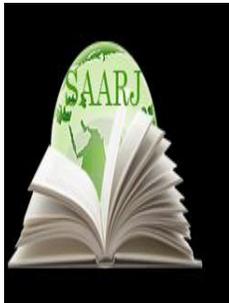
CONCLUSION

In conclusion, we can say that the units of such composition, although structurally complex, express belief and related meanings in their general semaphores. The fact that the general structural semantic units of the word "e'tiqod" in the Uzbek language have different forms of structural features is based on their linguistic meanings.

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ACTUAL ISSUES OF RENDERING ACCOUNTING-AUDITING TERMINOLOGICAL SYSTEM IN TRANSLATION

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ABSTRACT

In the article, the translation of English accounting-auditing terminological system with the application of pragmatic linguistics approach is described. It also underlines the significance of defining the type of official materials that include the accounting-auditing terminological system text types, such as specialized or popular periodical ones. The consideration of the target reader in the given article appears as a key factor while choosing the appropriate translation of an English polysemantic accounting-auditing terminological system.

KEYWORDS: *Accounting-Auditing, Pragmatic, Terminological, Linguistics, Cognitive Aspect, Context, Mono-Semantic And Poly-Semantic Lexis, Term, Equivalency.*

INTRODUCTION

At present time the classification and description of terms in accounting and auditing areas, linguistic analysis of different structural languages, definition and development of methods, methods and methodologies of the terminology are one of the most important issues facing world linguists.

It is not a secret that linguistics pay a great attention to the translation of economic terms from English into Uzbek because from year to year it can be observed the development of economic relations between states, legal entities and individuals, which requires training specialists that meet the requirements of labor market. Every day more and more people enter into market relations with foreign companies. As a result, an adequate translation of economic vocabulary

becomes very important in order to prevent possible misunderstanding between the participants of communication.

Definitely, the accounting-auditing terminological system in English and Uzbek is somewhat complex and typical, that requires the interpretation of terminological units in terms of their meaning and interpretation. In fact, this law is an important principle that is applicable to any spheres of term. In addition, studies focusing on the study of terminology systems of different languages have given a great importance to the analysis of terminology.

In fact, the economy includes various areas of activity: industry, agriculture, trade, stock exchange and communication. Therefore, it is necessary to consider the possibility of the presence in any type of the text the economic orientation of vocabulary from other fields. Each sector of the economy has its own specific units that require the search for the most accurate translation of a specific expression, taking into account the economic, legal, political and cultural realities of a particular country.

MATERIAL AND METHODS

Undeniably, translation-across languages and cultures have a critical role in accounting. This sphere is required in international trade, in operating and accounting for multinational enterprises, in creating, implementing and enforcing international accounting laws and standards, in delivering accounting education to international cohorts of students, and in conducting international and intercultural research. Financial statements and annual reports, standards and standard setting discourse, teaching materials and publication of research findings all require translation for at least some constituents. Accounting research explores annual report narratives or regulatory discourse, employs content analysis or disclosure indices, conducts interview, experimental and survey research, and draws on theoretical frameworks, all often across cultural and language boundaries.

That is why, while translating accounting-auditing terminological system, in most cases, from English into Uzbek, linguists try to find an equivalent, which is a very difficult task, since many terms have entered to Uzbek language quite recently and it is not always possible to impose them on the economic realities of Independent Uzbekistan.

The cognitive approach to the studied stratum of foreign words allows us to consider the structure of knowledge in the human mind. Consequently, both the process of translating terms and the process of borrowing seems appropriate to consider from the standpoint of cognitive linguistics, since they represent two aspects of the same phenomenon-inter language interaction. In this context, terms are understood as cognotypes, and their multi-valued variants, synonyms and homonyms - as variants of the cognotype [8] i.e. units of the met language of a certain sphere of use, denoting a special concept that includes the specific field of knowledge of the speaker [3].

Theory

Adequate translation of the accounting-auditing terminological system accelerates the process of information exchange between specialists around the world. When translating a lexical unit, it is necessary to take into account the peculiarities of the economic vocabulary as a whole, namely, accuracy of information, lack of emotional coloring, brevity and systematicity [4]. Thus, the

translator must correlate the world of the addressing and receiving sides and possess the cognitive apparatus of economics.

The main problem is that a large number of lexical units belonging to the accounting-auditing terminological sphere have several translation options and in most cases, it does not concern all words, but individual words. This fact makes it possible to subdivide economic vocabulary into single-translation and multi-translational. Translating terms are terms that have one equivalent in the language of translation, and translations, respectively, have several equivalents in translation [10]. For example, the term “account” has several translation options:

- 1) an account; account entry;
- 2) report (financial);
- 3) the period while exchange transactions, concluded with the closing of the position on the accounting day;
- 4) a broker’s record of transactions executed on behalf of a client;
- 5) reporting;
- 6) accounts;
- 7) business books.

Translating terms in most cases are expressions and phrases that have one translation option, but, speaking separately, they can be multi-valued.

In order to overcome different translation while translating accounting-auditing terms from English into Uzbek, it is necessary to take into account the cognitive models that underlie one or another text [9]. Thus, in highly specialized accounting-auditing texts, facts and reports on the state of stock markets are usually given, and reports on companies’ profits and losses analyzed.

RESULTS AND DISCUSSIONS

Popular accounting-auditing texts most often describe people, who have achieved some success in the economic sphere, or unusual projects or ideas. Accounting-auditing terminological texts include features of the above two types, combining various elements. For example:

Across the country, myriad independent contractors and small service firms have sprung up to supply streamlined corporations with skills ranging graphic design to bill collecting and executive recruiting .

In the above example, the term “corporation” has several translation options: 1) association; 2) corporation; 3) joint stock.

In our opinion, in this case it is better to use the equivalent of “corporation”, since the article in question is highly specialized, which means that the readers of this publication have basic knowledge on the topic. Thus, while translating such texts, it is best to use equivalent borrowings in the target language, since it is assumed that the readers of this publication are experts in the field of economics. For popular-economic texts, it is best to use metaphors that will help to make economic terminology accessible to a wide range of readers, who have only the most general idea of the meaning of certain accounting-auditing terms.

It is important to mention encouraging submissions that address topics relating to language, culture and translation in accounting, auditing and accountability. The following topics are possible topics for including:

- Limits of equivalence in accounting translation.
- Problems and opportunities of ambiguity in accounting terminology.
- 4. Translation and power: communication, dissemination, legitimization, lobbying, social change
- 5. Ideological, cultural, social, legal and/or political implications of translation and non translation in accounting
- Cognitive and cultural bias and vested interests in translation.
- English as a lingua franca: cultural dominance, values, identities and ideologies.
- Transformation of accounting systems and cultures, professions, societal and cultural contexts of change.
- Professional socialization in international contexts.
- International accounting education.
- Accounting history across languages and cultures: translation and language change.
- Implications for standard setting, consultation and the IASB due process.
- Implications for implementation of international accounting rules/standards.
- Probability/uncertainty expressions in accounting standards.
- Translations of rules versus principles.
- Economic implications of accounting translation.
- Accounting research across languages and cultures: research instruments, narratives, experiments, surveys, interviews and oral history, theoretical frameworks in translation (Foucault, Bourdieu, Weber, Habermas etc.).
- Implications for translation of the dissemination of research findings in English language academic journals.

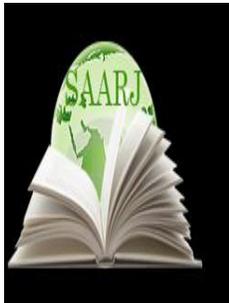
CONCLUSION

Summarizing it can be suggested that while working with accounting-auditing terminological texts, the translator must take into account the peculiarities of the translation inherent in the two types of text described above. It is the basic difficulty of the work, since it is necessary to take into consideration not only the type of text, but also the context, contextual determinants (lexico-syntactic, morphological and lexical-phrasal), as well as the economic and political realities of the country to which readers are oriented edition.

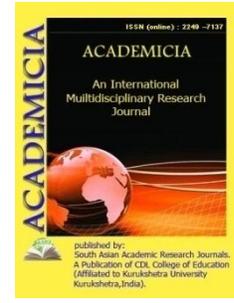
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INTEGRATED AND COMMUNICATIVE APPROACHES IN TEACHING AND LEARNING ENGLISH

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ABSTRACT

This article provides a brief historical overview of the two pedagogical methods: integrated and communicative approaches and the advantages and disadvantages of using communicative and traditional methods in teaching and learning English. A method is a general outline of a systematically presented language material, in which all parts are consistent and based on specific approaches. On the other hand, some people study a foreign language for the purpose of integration. Students of this group aim to identify with the speech community of the target language.

KEYWORDS: *Communicative Approach, Integrated Approach, Traditional Approach, Teaching and Learning English*

INTRODUCTION

In teaching and learning languages, most educators have adopted various teaching methods and approaches such as grammatical method, audio-lingual method, direct method, and many others. However, the traditional method of language teaching (sometimes called the grammar-translation method) and the communicative approach have been the most widely used for a long time. As learning a second or foreign language is different from learning a first or native language, educators and linguists are constantly looking for new methods and approaches that will lead to more successful learning outcomes. Still, the main goal is to meet the needs of students and provide them with comprehensive assistance in learning a second or foreign language. In order to achieve this goal, linguists and educators are expected to look to find effective activities and strategies to meet needs.

MATERIALS AND METHODS

In order to improve the quality of language teaching, the American linguist Edward Anthony defines three important concepts - approach, method and technique, the relationship of which is hierarchical. Approach, method and technique are the most used terms in any curriculum of an educational institution. Anthony defines each term as follows: An approach is a series of correlative assumptions that deal with the nature of the language of teaching and learning, describing the nature of the discipline being taught. A method is a general outline of a systematically presented language material, in which all parts are consistent and based on specific approaches. One approach includes several methods. Acceptance is exactly what takes place during language classes, namely specific methods, strategies or plans to achieve the set goals.

In addition to E. Anthony, M. Selse-Murcia and Nigel P. Brown suggested that among the three concepts mentioned above, the method is the most fundamental in the process of teaching English as a second or as a foreign language and is a series of "arranged in a systematic order presentations ", used by teachers during classes to motivate them to further learn the language. A method is a general outline of a systematically presented language material, in which all parts are consistent and based on specific approaches. One approach includes several methods. Acceptance is exactly what takes place during language classes, namely specific methods, strategies or plans to achieve the set goals.

In teaching and learning English, we need to note that English has become an international language that has an impact on the whole world. It is estimated that 1/6 of the world's population speaks or uses English for work and communication. In addition to serving as the language of communication, English is also the primary language of the UN and NATO, the official language of international aviation, the unofficial language of sports, radio broadcasts, written correspondence, rapidly evolving technology, scientific research and literature. Currently, English is taught from three perspectives, namely as a first or native language (L1), a second language (L2) and as a foreign language (FL). In this regard, Braj Kachru describes these three perspectives as the inner circle, the outer circle and the expanding circle. In the inner circle, English is taught and used as the first or mother tongue. It includes the United Kingdom, the United States of America, Canada, Australia and New Zealand. In the outer circle, English is taught and used as a second language. This is happening in countries like India, Nigeria, Malaysia, Tanzania and many others as a consequence of British colonization. In these countries, English is used alongside their native language. As a second language, English is considered to be the main language in commerce, management and education. In an expanding circle, English is taught and used as a foreign language. They are countries like Uzbekistan, Russia, China, Spain, Saudi Arabia and many other countries where English is considered the main language of international news, culture and education at all levels.

A recent study found that the number of non-native speakers of English is higher than that of monolingual native speakers of English, or more precisely, the ratio is 2 to 1. Thus, English is the property of everything. The world is not just Americans and other countries in the inner circle. Adding to the above, as a second language, English is represented by four different groups. First of all, English is the main language of the mass media, i.e. the language of newspapers, radio and television. In addition, English is the language of official institutions such as courts and government. Moreover, it is the language used in educational institutions. Last but

not least, English is considered a major component of commercial and industrial organizations. In the outer circle, having a strong knowledge of English as a second language provides people with a smooth transition to social and economic development. Needless to say, English as a second language is not only learned in the outer circle, but also in the inner circle. Immigrants in the United Kingdom, the United States, Canada, and Australia are learning English for integration that will allow them to identify with their native language in their home country and use English as an intermediary language when communicating with people from other language families.

When it comes to learning a language as a foreign language, there is an assumption that people learn it for two purposes. On the one hand, they study a foreign language with a “technical” (auxiliary) purpose. This group of students consists of tourists, vendors and students. They need a foreign language in order to read books in the target language and communicate with native speakers of this language. On the other hand, some people study a foreign language for the purpose of integration. Students of this group aim to identify with the speech community of the target language. Knowing the language, they feel at home and understand the attitude and worldview of that speech community. According to Broughton, Brumfit, Flavel and Hill, in contrast to English as a second language, English as a first language is taught only at school and has nothing to do with the life of the student community. Recently, the more English occupies the niche of the global language, the thinner the line between L2 (English as a second) and L1 (native English) becomes. In addition, the status of English has changed in many countries. For example, the decline in the importance of English in countries such as India, Sri Lanka has led to the fact that English is presented more as an FL than an L2. At the same time, we see the reverse process in other countries. For example, in many European countries, there is a process of transition of the English language from the status of FL to the status of L2.

Whether it's L1, L2 or FL, it is argued that the emergence of English as a global language has had a huge impact on the entire concept of language learning. For Broughton, Brumfit, Flavel and Hill, English or the language of a "neighboring" country, or the language of global importance that educators devote more hours to learning than any other language or subject in the curriculum. Regardless of the methodology used in language classes and the setting in which teaching is carried out around the world, all noteworthy language classes are based on basic principles that are reflected in the interaction of all aspects that contribute to the connection of theory and practice in learning English as an FL.

RESULTS AND DISCUSSIONS

According to the use of methods in teaching languages, it should be noted that teacher-oriented, memorization, memorization of rules and vocabulary, passive learners - all this is a description of the traditional approach to teaching a foreign language, which focuses on the rules and structure of the target language. One of the unique features of the traditional approach is the teacher's explanation of grammatical phenomena, so to speak, "in person." This approach assumes that students adapt to the lesson plan and the material taught in accordance with the requirements of the lesson.

On the other hand, the traditional approach has disadvantages. Being teacher-oriented, it leaves little room for student creativity. During the learning process, students are passively involved. The educator carefully explains a certain grammatical phenomenon and really does not leave

students a chance to think. It should be said that both types of interaction, such as teacher-student and student-student, are minimal and this fact leads to the fact that the classes are boring and uninteresting.

According to Larsen-Freeman and Anderson, the main characteristics of the traditional method of teaching a language are translation from a foreign language into the mother tongue, deductive learning of grammar, memorization of foreign words, teacher-oriented lesson, little teacher-student and student-student interaction, paying attention to vocabulary and grammar more than semantic content, immediate elimination of errors. Due to the existing shortcomings in the traditional approach to teaching languages, the communicative method was presented. Linguists have tried to create an approach that would help students use language for the purpose of communication, since using the traditional method does not achieve this goal. Consequently, the concept of isolated learning has been supplanted by the concept of learning in context and has become more successful in social understanding.

In contrast to the traditional approach to language teaching, the terms that best describe the communicative approach are student-centered, active listener, group work, and context. During the process of communicative teaching, the teacher is considered more of a mediator. Students work on assignments in small groups. Thanks to this, students have the opportunity to interact more and use language for communication. In addition, the communicative approach prepares students to use the target language in real life situations. However, less time is devoted to the form and structure of the language. Teachers focus more on meaning and shy away from correcting mistakes.

According to Larsen-Freeman, Anderson and Wei, the main characteristics of the communicative approach of language teaching are the communicative goal (focus) of almost all types of activity, the use of communicative activities (games, role-playing games), communication as a goal, the use of authentic materials, group work, interaction students, target language used for explanation and teaching, patience with erroneous structures, teacher as coordinator, fluency over precision. Using a communicative approach, teaching English as a second language is believed to have become a more “practical and useful tool for communication, interaction, discovery and creativity” and has 5 main goals:

1. Teaching communicative competence.
2. Using the language for various purposes and functions.
3. Change and modification of the language in formal and informal communication.
4. Reproduction and understanding of a wide range of texts such as interviews, lectures and narration.
5. Using various communication strategies to maintain communication.

It is worth highlighting that finding a methodology that is right for your students is important in the learning process, especially when teaching English as a foreign language. Soon after its inception, the communicative approach became one of the favorites among teachers teaching English as a second / foreign language with the aim of improving students' sociolinguistic competence. Accordingly, the traditional approach, especially the study of grammar and structure, took a relatively low position in most language classes. In fact, in order to improve the

quality of teaching and obtain better results, it is recommended to implement an integrated approach that combines traditional and communicative approaches in the process of teaching English as a second / foreign language.

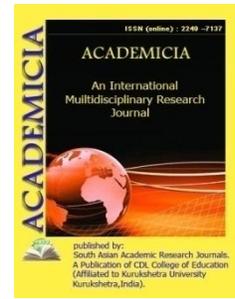
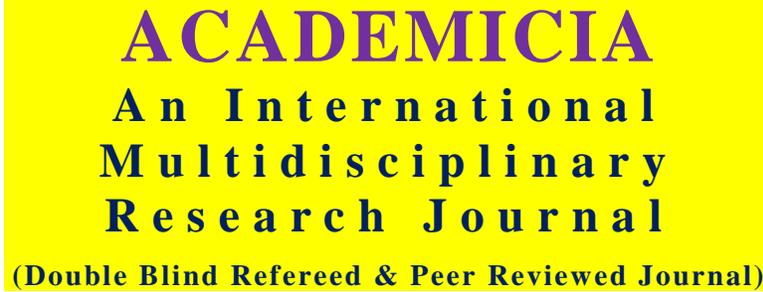
CONCLUSION

To summarize, I would like to say that in order to improve the quality of teaching and to achieve better results, you should combine the advantages of both methods and apply them during classes. While Chester Himes suggested that the rules of grammar would be useless without the rules of word use, M. Kanale and M. Swain suggest that word use would be meaningless without knowledge of grammar. Moreover, L. Wei in his work claims that some teachers are sure that there is no "best method" and different approaches are required for different situations. From the point of view of Wach, Burns and McKay, the best pedagogical method is achieved by mixing "local and global", which leads to the desired result. If educators use a communicative approach to teaching and never comment on the rules of sentence structure and word order, if they do not point out errors and inaccuracies at the appropriate time, then students will not be able to produce grammatically correct sentences and identify their mistakes. Better not to ignore different approaches. Educators can teach grammar and structure to help students build correct sentences as they communicate. They can teach how to use language for the purpose of communication, where and how they can benefit from knowledge of the rules of the language. Finally, the future is not yet known. A new day, a new approach, new language theories are always waiting to be discovered.

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BACKGROUND AND ESSENTIAL FEATURES OF TV NEWS IN MODERN ENGLISH

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ABSTRACT

The news is getting one of the most significant components of our life in contemporary society. We can get the news from different types of mass media such as newspaper, magazine, radio, TV and internet. Each of them has their own necessities and advantages. The present article devoted to study the origin of the TV news, the vocabularies which are utilized in it, and types of television news reports, genre, style and language. In order to analyze, it is addressed to the most used methods, such as comparative - historical method, method of synchronous formal description and comparative method.

KEYWORDS: (VO/SOT), Packages (PKG), Live Shots-ROS-reporter-on-scene; newsroom; on set, B-roll, Wide (WS), medium shots, Newscast/program/broadcast, reporters, anchors, newscasts COVID-19 shot.

INTRODUCTION

How much do you watch TV? A future without television cannot be imagined by most of us. It is certainly one of the most famous developments. It is great if we look at the position of television as a mass medium. For starters, if you hear that there is a bomb explosion in a neighboring town, what are you going to do? For more details, you can turn on your television set. This is on the grounds that the live idea of TV permits it to communicate visuals and data right away. Thus, another significant trait of TV is that it is equipped for being a live medium.

If we look through the history of TV news, they in the United States have evolved over many years. In the evenings, it went from a basic 10 to 15-minute format, to a variety of programs and networks. Today, audiences are able to watch local, regional and national news coverage at any time of the day, in several different ways. In 1940, Lowell Thomas hosted the first-ever,

regularly scheduled television news show, which was actually a simulation of his nightly NBC radio network newscast, with the television broadcast only shown in New York City through the groundbreaking NBC television station WNBTT (now WNBC).

Although the discourse of television news has received much less attention than that of print journalism, the well-established sense of news as narrative still provides a dominant model. Some foreign well-known scholars worked on television news, about its peculiarities such as Bell, Allan “The Language of News Media”, Bednarek, Monika (2010) “The Language of Fictional Television”. Busa, M. Grazia (2013) “Introducing the Language of the News”, Chovanec, Jan (2014) “Pragmatics of Tense and Time in News: From Canonical Headlines to Online News Texts”, Conboy, Martin (2007) “The Language of the News” and so on. They gave different opinions about television news. Here, for instance, is Graddol: “TV news tells stories about the world and the dominant narrative technique for such storytelling is what is called *realism*”. “Realism of the kind am referring to her first arose as literary convention” (2, 140)

“The cinema adopted and adapted the realist narrative techniques of the novel” (2, 141) . . . “Realism thus provides a powerful visual technology for cueing narrative modalities. The regime of camera work and editing is so naturalized that we rarely stop to think about its artifice”. (2, 142) . . .

Indeed, the realist technique is so naturalized that TV news cannot avoid drawing on its resources when telling its own narratives (2, 142).

Television narrative, however, as Ellis persuasively claims, is more diffuse, more fragmentary, more episodic and iterative than cinema. [9,78] For, unlike cinema, where the structure of editing is devoted to following the fate of a character (or characters) to some kind of closure, television news presents actions which are often incomplete and where no identifiable character or protagonist is offered to help structure the subjective identification of the viewer.[3,91]

A second and more serious difficulty is that much television news in its textual particulars quite simply fails to exhibit story-telling characteristics. On the contrary, the core principle of intelligibility in television news reports might be summed up as the convincing deployment of pictures – and, in this respect, narrative is only an occasional discursive resource even when the notion of an event or happening provides an important background element in news coverage. [3, 91].

MATERIALS AND METHODS

The following methods were applied to cover the research subject:

Comparative - historical method (origin of TV news)

Method of synchronous formal description (determine the content of TV news, types of news report, language, genre);

Comparative method (compare different TV news during process of determining similarity principles and differences);

If we look at the essential features and language of TV news, it is window to the world, blurred with technology, ideology, political/economical pressures. Just as any genre such as horror or soap operas news is understood by audiences, as it contains a repertoire of familiar elements. TV

news programmers obviously have their own sets of codes and conventions and create their own variants of these by repetition but difference. By using this repertoire of elements sub genres such as current affairs and news bulletins exist.

Language 1:

- News package: A single news feature linked to from the TV studio. These are pre-recorded and edited together beforehand.
- Outside broadcast (OB): Live feed to a field reporter at the location of the story. Gives appearance of capturing news as it happens.
- Piece to camera (PTC): Reporter addresses the audience straight down the lens. Could be in a live feed or part of news package.

Language 2

- Voice over (VO): Reporters voice tells us the story and the facts with GV's as wallpaper.
- General Views (GV's): Shots used to illustrate a story. Visuals important in TV.
- Interviews: Interviews with key people involved or experts about the story.
- Vox Pops: Short interviews canvassing the opinion of the public.

Language 3

- Astons: Graphics in the bottom third of the screen that give the name and title of the interviewees or reporters. Adds kudos to them if experts or special Royal Correspondents etc.
- Graphics: Displayed on screen to give facts and figures about a story or graphical representation.
- Re-enactments: Sometimes used to show what happened in a situation if no footage exists. Must always state they are re-enactments and not real.

Language 4

- Links to studio: Field reporters on location link back to the studio and the news anchor often signing off with their name and location.
- Library footage: Archive footage used as GV's for a story when no other footage is available. This may from own archives or news agency.
- Indents: Brand is important in TV news and the indents of the news programme are important in a multi channel, multi-platform age.

GENRE 1

- Studio presenters: Often called news anchors they host the show reading or introducing the stories and doing interviews and provide the spine of the show.
- The studio set: Will usually have a table or desk and seats or a sofa.

- The studio background: This is likely to have images or graphics on it connected to the stories. Some show a busy newsroom to stress the urgency of the news. Mainly bold colors but predominantly blue though.

GENRE 2

- Direct address to camera: The most privileged shot in film and TV looking straight at the audience and addressing them. Makes the audience connect to them.
- Outside broadcasts: TV crews and reporters at the scene of the story. Gives impression of being ideally placed for story developments as the news happens.
- Interviews: This includes IV's in packages but also the anchors may IV their own experts or people making the news in the studio or worldwide.

GENRE 3

- Captions: As mentioned in news packages captions and Astons are likely to be used to state the name and title of interviewees, journalists and experts for kudos
- Graphics: Used to add clarity to news stories. Give facts, figures and statistics to highlight the main points. Can be inventive and play on story imagery.
- Formal codes of dress: BBC1 and ITV are very formal with shirts and ties for the gents to reinforce the importance and seriousness of the news.

Modes of address this is the style of delivery of presenters and reporters. It sets the mood and tone and is usually authoritative.

- Direct address straight at viewers down the camera
- Use personal pronouns: Thank you for watching etc.
- Very clear smooth, fluent and articulate diction.
- Any accents on national news small.
- Title sequences capture fast moving pace of news and national/international.
- Music adds importance.
- News presenters announce top stories at the start.
- Interviewees generally look off camera to reporters.

Grammar of TV News: Due to time constraints TV news has developed its own linguistic conventions. Sound bites reign supreme.

- The use of present tense creates sense of urgency.
- Future tense often used as means to prediction when pre-empting what the news may be.
- Active voices to add drama. Emphasis and pauses.
- The hook. Main news element at start of stories.
- Verbs (doing words) to add urgency and action.

- Audiences “teed up” for information. Before quotes given person’s name is announced.
- Stories must be concise, one sentence

RESULTS AND DISCUSSION

Indeed, extracts from CBS TV NEWS “Face the Nation” on January 3, 2021 and NBC NEWS was analyzed to identify difference and similarity, to which language type and genre, the modes of address, and the grammatical categories they suit as well.

1. *Face the Nation” on January 3, 2021*

Margaret Brennan: I am Margaret Brennan in Washington. And this week on Face the Nation, the government’s plan to vaccinate Americans is already showing signs of strain, as the number of corona virus cases and deaths climbs higher than ever, and concern over a new variant of the virus grows. It has been a sobering start to 2021. Bad behavior over the holidays, as defined by CDC guidelines, threatens to make January the deadliest month, yet, in years since the virus was discovered. The U.S. has now recorded over twenty million infections, a number that’s doubled in the last eight weeks. In some parts of the country hospitals, morgues, and funeral homes are at or overcapacity. Health care workers are overwhelmed.

Toya Senior: (Cedars-Sinai Nurse): If you do not know, things are pretty bad. Things are really bad. Please, everyone, do your part. Wear a mask, stay home, and help us reduce the strain on us because we need help.

Margaret Brennan: Pictures of people waiting in long lines are now of those desperate for a COVID-19 shot.

Sylvester Turner: Even though that there is a there is a lot of vaccine hesitancy, there is still a strong desire from people to get the vaccine.

The first CBS news is related to 2nd language group and subcategory - “interviews” because reporter, Margaret Brennan, is interviewing with involved experts about the story. Moreover, paying attention to the genre, it can be identified that the news is suitable to genre 1, because the anchors are introducing the story about corona virus and making interview the related people. If we look at the mode of address, it is more serious language. In addition, it was determined that mostly present tense and continuous verbs are used, and they express the action.

In order to differentiate and explore features of TV news following example from NBC news was taken as a basis of investigation: (Announcer) From NBC News world headquarters in New York. We're back in a moment here with a company that is combining special needs with special jobs. Tonight as part of our series of reports on what works, a story about those among us with special needs, people with drive and ability who are seldom able to find a good job. A national employer with a big name is out to change that. Our works report tonight from NBC’s Mika Brzezinski.

Mika Brzezinski: For Julia Turner, born with Down syndrome, a full-time job might seem out of reach, but not here. [Cheering] I have found what I want, and I'm satisfied...

Mika Brzezinski: At this new Walgreens distribution center Julia thrives. So does Tommy Watson, Asperger syndrome makes him developmentally disabled in some ways, but when it comes to computers...If there's a problem who do they call? They call on me—it’s amazing.

From this above given example, we can say that reporter Mika Brzezinski is telling story about Julia Turner, who was born with Down syndrome. Hence, due to the categories of TV news it suits 2nd language type and subcategory: Voice Over. Reporters' voice tells us the story and the facts with GV's as wallpaper. Moreover, if we look at modes of speech, reporter directly address at onlookers down the camera. In addition, presenter is announcing top story at the start, see **"Mika Brzezinski:** For Julia Turner, born with Down syndrome, a full-time job might seem out of reach, but not here. [Cheering] I have found what I want, and I'm satisfied..."

In this TV news especially present tense is used and it has increased urgency of it. In below, types of report are given, they are as follow:

VOSOT (Voice Over Sound On Tape) A VOSOT is the most common type of report. It usually runs 25-35 seconds. The anchor introduces the story and then does a Voice Over. His or her voice explains the video images being shown. In the last half, you'll see and hear someone at the event comment (Sound on Tape) about the story. This Sound Bite averages 8-10 seconds. One clue that a station is planning to only do a VOSOT on your event, is when they only send a cameraman and no reporter will appear on camera.

The Package is the label given to everything the TV station broadcasts on a single news story. It includes the anchor intro, a reporter describing the story either live or on tape from the site or from the studio, video segments of the event and 1 or more interview sound bites from speakers and participants.

A reporter may be on the scene or the interviewee has an earphone and is talking with an anchor back in the studio. A TV station may air a VOSOT at 6pm, a live remotest 11pm and a full package the next morning on the same story using the same tape they shot at your event.

If we analyze the news according to type of report above given, first newscast fits to package, because firstly anchor is introducing the theme of news and reporter are having interview with participants of the interview. Second news suits to VOSOT, because the reporter is describing the story from the beginning to the end which is shown in screen, at the end she meets with the hero of story.

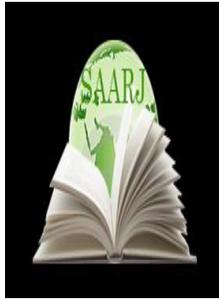
CONCLUSION

To summing up, it can be concluded that TV news has crucial role in all sphere of life in order to get live news all over the world. Because, in contemporaneous society, people are eager to watch live news in order to see the real events. In such case, it is noteworthy to us to know the primary features of television news. Because, each types of news has the individual aim and intention from audience. In the following article, we have found and analyzed background of TV news, types, genres, and language of television newscasts with the help of different methods.

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SPECIFICS OF CLUSTERING FOOD MARKETS IN A PANDEMIC

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ABSTRACT

This article contains important aspects and features of the clustering of the food market in the context of a pandemic in the country, ways to increase the economic efficiency of food markets, as well as suggestions and recommendations on achievements and ways to overcome unresolved problems regarding the topic. In scientific studies, dissertations, monographs and articles of foreign and domestic scientists and researchers, conclusions are drawn about the radical reform of the food market, the targeted use of the experience of developed countries, the introduction of innovative technologies in the industry, proposals and recommendations are developed. The meeting discussed the issues of increasing production, forming strategic reserves, as well as increasing the volume of industrial processing of food products, modern clustering of markets.

KEYWORDS: *Pandemic, food, clustering of markets, food markets, economic indicators, efficiency.*

INTRODUCTION

In a pandemic, the importance and role of food markets in the country is growing from year to year, and most of our people work in this area. On April 29, 2020, the President of the Republic of Uzbekistan Shavkat Mirziyoyev held a video conference dedicated to the guaranteed provision of basic food products during a pandemic and maintaining price stability, clustering food markets. The meeting discussed the issues of increasing production, forming strategic reserves, as well as increasing the volume of industrial processing of food products, modern clustering of markets. In the process of clustering food markets, qualified specialists in this area play an important role, and it is important to use the experience of foreign countries. At the meeting, information was presented on the planned capacity of fruit and vegetable clusters, the volume of

investments and exports. The creation of such clusters is provided for by the strategy for the development of agriculture in Uzbekistan for 2020-2030.

According to the experience of foreign countries, more than half of US enterprises operate in clusters, and their share in GDP exceeds 60%. There are over 2000 clusters in the European Union, which employ 38% of the workforce. In Finland, for example, clusters for the production of food products have been operating until now.

As in Europe, in Asia, cluster policy is also being introduced to increase the industrial and innovative potential of the national economy. For instance, the largest automotive cluster is formed in Japan. More than 60 special zones have been created in China to form clusters in various industries. Market sales through the cluster average 200 billion USD per year. The participation of the state in the implementation of cluster initiatives in food markets is of great importance, first of all, from the point of view of the development, implementation and financing of projects for the creation and development of clusters is included.

Literature Analysis

In scientific studies, dissertations, monographs and articles of foreign and domestic scientists and researchers, conclusions are drawn about the radical reform of the food market, the targeted use of the experience of developed countries, the introduction of innovative technologies in the industry, proposals and recommendations are developed. However, this is not enough to achieve high economic indicators by clustering scientific research on a scientific and practical basis of the cluster system.

Comparison of the analyzes of scientific works of scientists and specialists of this field such as Abdurakhmanov K.Kh., Dzhuraev F., Ismoilov A., Murtazoev O., Oripov M.A., Plashinsky P.A., Salimov B.T., Kutsenko E.S., Lenchuk E.B., Litovchenko V.V. and the experience of Uzbekistan in this area shows that in many foreign countries, including ours also, there are problems with the implementation of the cluster system in the food industry during the COVID-19 pandemic, thereby increasing the efficiency, advantages and disadvantages of clustering:

- Demand and supply of the population in food markets have not been studied
- The scientific and practical capabilities of workers in the market were not analyzed
- In a pandemic, climatic conditions and conditions of food markets are not considered
- It is unsatisfactory to enter into contracts with processors who purchase products during a pandemic.

Importantly, these problems are caused by inattention to the health of citizens, incomplete formation of their spiritual and cultural skills, and lack of proper implementation of the cluster system.

METHODOLOGY

The studies were conducted using methods such as observation, comparison, interviews and questionnaires.

The results of the study show that the Republic of Uzbekistan is actively working on clustering food markets in a pandemic. In particular, in the current regulatory act [1] and the Address of the

President of Uzbekistan Shavkat Mirziyoyev to the Parliament of the Republic of Uzbekistan dated December 29, 2020, important aspects of the implementation of the tasks set were identified:

- Ensuring food security in the country's farmers' markets in the event of a pandemic
- Development of the market infrastructure for the purchase and sale of food products in modern conditions
- Creation of convenience for the population by clustering the import-substituting food market in a pandemic
- Increasing investment attractiveness
- Further strengthening of services through innovation in food markets
- Conduct customer surveys on supply and demand issues, and collect and analyze statistical data

The implementation of these areas will serve to cluster food markets in a pandemic, achieve high economic performance, and demonstrate the advantages of the cluster system.

The pandemic has affected all regions of the world. The demand for food is one of the basic necessities of life. It is important to fill the food markets in our country with high-quality and wholesome products, to stabilize prices, and to ensure the operation of markets through the cluster system.

When combining the food market into a pandemic, prices are also studied and analyzed due to the shortage of certain food items. Below are the prices for the most important goods in the food markets of Tashkent as of December 9, 2020 (Table 1). Looking at the year before the pandemic, the top three food price increases in 2019 were baked goods (25.3 percent), fruits and vegetables (18.6 percent), and general nutrition (17.3 percent). Compared to June 2018, the growth of rice increased by 1.3 times, milk by 25.6%, flour by 17.1%, eggs by 16.1%, mutton by 12.1%, boneless beef by 8.6%. Other types of beef by 12.4%, chicken legs and thighs by 11.5%, other types of poultry by 13.5%, sugar by 3.8% [5].

TABLE 1 BRIEF ANALYSIS OF FOOD MARKETS IN TASHKENT

№	Name of food markets	Mutton	Potatoes	Onion	Egg (10 pcs)
1	Farmers' market "Eskizhuva"	58000-75000	2700-6000	1500-3000	9000-13000
2	Farmers market "Oloy"	60000-75000	3000-6000	1300-3500	9000-15000
3	Farmers market "Kuylik"	52000-70000	2700-5000	1500-2500	7000-12000
4	Farmers market "Farkhod"	55000-75000	2900-4500	1800-2800	7000-12000

As you can see from the table, the daily minimum price for food in each market is different. In food markets, lamb meat will be sold at a price of 52,000 to 75,000 soums, potatoes from 2,700 to 6,000 soums, onions from 1,300 to 3,500 soums, and 10 eggs from 7,000 to 15,000 soums.

The purpose of cluster formation is to unite enterprises of the same industry, food markets and educational, scientific, engineering, consulting, standardization, certification and other services into a single technological chain within the city, district and region - innovative development. Focus on creating competitive goods based on the organization of production. One of the innovative ideas of the President of the Republic of Uzbekistan, which enriches people, is the widespread introduction of the cluster system in our country.

CONCLUSION

The bottom line is that during a pandemic, people need to maximize the potential of food markets, use their organizational, managerial and economic capabilities, and use scientific and practical knowledge correctly.

We believe that when clustering food markets and managing them in an exemplary manner, increasing their economic efficiency, the following should be considered:

Clearly define goals and objectives. It is necessary to determine the level of funding, labor resources, material and technical base, the adequacy of innovative technologies for the introduction of clustering;

Rights and obligations of the organizers and promoters of the cluster. Most importantly, it is in the context of a pandemic that the use of food markets within a clear regulatory framework leads to the desired outcome;

Demonstrate the specifics of clustering in food markets;

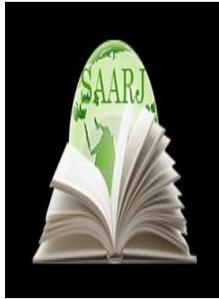
Productive use of innovative technologies in clustering;

Explore and capitalize on global clustering implementation experience.

Thus, in a food market with a pandemic, it would be advisable to use these recommendations when implementing clustering.

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**DESCRIPTIVE OF THE WORKS COLLECTED IN THE
 “TABAQAT AL-HANAFIYA” STYLE**

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ABSTRACT

This article is divided into two parts, the first part is entitled “History of tabaqat science”. This part deals with biographical dictionaries-one of the main genres in Muslim historiography. It also involves some theoretical considerations related to biographical dictionaries. The article attemptst to define the biographical dictionary literature in general. The second part of the article is entitled “Characteristics of works collected in the style of tabaqat al-hanafiya”. This part provides a classification of books written in the “Tabaqat al-hanafiya” style. There is also information about scientists who have created in this genre.

KEYWORDS: *Tabaqah, Tabaqat, “Tabaqat Al-Hanafiya”, Fiqh, Fuqaha, Abu Hanifa, Hadith.*

INTRODUCTION

Tabaqah in the language of the arab means rank and status. In scientific terminology, tabaqat means the notable individuals of same level of knowledge in science or profession in the same period or in the different periods. Tabaqat arranges not through events but through people. The tabaqat books were organized according to profession, city, chronological order or religious doctrines.

The history of Tabaqat science. Even before the origin of Islam, the Arabs paid great attention to genealogy, especially to noble families. After the Prophet Muhammad (pbuh), this science was given a new religious character. In order to pass on knowledge of Islam to the next generation, it became necessary to understand the differences between the associates, followers and other classes [1; 49–57].

Main body

At a time when Islam was spreading and hadith was widespread, there was a need to verify the authenticity of documents. This, in turn, led to the separation of such branches of hadith as 'jarh and tadil' and 'ilm ar-rijal'. It should be noted that many biographical dictionaries have been published within 'ilm ar-rijal'. These dictionaries study the biographies of the narrators whose documents reach back to the Prophet (pbuh). As a result, the study of the biographies of the narrators has come to play a key role in the evaluation of hadith and the status of the *tabaqat* genre has risen.

The *stratum* forms a special branch of the biographical genre in which the material is presented in chronological order, by generations, from the first to the last.

Various definitions of stratification are found in the scholarly literature:

- *Tabaqat* is a type of Muslim biographical literature organized according to the age at which famous people (e.g. scholars, poets, etc.) lived [2; 152].

- *Stratum* means "layer", "generation", "degree", and people who lived within a certain period of time are referred to as "biographies of generations". In Arabic historiography the *stratum* formed a special branch of the biographical genre in which the material was arranged in chronological order, by generations, from the first to the last (first the associates of Muhammad (pbuh) - the companions, then their disciples.) The regional principle was also observed. It is distributed throughout the cities, districts and provinces of the Khalifate. *Tabaqat* literature was intended to meet the needs of the science of hadith. It served as a reference for determining the authenticity of the hadith. A play by Ibn Sa'd (784-845) has come down to us in the form of *tabaqat*. The play contains biographies of 4,250 people who transmitted hadith. The first layers are intended mainly for scholars of hadith and *fakihs*. However, cultural needs and the development of science later led to the development of people of different professions and levels (poets, writers, secretaries, ministers, linguists, doctors), sages, preachers, reciters, *fakikhs*, Sufis and their descendants. allowed the formation of layers in chronological order [3; 238].

Jurisprudence, which encompasses all kinds of Muslim activities and seeks to solve problems encountered in religious practice, has always occupied an important place among the Islamic sciences. Even when it was not formed as a science, from the early years of Islam the debate on law has been central to society. As a result, great scholars have emerged in this field over the years.

Two interrelated literatures have emerged in the history of jurisprudence. The first is the '*fakih layer*', which includes some biographical data of scholars dealing with the history of law schools. The second is a study aimed at identifying and classifying the types of *fiqh istidlol* that emerged after the emergence of sects, which may be called the "*fiqh istidlol layer*". While the '*fiqh layer*' aims to bring together information about the lives of a group of *fakih*, the *fiqh istidlol layer* consists of a *fiqh* method of diagnosis and classification of the *fakih's* relationship with the sect. The scope of *Tabaqat al-faqih* is usually limited to members of one sect, and works written in this context are called *Tabaqat al-Khanafiyya*, *Tabaqat al-Shafiyya*, *Tabaqat al-Khanafiyya*, and *Tabaqat al-Khanbaliyya*. Among the works of jurisprudence there are concepts associated with the specialization of jurisprudence, such as "*Tabaqat al-mujtahidin*", "*Tabaqat al-muftiyin*", "*Tabaqat al-fuqaha*" in the layer of jurisprudence of little importance [4; 301].

Although most of the works written in the *tabaqat* genre in the early period belonged to the Shafi'i, Maliki and Hanbali sects, Hanafi scholars have written many works in this genre in recent years. Thus, the historical and biographical literature containing information about Hanafi scholars can be divided into three groups:

1. Manokibi on historical biography (Manokibi Abu Hanifa);
2. Biographies of Hadith scholars compiled within the framework of *Ulum al-Hadith*;
3. The works of *Tabaqat al-Hanafiyya* in *Tabaqat* genre.

We have already mentioned that the *Tabaqat* literature is intended for hadith scholars and jurists. The purpose of this was to meet the needs of the science of hadith. Layers played a reference role in determining the degree of persistence of the taint. The first extant work in the stratum genre was Ibn Saa'd's *Kitab al-Tabaqat al-Qubra* (784–845) (The Book of Great stratum). The play contains biographies of 4250 people (including associates) who transmitted hadith [3; 438]. Therefore, the role of the classes in the retelling of hadith was of particular importance.

Features of the works collected in the *Tabaqat al-Hanafiyya* style. The Hanafi School, one of the four leading schools of law in the history of Islamic law with many followers, originated in Iraq. Abu Hanifa and his disciples (d. 150/767) carried their sectarian views from the West to Mawarunnahr and throughout the Islamic world. Over time the sect was active in Iraq, especially in Khorasan and Mowarunnahr, although it replaced other schools of jurisprudence in some areas, such as North Africa and Egypt, and distinguished itself by many scholars and leaders. Over time, the Hanafi sect became the dominant sect in Anatolia and the Balkans as a result of the westward migration of the Turks. Based on the above, the Hanafi sect can be called the most widespread sect in the Islamic world.

The expansion of the geographical spread of this sect led to an increase in the number of scholars belonging to this sect. In the following centuries, as the number of scholars known as Hanafis increased by hundreds and even thousands, the need arose for compilations of their biographies. As a solution to this need, the works of *Tabaqat al-Hanafiyya* emerged.

In the Hanafi world, the attention to writing historical and biographical works was much lower than the interest in the science of jurisprudence itself. As a result, no serious work in this direction was written until the fourteenth century. After that century, the growing tradition of writing history in Egypt and Syria led to the writing of *Tabaqat al-Hanafiyya*, and many books were written in this area. Although stratification has slowed since the early seventeenth century, it continues to this day.

The literature in the genre of *Tabaqat al-Hanafiyya* includes the main sources of information about the biographies of the faqihs:

1. The work of Saimari (d. 436.1045) "*Ahbar Abi Hanifa and his Companions*". Many Hanafi studies refer to the Qurayshites as *Jawahir al-Mudiyya* *Tabaqat al-Hanafiyya* and claim that the Hanafis were behind the other sects in writing. However, although this work does not use the word *Tabaqat al-Hanafiyya* in its title, it covers all aspects taught in this type of book. Unlike the works of Abu Hanifa's regular manakibi, the play focuses on the biography of Imam Abu Hanifa and the lives of his famous disciples, as well as the many Hanafi scholars

- who lived after them. In this respect it is essentially close to the works of Tabaqat al-Hanafiyah. This work of Saimari is also the work of Manaqib and Tabaqat. [5]
2. Hamadoni (d. 521.1127) "*Tabaqati ashobi Abi Hanifa*". This work has not yet reached him, but the Qurayshites list it among the literature he used in Jawahir al-Mudiyya.
 3. The work of Masood ibn Shayb Sindi Tabaqat al-Ashab. There is no information about the author's date of birth and death, and the work itself has not yet arrived. However, in another work, At-Ta'lim, the author refers to Tabaqat al-Ash'ab and states that he used it.
 4. Najmiddin Tarsusi (d. 758.1357) "*Wafayyat al-ayan min mazhab Abi Hanifa al-Numan*". This small work is mainly a poetic work containing information about the dates of birth and death of Hanafi scholars. The scholar encoded the dates alphabetically.
 5. Tabaqat al-Khanafiyyah of Ibn Muhandis, according to Ibn Hajar, represents a large volume of literature. According to other scholars, the scale of the work was equal to that of Jawahir al-Mudiyyah. But that is yet to come.
 6. Abdul Qadir Qurashi and his work Al-Jawahir al-Mudiyah fi Tabaqat al-Hanafiyah [6]. This work, which is notable for its weight and scale, is not the first work in the style of Tabaqat al-Hanafiyah, as many scholars claim. As mentioned above, Ahbar Abi Hanifa and His Companions by al-Saymari was written before him. The scholar wrote the book with the help of his teachers, relying on reliable sources. He worked independently without copying or imitating anyone. In writing the work, the author used 168 written sources and provided information about 2115 Hanafi scholars. Abdul Qadir Qurashi praised his teachers Qutbuddin Abdulkarim and Taqiyuddin Subki Shafia who inspired him to write this book and thanked them for their achievements. The work was published as a five-volume study by Abdulfattah al-Khulwah.
 7. Ibn Dukmok. (d. 809.1407) A work titled "Nazm al-Juman fiyy tabaqati ashobi Imamina Numan. The manuscript is a large-scale three-volume work. The first volume of the work deals with the biography of Abu Hanifa, and the other two volumes record the life of Hanafi scholars.
 8. Feruzabadi's (d. 817.1415) "Al-mirkat al-wafayyah fiy tabaqat ulama as saodat al-hanafiyah" is still in manuscript form.
 9. The book of Ibn Jazari (d. 833.1429) "Ad-darojat al-aliyyah fi tabaqat al-ulama al-hanafiyah". Ibn al-Jazari, a famous recitationist, started writing based on Jawahir al-Mudiyya but for unknown reasons stopped working halfway through the work, which is still in manuscript form.
 10. "Tabaqat al-Hanafiyah" by Ibn Qazi Shuhba (d. 851.1448). The scholar belonged to the Shafi'i school and also wrote "Tabaqat al-Shafi'iyah". However, this pamphlet, also written in the Hanafi style, has not yet arrived. Information about the work can be found in the author's Tabaqat ash-Shafiyya.
 11. The work of Badriddin Aini (d. 855.1451) "Tabaqat al-Hanafiyah". This work by a Hanafi scholar has not yet arrived.
 12. The work of Ibn Qutluboga (d. 879. 1474) "Taj at-tarajim". He wrote Taj at-Tarajim, enriching the knowledge of the Hanafi scholars mentioned in al-Maqrizi's "At-Tazkir". This work, which includes about 350 Hanafi scholars, is notable for containing information that is not available in other sources and has a small volume.
 13. This three-volume work of Ibn Aja (d. 881. 1476) "Tabaqat al-Hanafiyah" has not reached yet. However, Haji Khalifa's Kashf al-Zunun has information about it.

14. Abul Fazl ibn al-Shihna (d. 890.1485) and his work *Tabaqat al-Hanafiyya*. The biography of the author mentions this book but it has not been preserved.
15. Sahawi's work *Tabaqat al-Hanafiyya* (d. 902,1497). This work, written by the famous historian al-Sahawi, is still in manuscript form.
16. Kamolposhozada (d. 940.1534) "*Risola fiy tabaqot ahimmat al-hanafiyya*". The scholar also has a work "*Tabaqat al-Fuqaha*" in which he divided the faqih into seven classes according to the rank of ijihad. The work is a small volume that talks about famous Hanafi scholars. He has other names such as *Risala fiy tazkirati baadi ulama*, *Tazkirat al-fuqaha*, *Tarajim baadi al-ahnaf* and *Tabaqat al-hanafiyya*.
17. The work of Ibn Tulun (d. 953/1546) "*Al-guraf al-aliyya fiy tarajimi mutaahhir al-khanafiyya*". The scholar, who lived in the golden age of biographical writing, also wrote a book in this style. The work is also important because it collects rare information that is not available in other sources. One-fifth of it was studied by the Egyptian scholar Ali Abdullatif Ibrahim in his dissertation.
18. Ginalizoda (waf. 979/1572) "*Mukhtasar fiy tabaqat al-khanafiyya*". There is no precise information about the name and author of the brief pilgrimage work. The manuscripts refer to it in the form of "*Tabaqat al-Khanafiyya*" and "*Mukhtasaru tabaqat al-Khanafiyya*".
19. The work of al-Qafawi (d. 990.1582) "*Katoib alam al-ahyar min fuqaha mazhab an-Numan al-mukhtar*". It is of special importance because it is one of the sources of unique information among the works written after al-Jawahir al-Mudiyyah. This work, which has preserved many manuscripts, was published with the participation of a group of researchers led by the Turkish scholar Saffet Qose.
20. The work of Qutbiddin al-Nahrawali (waf.990.1582), *Tabaqat al-Hanafiyya*, is a large four-volume work, most of which was burned in a fire in the author's house. It is not known whether he rewrote the book. Therefore, it has not yet reached its end.
21. The work of Taqiyuddin al-Khanafi (d. 1010.1601) titled "*at-Tabaqat as-sanyya fi tarajim al-khanafiyya*". This is one of the books of the great Hanafi stratum. It was half studied and published by Abdulfattah Muhammad al-Khulw.
22. Ali al-Qari's "*Al-'Asmar al-janiyya fiy asma al-khanafiyya*". This work is an excerpt from Bazazi's books "*Manoqibi Abu Hanifa*" and "*Jawahir al-Mudiyya*". However, in the layer section, the author provides additional information after the abbreviation and the work is not just an abbreviation but becomes the original source.
23. Mehmet Komi-Efendi of Adirnali (d. 1136.1723) "*Muhimmu al-fuqaha*." This work is notable for its small size among the layers of the latter period. It is a biographical and bibliographical book that provides information on famous Hanafi scholars as well as widely distributed Hanafi books.
24. "*Al-fawaid al-bahiyyah fiy tarodhim al-hanafiyyah*" by Abdulhaye Laknawi (d. 1304.1886). Although it is based on al-Qafawi's work *Qatayb alam al-ahyar min fuqaha mazhab an-Numan al-mukhtar*, the author explores the new work with additions from other sources. It is published several times for an important source.
25. "*Tarab al-amosil bi tarodjim al-afodil*" by Abdulhai Laknawi (d. 1304.1886). Another work of the author belonging to the Hanafi strata.

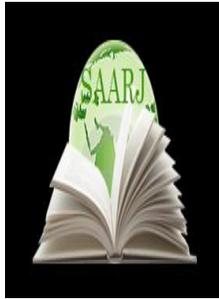
Summarizing the above, it can be concluded that:

The works of Tabaqat are an invention of Muslim scholars contributed to science.

- The need to authenticate the storytellers within the "Ilm ar-rijol" led to the study of the biography of each storyteller in the chain, which led to the collection of the first biographical works.
- The increasing number of Hanafi scholars demanded the collection of works compiling their biographies, and so the Tabaqat al-Hanafiyya books began to be written.
- The first example is the work "Ahbar Abi Hanifa and His Companions" by the author Saimari.
- The first work of Tabaqat al-Hanafiyya is Jawohir al-Mudiyya by Abdulqadir Qurashi.
- Taqiyuddin Hanafi's book "Tabaqat al-saniyya" has a wide range and detailed coverage of biographical cases.

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ETIOPATHOGENESIS AND SYMPTOMS OF HYPOCOBALTOSIS IN PRODUCTIVE COWS

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ABSTRACT

The article describes the etiology, pathogenesis, clinical signs and indicators of the contents of the rumen in hypo cobalt sis in productive cows. The health status of animals and their productivity in general depend on metabolic processes, the intensity of which is largely regulated by the supply of the organism with microelements, vitamins and other metabolic products. Violation of the sugar-protein ratio, lack of fiber in the diet of dairy cows lead to lactic acidosis in the rumen and ruminates. The research was carried out on farms in the Samarkand region. In order to study the etiology, developmental mechanisms, clinical manifestation of hypocobaltosis, changes in blood and scar contents, a dispensary study was carried out. Violation of the sugar-protein ratio, lack of fiber in the diet of dairy cows leads to lactic acidosis in the rumen and ruminates. A quantitative and qualitative change in micro flora.

KEYWORDS: *Diet, Hypo Cobalt Sis, Micro Element Sis, Osteody Strophy, Parakeratosis, Exercise, Hypo Dynamic, Proventriculus, Acidosis, Ketosis, Dystonia, Ciliates.*

INTRODUCTION

Analysis of literature data and our own observations shows that so far the acclimatization of imported animals in the conditions of the Republic of Uzbekistan and the incidence of micro element sis, as well as the distribution, etiology, pathogenesis, symptoms of hypo cobalt sis in productive cows, have not been sufficiently studied. Therefore, the study of the distribution, economic damage, causes, and mechanisms of development, early diagnosis and development of measures for the prevention of hypo cobalt sis in dairy cows are relevant in veterinary science and practice.

The health status of animals and their productivity in general depend on metabolic processes, the intensity of which is largely regulated by the supply of the organism with microelements, vitamins and other metabolic products [1].

Most of the endemic diseases occur in combined, with poly morbid forms, chronically. Often in animals, diseases are noted due to the deficiency of not a single trace element, but several. However, in this case, the pathology caused by a deficiency or excess of one element is most clearly manifested [1, 2].

For normal functioning of micro flora, the contents of the rumen should contain sufficient amounts of biotin, para-aminobenzoic acid and vitamin B12, as well as 100 mg / l iron, 10 mg / l cobalt [8].

Deficiency of cobalt in diets leads to hypo vitamin sis B12 and anemia, the synthesis of organic and mineral parts of the bone is disrupted and osteody strophy develops in animals [2].

Violation of the sugar-protein ratio, lack of fiber in the diet of dairy cows lead to lactic acidosis in the rumen and ruminates. A quantitative and qualitative change in micro flora, a decrease in the number of small and medium micro flora, a decrease in their activity in the parts of the stomach leads to a lack of fiber due to increased hydrolysis of it. Excessive concentrates in rations are facilitated by a decrease in pH to an average of 6.5 ± 0.05 in the contents of the rumen, while the norm is 6.8-7.4 [7].

With a deficiency of trace elements such as copper, cobalt, zinc, manganese in the diets of cows, it leads to a decrease in the vital activity of micro flora, an increase in the acidity of the rumen contents, the suction of incomplete breakdown products of proteins and ammonia in the blood, acidosis and chronic intoxication of the body [5].

In animals containing deficiency of iodine, cobalt, retinol and calciferol in 86.7% of animals under conditions infected with radioactive radicals, drying and parakeratosis of the skin, in 26.7% of enophthalmos, in 90% of pallor of the conjunctiva, in 57.8% - bradycardia, in 3.35% - an increase in the thyroid gland and myxedema. Also, 92.6% of dry cows had anemia, 93.8-100% - hypocalcaemia, 50-92.6 – hypo phosphatemia, 90% of animals showed a decrease in the amount of copper, cobalt and zinc in the blood serum [3].

If in healthy animals the pH of the rumen fluid was 6.06 ± 0.06 , with chronic acidosis of the rumen - 6.37 ± 0.05 , with ketosis - 6.25 ± 0.06 , with secondary osteody strophy - $6.49 \pm 0, 03$, with microelement sis - 6.30 ± 0.09 and the number of ciliates in healthy animals was 595 ± 43 thousand / ml, with rumen acidosis - 90 ± 56 thousand / ml, with ketosis - 370 ± 26 thousand / ml, with secondary osteody strophy - 435 ± 23 thousand / ml, with microelement sis - 300 ± 43 thousand / ml [5].

Microelement sis in pregnant cows occurs by a decrease in the number of erythrocytes in the blood by 12.3%, hemoglobin - 3.6%, glucose - 10.9%, total protein - 3.4%, alkaline reserve - 3.7% of total calcium - 8, 7% of inorganic phosphorus - 7.0%, copper - 3.9%, cobalt - 6.9%, manganese - 18.9% and an increase in the concentration of total bilirubin by 9.13%, an increase in the activity of a separate and alanine aminotransfera by 12, 1 and 13.7%, respectively, compared to healthy animals [6].

The aim of the research is to study the etiology, early diagnosis, pathogenesis, clinical picture, changes in blood and scar contents in cows with hypocobaltosis.

MATERIALS AND METHODS

The research was carried out on farms in the Samarkand region. In order to study the etiology, developmental mechanisms, clinical manifestation of hypocobaltosis, changes in blood and scar contents, a dispensary study was carried out. Studied the conditions of keeping dairy cows, rations for the content of digestible protein, carbohydrates, carotene, calcium, phosphorus, fiber, as well as cobalt, copper, manganese and zinc [5].

Of the dairy cows of the Holstein breed, they made up reference groups, 10 heads per group, in experimental animals for 2-, 3-, 4-, 5- and 6-months of lactation, a clinical and hematological study and the contents of the rumen were carried out for some indicators. At the beginning of the experiments and every 20 days until the end of the experiments, blood was taken from the experimental cows and examined for the content of erythrocytes, hemoglobin, glucose, total protein and reserve alkalinity by conventional methods, as well as the amount of some trace elements (Cu, Co, Mn, Zn,) by the atomic method -absorption spectrophotometry. We determined the pH values in the cicatricial contents (using the RNT-026 multi-parameter water quality monitor), microflora activity (according to G. Diriksen), and the number of ciliates (in the Goryaev chamber). [4]

In animals, the clinical status was determined by determining the general condition, appetite, fatness, reaction to external stimuli, the condition of the mucous membranes, skin and skin, contraction of the proventriculus in 5 minutes, the amount of breathing and contraction of the heart in 1 minute, the condition of the motor organs, incisor teeth and resorption of the last caudal vertebrae, as well as signs characteristic of hypocobaltosis.

RESEARCH RESULTS AND DISCUSSION

The farm keeps animals in one place for all seasons. Therefore, herd syndromatics are characterized by the frequent occurrence of ketosis and secondary osteodystrophy (in 30%), polyhypomicroelementosis, postpartum paresis, retention of the afterbirth (in 12%), alimentary anemia, limb disease and other pathologies of non-infectious etiology of the cows environment.

In the diets of dry cows, an acute deficiency of carbohydrates, carotene, phosphorus, cobalt, copper, manganese, zinc and an excess of digestible protein, calcium and fiber were revealed. The provision of rations with sugar was within 46.4%, phosphorus - 84.2%, cobalt - 55.3, copper - 57.0, manganese - 66.0 and zinc - 61.1%. During the periods of the experiments, the body temperature was within the limits of the physiological norm, if the number of heartbeats at the beginning of the experiments took place on average 66.4 ± 3.8 times, by the end of the experiments it increased to 84.5 ± 6.2 times per minute (the norm is 50-80 beats per minute), the amount of breathing is $14.6 \pm 1.20 - 26.8 \pm 1.45$, respectively (the norm is 12-25 times per minute). These indicators indicate that with hypo cobalt sis, heartbeat and respiration increase due to tissue and organ hypoxia.

If at the beginning of observations the amount of rumination was 10.2 ± 1.36 in 5 minutes, at the end of the experiments it decreased to 8.8 ± 2.4 times, at the norm - 8-12 times in 5 minutes. This can be excused by the year-round stall keeping of dairy cows, one-sided concentrate feeding, poor quality and nutritional value of feed.

At the head of the dispensary examination in dairy cows, the last caudal vertebrae were slightly resorbed, until the end of the observations the manifestation of this symptom increased. In 40-

50% of cows, perversion of appetite (licks) was revealed, in 60% - anime mucous membranes. In the 5th month of lactation, these signs were observed in 60.0 and 80.0% of animals, respectively. And also there were pathognomonic signs for hypocobaltosis such as lack of response to external stimuli, increased heart rate and respiratory rate, loss and depigmentation of the skin in some parts of the body, increased salivation and lacrimation, decreased gloss of the skin and hooves.

At the beginning of the experiments, the number of erythrocytes in the blood of cows was 5.18 ± 0.08 million / μl (at a rate of 5.0-7.5 million / μl), and at the end of the experiments, an average of 4.68 ± 0.06 million / μl , the hemoglobin concentration decreased from 110.6 ± 4.6 g / l to 86.4 ± 5.7 g / l, at a rate of 99-129 g / l ($P < 0.05$). The concentration of glucose during the observation period was in low peridels of the physiological norm and took place on average 2.19 ± 0.24 mmol / l at a rate of 2.22-2.33 mmol / l. In our opinion, a decrease in glucose concentration until the end of lactation is associated with an increase in the needs of the cows' organism for energy material and its unsatisfactory coverage.

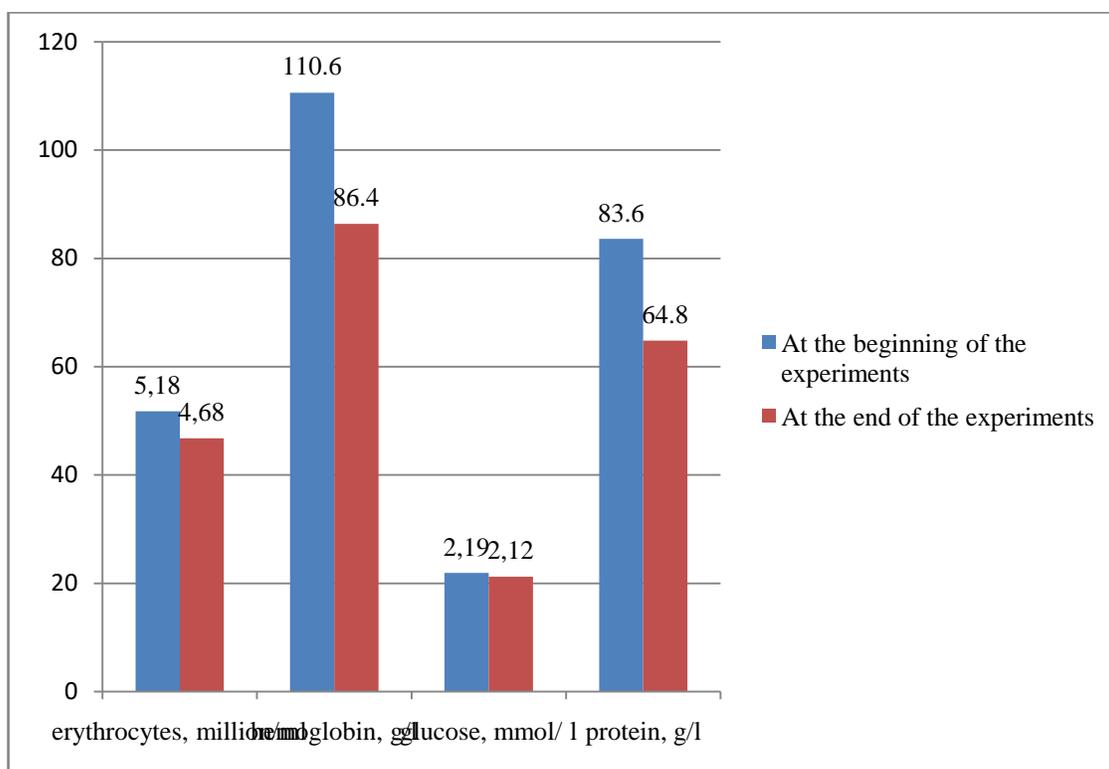


Figure: 1. Hemotological parameters of experimental cows, n-10.

The amount of total protein at the beginning of the observation took place on average 83.6 ± 6.3 g / l, by the end it had a tendency to decrease and took place 64.8 ± 5.2 g / l, the amount of reserve alkali was on average $48.5 \pm 2, 02$ volume% CO_2 and the end of observation took place 38.4 ± 2.26 volume% CO_2 . These indicators indicate that a decrease in the amount of reserve alkali, that is, an increase in the state of acidosis in the body of dairy cows ($P < 0.05$).

Until the end of the experiments, dairy cows had a tendency to decrease the amount of total calcium and onorganic phosphorus. The amount of total calcium at the beginning of the experiments was 2.26 ± 0.34 mmol / l (the norm is 2.5-3.13 mmol / l) and at the end of

observations it decreased to 2.16 ± 0.26 mmol / l. Inorganic phosphorus took place on average 1.56 ± 0.52 and 1.18 ± 0.34 mmol / l, respectively ($P < 0.05$). The decrease in total calcium and inorganic phosphorus in the blood can be associated with a violation of the absorption of elements due to an increase in acidity in the gastrointestinal tract.

At the beginning of the observations, the amount of cobalt in the blood of dairy cows was 0.34 ± 0.02 $\mu\text{mol} / \text{l}$ on average, and by the end, that is, by the 7th month of lactation, it decreased to 0.19 ± 0.06 $\mu\text{mol} / \text{l}$, the amount of copper decreased from 10.6 ± 0.22 $\mu\text{mol} / \text{L}$ to 9.06 ± 0.32 $\mu\text{mol} / \text{L}$, manganese - from 2.34 ± 0.4 $\mu\text{mol} / \text{L}$ to 2.18 ± 0.3 $\mu\text{mol} / \text{L}$ and zinc from 36.6 ± 4.0 $\mu\text{mol} / \text{L}$ to 19.8 ± 4.7 $\mu\text{mol} / \text{L}$, respectively ($P < 0.05$).

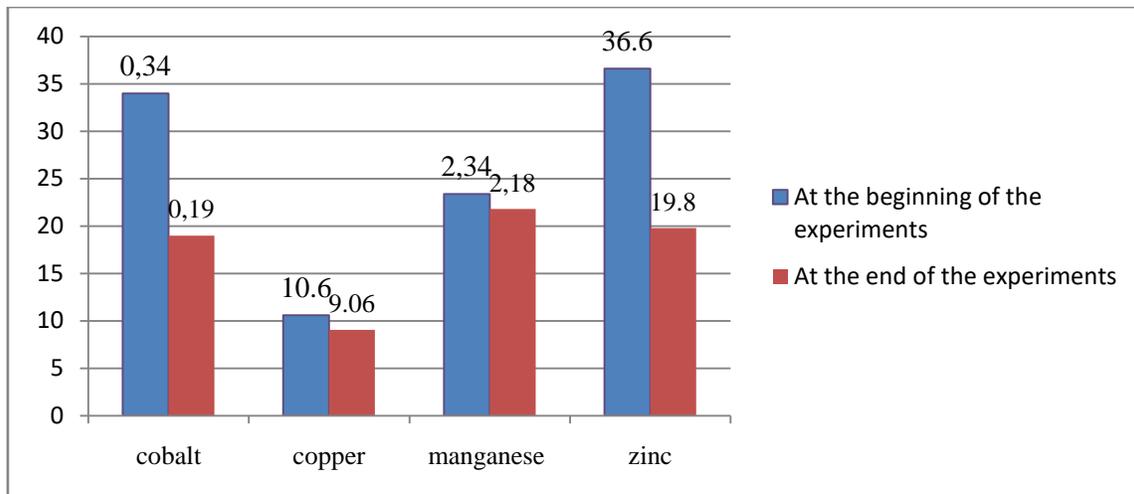


Figure: 2. Indicators of mineral substances in the blood of experimental cows.

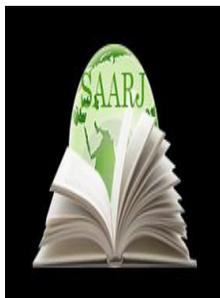
After conducting hematological studies in dairy cows, it was concluded that hypoco-baltosis occurs by a decrease in the number of erythrocytes, hemoglobin, glucose, silk reserve, total calcium, inorganic phosphorus, copper, manganese, zinc in the blood, in the types of polymorbid pathology. In the first months of lactation, the pH of the contents of the rumen averaged 6.50 ± 0.09 (at a normal pH of 6.5-7.5). By the end of lactation, this indicator has changed to the side and in recent months averaged 5.86 ± 0.04 ($P < 0.001$). The number of ciliates at the beginning of observations averaged 578.2 ± 54.2 ming / ml and a decrease in the number of ciliates was typical with an increase in the days of lactation, as well as a decrease in the activity of ciliates, followed by a deterioration in the assimilation of cobalt by microorganisms.

CONCLUSION

Hypo cobalt sis in highly productive cows is characterized by perverted appetite (licks), mucous membranes animality, lack of response to external stimuli, increased heart rate and respiratory rate, resorption of the last tail vertebrae, prolapsed and de-pigmentation of the skin in some areas of the body, increased salivation and decreased lacrimation cover and hooves, a decrease in the number of erythrocytes, hemoglobin, glucose, silk reserve, total calcium, inorganic phosphorus, copper, manganese, zinc in the blood and flows into types of polymorbid pathology with a predominance of cobalt deficiency.

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THE ROLE OF MUSEUMS IN THE DEVELOPMENT OF TOURISM

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ABSTRACT

This article describes the concept of tourism, the essence of cultural tourism and museum tourism, tourism and museum cooperation, the role of museums in the development of cultural tourism. Cultural tourism is a type of tourism that includes visits to cultural events, museums, cultural heritage sites, and attractions, including landscapes, culture, and art, local lifestyles, customs, traditions, various forms of recreation. According to the definition of the World Tourism Organization (WTO), cultural tourism is the movement of people who are only culturally motivated: study trips; trips to see cultural attractions; visiting festivals and other cultural events; a trip to explore folklore, art, and national traditions. Museum tourism is a specific activity of museums in the field of cultural tourism in the creation of expositions, internal and external excursions, educational seminars, lectures, public events, training, the availability of museum-shops, the production and sale of museum tourism products.

KEYWORDS: *Tourism, Cultural Tourism, Museum, Museum Tourism, Tourism And Museum Cooperation, Cultural Heritage.*

INTRODUCTION

From the first days of independence in our country, tourism has been considered at the level of the main state policy. All the necessary organizational and legal mechanisms for the development of the industry have been created, important normative documents have been adopted, and this work is still ongoing. Today, in order to develop tourism, to raise it to new heights, to make our country one of the world's tourist centers, it was necessary to create a legal basis. In this regard, the Decree of the President of the Republic of Uzbekistan No. PF-5326 of February 3, 2018 "On additional organizational measures to create favorable conditions for the development of tourism potential of the Republic of Uzbekistan" Decree No. PF-5611 of January

5, 2019 "On measures" as one of the most important factors of sustainable socio-economic development of the regions plays an important role in the rapid development of domestic tourism, an acquaintance of citizens with the cultural and historical heritage and natural resources of our country. The state policy in the field of tourism is one of the forms of state socio-economic policy. Currently, tourism around the world is a process that is closely linked to all social sectors, and it is becoming a very useful dynamic sector of the world economy. Today, tourism is one of the most effective means of acquiring cultural heritage and is an integral part of people's lives on the planet. This complex, high-income industrial complex is one of the key sectors of the world economy, contributing to employment, social welfare, and quality of life, as well as economic unity and cultural diversity of states and regions.

Main Part

Modern tourism comes in many forms and types. According to the American scientist W. Smith, there are six categories of tourism: ethnic, cultural, historical, ecological, recreational, business.

V. A. According to Kwartalnov, the main task of historical and cultural tourism is to get acquainted with the achievements of culture, science, and technology (museums, galleries, religious buildings, architectural ensembles, etc.), to visit historical sites and buildings.

Cultural tourism is a type of tourism that includes visits to cultural events, museums, cultural heritage sites, and attractions, including landscapes, culture, and art, local lifestyles, customs, traditions, various forms of recreation. According to the definition of the World Tourism Organization (WTO), cultural tourism is the movement of people who are only culturally motivated: study trips; trips to see cultural attractions; visiting festivals and other cultural events; a trip to explore folklore, art, and national traditions. Today, within the framework of cultural tourism, an independent direction - museum tourism - has emerged. Museum tourism is a specific activity of museums in the field of cultural tourism in the creation of expositions, internal and external excursions, educational seminars, lectures, public events, training, the availability of museum-shops, the production and sale of museum tourism products. Museum tourism was not originally a traditional area of activity for museums. This phenomenon occurred relatively recently - in Russia in the mid-1990s, in the west in the 1970s, when museums were placed in a position of extreme self-determination, search for new ways of development and new extra-budgetary sources of funding, including participation in tourism.

Until the twentieth century, the main thing in determining the status of the museum was its collections. Today, this view is changing: the visitor is at the center of the museum's activities. A new approach to understanding the essence of the museum and its social purpose is being developed. The museum object is focused not on its features and functions, but on the person dealing with the socio-cultural, psychological, and age characteristics of the museum.

In museum tourism, the object of scientific research should be considered museums and related tourist destinations. Museum tourism allows for the "introduction" of popular collections into the modern cultural space and their interpretation as a unique form of intellectual, historical, and artistic heritage. Today, the development of museum tourism depends on the following factors:

- 1) Development of special programs for different age groups of visitors;
- 2) Preparation of special programs for representatives of different social groups;

- 3) Creation of programs for the process of creative activity within the museum and its introduction on the basis of the collection;
- 4) Creation of synthetic programs using the possibilities of not only art collection but also other types of art within the museum (music accompaniment, concert performance, etc).
- 5) Creation of comprehensive programs, including other museums, art, and cultural centers and organizations .
- 6) Creating international programs for art lovers and professionals.

The role of museums is not only to passively receive visitors and tourists but also to act as a “mediator” in the implementation of mutually beneficial exchanges between tourists and carriers of a culture of hospitality. Promoting museums as a tourist attraction is an important strategic task of any tourism development plan. In addition to being a tourist attraction, museums, which have accumulated the civilized experience of mankind over the centuries, play an important role in educating the younger generation, along with schools, universities, and educational centers. Unlike academic institutions, museums are open to a wider range of society.

The atmosphere created in the museum is part of the tourist product it offers, as well as the design and quality of the museum environment: exhibition and non-exhibition spaces; buildings, areas, advertising, printed matter - everything in the museum or anything related to it. Consequently, the museum offers visitors a variety of tangible and intangible products, and they include:

- 1) Expositions and exhibitions;
- 2) Lectures-excursions;
- 3) Special programs;
- 4) Additional services determined by the capabilities of the museum community and infrastructure;
- 5) Copyright for reproduction of items included in his collection;
- 6) Books, catalogs, booklets, and other printed materials, videos, slides, CD-frames, and other publications using modern information technologies.

Therefore, the museum can offer tourists a variety of products - tangible and intangible. Thus, the subject of museum tourism can be considered as a wide range of objective laws related to the acquisition and analysis of information about the tourist market and the consumer of museum products, the creation of conditions for the preparation and sale of museum products, as well as the legal and economic framework for its advertising and marketing.

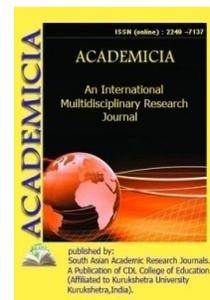
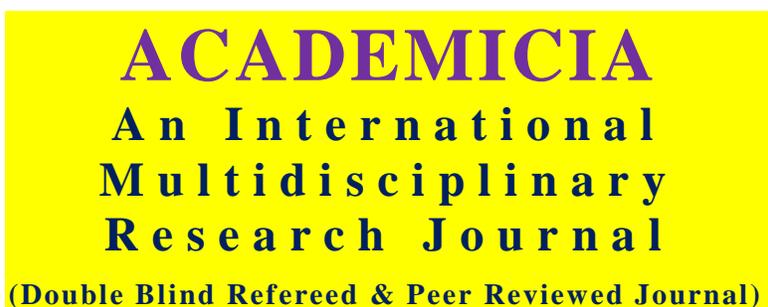
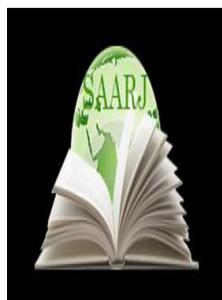
CONCLUSION

During the study, a number of conclusions and recommendations were developed to address the existing problems in the development of tourism in the regions: insufficient information about the tourist resources for the population of our country in the development of tourism, which in turn leads to low interest in tourism; further increase the opportunities for the development of international and domestic tourism with the widespread use of information and communication technologies; inclusion of museums in the field of tourism; use of innovative forms, methods and

means of tourism in museums. Cooperation between museums and the tourism industry is important for both sides. Regional museums are almost never involved in tourist activities (except for two or three large museums). In this regard, the role of the museum and the role of tourism as different cultural institutions are inextricably linked, creating a single institutionalized cultural space. Museums not only contribute to the development of the tourism business but can also be a tool for the development of the region, influencing the economy of the region and providing quality of life, and shaping the social environment.

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MODERNIZATION OF INNOVATIONAL THOUGHT OF THE YOUTH

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ABSTRACT

The dualistic approach is reflected in the following thought. Therefore, observing and discussing diligently, so that it may cause your soul to taste wisdom, the taste of knowledge, to arouse your love of truth, to direct your actions in a positive way, for, and you will understand what makes you happy.

KEYWORDS: *Government And Society, Confucius, “Golden Mean”, Innovative Thinking, National Cultures.*

INTRODUCTION

A socio-political entity is a socio-dynamic space in which activities such as managing the affairs of the state, government and society, harmonizing relations in society with strategic goals, focusing on subordinate relations between the whole and the parts, giving organization. This makes the socio-political entity lively, dynamic, mobile, with a variety of objects in the socio-dynamic space: institutions, subjects, goals and mechanisms. Mobility is a fundamental feature of today's socio-political existence, societies. This demand gives dynamism to both spiritual and moral imperatives and innovative research, urges them not to lag behind the requirements of the time, the needs of the population.

Main part

If we want to use innovative development in harmony with the spiritual and moral imperatives, we must study and follow the dynamics of the demands and needs of the time. These demands and needs cannot remain in the narrow, personal subjective realm of reality, where there are certain barriers to individual freedom, but the existence of such barriers is required by the objective laws of social development. A person should not absolutize his rights and freedoms on a nihilistic level, and even if legal imperatives give him ample opportunities, he should listen to

the calls of spiritual and moral imperatives, and guide his desires and actions by objective laws. Otherwise, conflicts and disputes will arise between the individual and society. The "golden mean" that Confucius envisioned, that is, the principle of compromise, will be necessary in resolving the relationship between the whole and the part. Recognition by the individual, the part, that the whole is a subject representing the common good is only one side of the problem. There are other aspects to it. For example, what are the guarantees that the whole common good will not be absolutized or that the rights and freedoms of the individual in a socio-political entity will be secured without harm to the whole or part of it? How does the whole and the parts know that their interests, needs are in accordance with objective laws, what should be done so that they are not deceived? In the Soviet era, were not only ordinary people, parts, but also the whole people, the nation deceived? Who can guarantee that such a supernatural event will not happen again?... There is a strong call for the use of Western scientific and technological discoveries in innovation. If we remember that almost half of the discoveries made in the world today are in the United States and 30-35 percent in European countries, we realize how broad the impact of Western values on national cultures is. Yes, in the words of P.L. Berger, today humanity is living in a "global culture" or "globalization of culture", a "cultural upheaval". He calls this culture "American." [1.11] Innovation and modernization lead to a deeper penetration of this culture from the depths of national spiritual and moral imperatives. The results of special research conducted by P.L. Berger and S.P. Huntington on different continents and countries show that "global culture" can coexist with national cultures. [1.17] Apparently, as we strive to preserve our national spiritual and moral heritage, as well as to renew (innovate) and modernize our social existence in order to join the world community, we need to define our approach to global change. So far, this approach is aimed at synthesizing our national culture with "global culture". The most optimal way is to modernize the social, economic, political, training system, service networks, to live our spiritual and moral life in accordance with the imperatives of our national traditions, the mentality and way of life of our people. If we proceed from this conceptual approach, first of all, we should not look for differences between East and West, but instead find commonalities in the cultures and lifestyles of the two continents, looking for mechanisms to deepen them.

This requires us to look for universal aspects in the spiritual and moral values of the East and the West. Only then can innovation and modernization transform from a one-time, palliative phenomenon into a value that serves a strategic purpose and is embedded in our social existence. Today, the socio-political institutions of the Republic of Uzbekistan, first of all, the President and other supreme governing bodies, the government are the initiators and supporters of innovation and modernization. This is a decisive event for our republic, leading to a radical renewal of the life of our society.

Innovative thinking and modernization require scientific and technical activity from entities, local government institutions, labor unions, entrepreneurs, private property owners, associations, non-governmental organizations. This includes training special staff and supporting innovative research by artists. Without the active research of these subjects, without turning the search for innovation into their way of life, innovation, the introduction of real creativity, initiative, high-tech processes into socio-economic processes cannot be introduced. Here, the search for innovation can lead to innovation phobia, that is, the habit of making the search for innovation only the goal of the activity. Innovation is a reality related to the introduction of scientific and

technical innovations. This reality is inseparable from spiritual pursuits, because the objective laws of spiritual development require the pursuit of innovation and the enjoyment of it. Innovation, on the other hand, meets that need. Therefore, in this part of the work, the issues of scientific thinking in the spiritual heritage of the East are revealed. Such an approach is necessary for two tasks: first, philosophical research does not adequately address the issues of scientific thinking, so at the current new stage of national development there is a lack of personnel and specialists who can influence scientific and technological discoveries, modernization of the country. According to experts, Uzbekistan annually produces about 10,000 people with scientific and technical education, but 85-90% of household appliances and almost 100% of machinery are imported. No one can tell where our scientific and technical personnel are going. Second, the President of the Republic of Uzbekistan has set the main task of "ensuring innovative development", encouraging bold research in this area, but the scientific issues of innovative thinking remain.

At a time when the pragmatic philosophy and policy of President Sh.M. Mirziyoyev demand to focus scientific and technical discoveries on the practical problems of national development, our scientists, especially philosophers, were lagging behind in the study of innovation. The Decree of the President of the Republic of Uzbekistan "On the establishment of the Ministry of Innovative Development of the Republic of Uzbekistan" (November 29, 2017) calls to fill this gap, to conduct bold research. At the same time, it is important to make the study of scientific thinking in our spiritual heritage one of the main issues of research.

It has become a tradition today to study the spiritual heritage of the East from the Avesto. Indeed, the Avesto is not only the holy book of otashparasts, it deals with all issues related to the universe, natural processes and events, geographical features of countries, human cognition, in short, the relationship between man and the universe. Ahura Mazda recites his names to Zoroaster and says: "Another name is Knowledge, Another Way is Awareness." Elsewhere Mazda says, "O Spitama Zoroaster, know and understand, Faithful Zarathustra, with my mind and knowledge, "What is the origin of the best world," "What will be its end." Apparently, Ahura Mazda encourages Zoroaster to know and understand the essence, creation and end of the universe. Knowledge, Awareness is one of the honorable names of Ahura Mazda. He sings that with this quality of his he created the universe, the countries, the beings. He points out that he created goodness because of his knowledge.

Ahura Mazda says, "Truth is the greatest blessing." The search for this truth is also one of the tasks of scientific thinking. True, truth can be sought in two senses: the first is the search for real objects, things and events pertaining to the external world, and the second is the search for concepts of a subjective nature that one believes, imagines to exist. Both of them are found in the spiritual scientific heritage of the East. For example, Abu Nasr Farabi, Abu Rayhan Beruni, Ibn Sino, Ulugbek, Al-Fargani, Navoi, Mirza Abdulkadir Bedil, Ahmad Donish, Abay and twentieth-century enlighteners called on the Jadids to study the objective existence of scientific thinking, the problems of real life. They believed in the power of the human mind, supported rationality. The scholars of Zoroaster, Mani, Imam al-Bukhari, al-Termizi, and mysticism were proponents of theological and mystical thought. True, there were thinkers like Kubro and Naqshband who combined these two currents. Even Farabi, while on the road, expresses the idea that the universe was created by a "blessed creator," that is, Allah. But this does not deny that he was a proponent of scientific, rational knowledge of the laws of objective existence. His dualistic approach is

reflected in the following thought: "Therefore, observe and discuss diligently, so that it may cause your soul to taste wisdom, the taste of knowledge, to arouse your love of truth, to direct your actions in a positive way, for, and you will understand what makes you happy. "

Many of the philosopher's scientific ideas are calls to creativity, to create, to acquire a profession. The virtue of acquiring knowledge, the tendency to learn, in Farabi's view, is "not innate, otherwise there would be no absolute power and greatness in his intellectual virtue." If the virtue of a profession were innate, the kings would not have acted of their own free will, but the kingdom would have become a natural obligation which nature could only afford. Theoretical and great intellectual qualities, great innate qualities and great (professional) qualities are habits, in a person who has become a skill, these qualities are the cause of the formation of the will and the habituation. Such people are infinite and very strong in nature and will."

Having scientific thinking is not a blessing from God, it requires "strong nature and will" from the person, the owner of the mind. The "theoretical and great intellectual quality" is achieved through "diligence and zeal." "Theoretical knowledge is taught either by teachers or wise men." Learning things of a practical nature, mastering a profession is not so difficult, but drawing theoretical conclusions from them, the formation of new ideas is a complex epistemological process. If we look around, we see that there are countless professions that people are engaged in, but not everyone is worried about improving their profession, bringing something new to it. Effective use of existing tools will undoubtedly provide efficiency, but updating the tools, improving them in accordance with the requirements of innovation, scientific and technical discoveries can increase productivity and efficiency by another ten, one hundred percent.

Abu Nasr al-Farabi's statement can be considered as a direct encouragement to use the innovative ideas and discoveries available in other nations and states: one cannot achieve such things alone, a community of people is needed to have them. Therefore, it is only through the union of many people that are necessary for survival, that bring people together and help each other, that one can attain the maturity that one seeks by nature.

The activities of such team members as a whole provide each of them with the things they need to survive and mature. Therefore, human beings multiplied and settled in the inhabited part of the earth, and as a result, a human community was formed. "This means that people come together and form a team to deliver to each other "what is necessary for survival and maturity". [2.186] Some take it, the people can take possession of a narrow range of things, but they lack it to reach maturity, to progress. It is not difficult to see the importance of the "community of people" that Farabi is referring to, as globalization encourages every people, nation, and state to innovate and improve their social existence.

Results

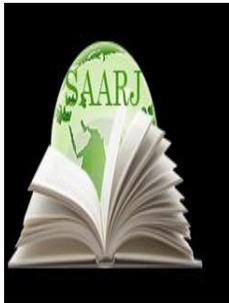
Abu Rayhan Beruni's innovation in the field of scientific thinking is widely recognized. He is "recognized as a great innovator in the humanities, including philosophy." [3.157] Beruni's epistemological legacy embodies the ideas of deep faith in the human mind, in the ability to know. According to him, the sum of human emotions, especially sight and hearing, is an important stage for drawing conclusions through the mind. If these feelings, Beruni writes, are used to think and draw conclusions, they can be used to reach the deeper meaning of perceived objects, because thinking is able to comprehend the inner qualities and characteristics of being.[3.157]

CONCLUSION

This means that scientific thinking is a characteristic of every person with the ability to comprehend, but in order to turn this quality into a rational phenomenon, epistemological research, one must use the "sum of one's emotions" correctly. The concept of "total emotion" used by him is very important for scientific thinking. Each sensation has its own functions: sight serves to see surrounding objects, actions, to perceive auditory sounds and sounds awakened from movements, and the sense of smell serves to detect odors emanating through the nose. Their functional development is at a different level in each person. For example, seeing in artists, hearing in composers, smelling in cooks are sufficiently developed. In the minds of scientific thinkers, these qualities, in Beruni's words, must be consistent with the "total of emotions," and their conclusions must be based on this harmony.

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TEACHING PHARMACEUTICAL TERMS AND THEIR BASIC PECULIARITIES

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ABSTRACT

The purpose of this study was to identify whether there was a change in calculated pharmaceutical students' in adaptation to the learning process, to enable all students to master pharmaceutical terminology within international standards during their training, to organize knowledge of field – specific disciplines and to embrace our commonalities across the profession through consistent use of terminology, most particularly related to the terms “clinical” and “community and to emphasize activities” involving patient contact and multi-professional health teams so graduates will be able to provide adequate pharmaceutical care. The concept of “clinical pharmacy” has been tended to in an assortment of forums. The American College of Clinical Pharmacy recently published a definition of this term.

KEYWORDS: *Pharmaceuticals Specialists, Clinical Pharmacy, Pharmacy, Community, Pharmacist, Community Pharmacy.*

INTRODUCTION

It is the ideal opportunity for pharmaceuticals specialists to combine and accept basic phrasing in portraying our calling. As pharmacy faculty members who give persistent consideration, we interface with pharmacy students understudy, pharmacy practice occupants, residency applicants, and associates in an assortment of training settings. We have awfully frequently experienced the utilization of the word “clinical” connected to particular pharmacy practice in setting, most normally regarding an inpatient pharmacy environment. Further disarray with the job of outpatient pharmacy specialists happens using the term “retail” to portray local area pharmacy practice. While the use of this inaccurate terminology occurs in our daily encounters with students, residents, and colleagues, the need for consideration of this as a profession-wide issue was reinforced in a recent article published in the Journal [1.p15]. In the study, pharmacy

students were surveyed on their career plans post-graduation and given the opportunity to choose between retail (chain), retail (independent), clinical, hospital staff, or other. While we comprehend that the creators may have expected essentially to give classes to respondents, we propose the reception of a steady way for using wording across our calling in instructing, practice, and academic exercises with respect to the terms “clinical” and community pharmacy”.

MATERIALS AND METHODS

The concept of “clinical pharmacy” has been tended to in an assortment of forums. The American College of Clinical Pharmacy recently published a definition of this term. A key idea featured inside this definition is that clinical pharmacy happens altogether in medical care settings and is given in any climate in which pharmacy specialists collaborate straightforwardly with patients. The Merriam-Webster Dictionary supports ACCP’s statement by categorizing “clinical” as an adjective with the definition: “of, relating to, or conducted in or as if in a clinic; involving direct observation of the patient” [3]. Since the word “clinical” is an adjective, it should only be used to describe a noun. Accordingly, “clinical” is certainly not a suitable word to use to recognize a setting; this term should just be utilized to depict a setting. These grammatical contemplations about the word "clinical" are significant in how the term "clinical" is properly utilized in correspondences related to the calling. For example, when students express that they might want to be "clinical" pharmacy specialists, the right translation ought to be that they are keen on giving direct patient consideration. An appropriate subsequent question would be “in what health care setting do you hope to practice clinical pharmacy?” “Clinical pharmacy” can possibly be given on the whole patient consideration drug store settings.

Pharmacy specialists themselves characterize “clinical” exercises as happening across the assorted range of training. The American Pharmacists Association-Academy of Pharmacy Practice and Management (APhA-APPM) studied the officials in the foundation's 6 segments to characterize each segment's participation. Chosen leaders could look over 24 vocation alternatives to characterize their segments. Chosen leaders from 5 of the 6 segments included clinical drug specialists as a feature of their participation. Clinical activity was related to all the areas aside from the regulatory practice segment.

Another significant phrasing thought includes the words used to distinguish and depict outpatient pharmacy settings, explicitly the terms “retail” and “community” pharmacy. The Merriam-Webster Dictionary defines “retail” as “to sell in small quantities directly to the ultimate consumer” [3]. This dictionary defines “community” as “a unified body of individuals” [3]. While the term “retail” centers on an item and the customer, the term “community” identifies with people. With the calling zeroing in on its future as suppliers of direct patient care, wording which accentuates our covenantal relationship with patients is desirable over phrasing defined by item arrangement. This may explain why there are no pharmacy organizations whose names include “retail.” Notably, the National Community Pharmacists Association (NCPA) changed its name from the National Association of Retail Druggists (NARD) to NCPA in 1996. (NCPA, 2009)

Additional support for the utilization of the term "community" rather than "retail" can be discovered while getting to the Internet-based clinical web index, Pub Med ([www. pubmed.gov](http://www.pubmed.gov)), for scholarly work. Of the medical subject headings (MESH) searchable within Pub Med, “retail” is not included in any terms associated with “pharmacy.” In contrast, the term

“community”, is included in the MESH term “Community Pharmacy Services.” When conducting a keyword search in this international database, “retail pharmacy” returns 371 articles whereas “community pharmacy” results in 9,332 articles. Based upon formal definitions, pharmacy organization standards, and research access considerations, the term “community” should be preferred over “retail.”

The dangers related to abusing terminology identified with the pharmacy calling are incredible. Associating the descriptor “clinical” with some, but not all, pharmacy practice settings have the potential for creating a hierarchy within the profession, a division between “clinical” pharmacists and other practitioners. Sorting pharmacy specialists and pharmacy settings may restrict the potential for the profession to push ahead with the arrangement of direct patient consideration in view of mistaken assumptions dependent on title or setting. This is especially risky whenever dictated by policymakers both inward and outside to the calling, or on the off chance that it limits freedoms to recognize and create tolerant consideration benefits taking all things together of our pharmacy practice settings.

As pharmacists and faculty members, it is our responsibility it is our duty to show others how it's done for the profession. We have the unmistakable honors of assisting with forming the eventual fate of our profession through our effect on the pharmacy students of today. The terms we use will be embraced by future pharmacists who are presently in our study halls and our pharmacy specialists. As the calling advances, drug specialists should progress all together gathering of experts. We challenge all pharmacy employees and pharmacy specialists in any setting to accept our shared traits across the calling through predictable utilization of phrasing, most especially identified with the terms “clinical” and “local area.”

Patient care at reference hospitals of the national health systems requires the articulated action of various professionals usually organized in teams, which should include physicians, nurses, and pharmacists among others. In particular, the pharmacist should be involved in discussing medication-related issues with other team members, as well as in advising patients about their pharmacological treatment. Central to this role is the practice of pharmaceutical care, defined as the responsible provision of drug therapy for the purpose of achieving definite outcomes that improve a patient's quality of life [1]. This role is far from trivial and demands appropriate and specific training of hospital pharmacists and pharmacy undergraduate students.

Effective action of pharmacists in this field implies visibility in the hospital environment and ample recognition of their professional role. In an investigation of compliance with pharmacological treatment², we were surprised that none of the 110 hospital outpatients included in the study mentioned the pharmacist as the professional who advised them about their pharmacological treatment. The physician was remembered by 103/110 (97.2%), the nurse by 11/110 (10.4%), while 4/110 (3.7%) patients mentioned other professionals (nutritionists and social workers). Importantly, 82/110 (74.5%) patients were included in federal programs supplying medications free of charge. These patients had to come to the hospital or go to another accredited centre in order to receive the medication. Our expectation was that many patients would remember the pharmacist as the professional who advised them about medication usage; however, this was not the case. These data indicate that the pharmacist was “invisible” to the patients who received pharmacological treatment even though they were the main target of his/her professional activities.

Irrespective of local deficiencies in infrastructure for pharmaceutical care and shortage of pharmacists [3], pharmacist “invisibility” relates to educational issues. Although pharmaceutical care in Brazil comprises well- a defined public policy supported by the law and formally structured in a specific national program of the federal government,[5] there is a scarcity of professionals with adequate training for this field of work. It is, therefore, necessary to invest in continuing education for working pharmacists who must provide patient-centered pharmaceutical care [5, 6]. This is not an easy task because hospital pharmacists have long been assigned to more predictable administrative activities. They are not comfortable to carry on activities demanding contact with the patient, which represents a new and more challenging practice.

More important is professional training for new generations of pharmacists. In Brazil, the National Curricular Guidelines for undergraduate programs in pharmacy [7] recommend that graduates will become closer to the “seven-star” pharmacist, seen as a caregiver, a decision-maker, communicator, manager, life-long-learner, teacher, and leader [8]. This new training paradigm goes beyond the transmission of technical knowledge: the pharmacist, in addition, to learning principles of pharmacotherapy, will relate to the health team and, in particular, will interact with patients. This view agrees with that of various institutions involved in pharmaceutical education, such as the American Association of Colleges of Pharmacy, which has worked for more than a decade to guarantee a real change in the training of pharmacy professionals [9].

The reorientation of the basic training of pharmacists, however, is a slow process facing various barriers of a conceptual and practical nature so that recent graduates have not yet incorporated these new attributes [10-16]. At the 2 Faculties of Pharmaceutical Sciences at the University of Sao Paulo, training activities involving patient care were first introduced in 1997; however, this training still represents just 5% of the total curriculum hours.

There is still an emphasis on training of professionals for the pharmaceutical industry, for work in clinical analysis laboratories, and in the administration of hospital pharmacy services, but not for participation in actual patient care.

CONCLUSION

In conclusion, for pharmacist working in reference hospitals to become recognized members of the health team, the institutions should invest in continuing education for these professionals. It is also extremely important for undergraduate pharmacy courses to emphasize activities involving patient contact and multi-professional health teams so graduates will be able to provide adequate pharmaceutical care. Only in this way will pharmacists become more visible to patients and to other health professionals.

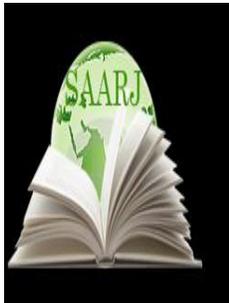
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THE IMPORTANCE OF PAINTING IN THE DEVELOPMENT OF CREATIVE FANTASY

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ABSTRACT

Painting is the basis of all types of fine art. The basis of painting is painting, regardless of which of the types of fine art the artist creates. His observations, research on the compositions of a large work, he sets out first with preliminary pencil sketches. The article discusses the importance of painting in the development of spatial representations and creative imagination in architectural education, as well as in various design methods. The interest in painting has long fascinated people. Because it was necessary for the people of primitive times to communicate, to speak. It is known from history that most of the images are based on how ancient people who were engaged in hunting hunted animals. They followed the trails of the animals and left various images and signs on the rocks and caves. Over time, as a result of the development of their imaginative skills, various hunting scenes later began to be reflected in a way that had a unique initial compositional solution.

KEYWORDS: *Fine Arts, Works Of Art, Pencil Drawing, Special Assignments That Develop Imagination, Spatial Imagination.*

INTRODUCTION

The interest in painting has long fascinated people. Because it was necessary for the people of primitive times to communicate, to speak. It is known from history that most of the images are based on how ancient people who were engaged in hunting hunted animals. They followed the

trails of the animals and left various images and signs on the rocks and caves. Over time, as a result of the development of their imaginative skills, various hunting scenes later began to be reflected in a way that had a unique initial compositional solution. The pencil is the basis of all forms of fine art.

Regardless of which type of fine art the artist creates, it is based on pencil drawing. He expresses his observations, his research on the compositions of great works, first with the first lines in a pencil. In the creation of works of art, these completed drawings serve as an auxiliary source for the artist. The artist begins the creation of this or that painting with a pencil. Only then will this work of art give an aesthetic pleasure to the viewer through the colour scheme. In other words, no artist can make his work mature without a pencil drawing. Pencil painting can be a work of art that is finished independently, among other types of art. Many of the paintings, done with dreams, sanguina, pastels, saucers, and pencils, have been featured in various art museums and exhibitions around the world. Pencil drawing lessons are necessary not only for the future artist but also for people of different professions in the correct depiction of perception, perception of being, the formation of the hands, mind and senses [1,2].

The great Leonardo da Vinci also contributed to the improvement of drawing techniques. In his "Book of Painting," you can find many scientifically-based ideas about the structure of the universe, changes in nature, sculpture, linear and spatial perspective.

Like Alberti, Leonardo da Vinci believed that the basis of fine art was a pencil drawing, emphasizing that depiction of the object itself was a necessary part of teaching [3].

Also, Leonardo da Vinci studied the structure of human organs from a high level of anatomy. He studied every muscle tissue of man and drew their images. Among the master painters of the Renaissance, one of those who dealt with the problems of improving the methods of making pencils was the German painters Albert Dürer and Shannon. They conducted many experimental tests on the basic laws of perspective in imaging. Another noteworthy work of the artist is that he developed a method of developing the proportions of the human body and reflecting it through cut shapes [4].

Renaissance artists made a huge contribution to the development of world fine arts. The laws of perspective they developed on the fine arts later helped creative artists to an unprecedented extent. If in the Middle Ages the method of depiction was carried out taking into account the similarity of the shape of objects, now this period is a period of scientifically based penmanship, in-depth study of the laws of anatomy, a full reflection of the rules of perspective. As noted above, Renaissance artists made significant contributions to the methodology of painting and laid the foundation for the development of pencil drawing as a science. However, they paid little attention to the didactic foundations of teaching. By the end of the 16th century, this important task was continued and solved by art academies established in different countries.

LITERATURE REVIEW

The methodology of teaching the fine arts of the seventeenth century laid the foundation for the full continuation of penmanship as a science in its academic form. The system of teaching academic calligraphy in pedagogical practice was first developed at the "Academy of Pencil" in Florence. Founded by the Carracci brothers, they taught young artists in Bologna in the following way. He first became acquainted with the methods and rules of drawing, then

described the plaster samples, and then painted a picture of a human figure. In these classes, he was also able to study in-depth the anatomical structures of man. The Bologna Academy was one of the most prestigious and exemplary institutions of art education for young people in its time, so it continued its methodology. The St. Petersburg Academy was founded in 1768, and the London Academy of Arts in 1768.

Talented artists-teachers M.Nabiev, N.Kuzibaev, R.Choriev A.Boymatov, M.Saidov, K.Eminov, Y.Elizarov, T.Ogonosov, N.Ten, G.Abdurahmonov and many other great specialists made a great contribution to the development of the sphere in our country [5-8].

MATERIALS AND METHODS

The practical direction of education in the field of architecture in higher and secondary special education institutions is one of the main conditions for the training of personnel with professional potential. It is especially important to form a spatial image of the future architect. Drawings of all stages of design, details of the architectural form of the project, its compositional solutions are described in the plane. In addition to technical imagery, architectural projects also require visual imagery. In addition to educational disciplines such as design, descriptive geometry, the study of penmanship also plays an important role in the formation of spatial representation of form in architectural projects. Pencil drawing is inextricably linked with issues such as the principle of learning situations, construction, relativity, plasticity, lighting, composition. The architect allows designers to express his creative ideas in a graphic way.

The system of teaching drawing is not limited to the development of the student's professional skills, but also creates the basis for the creation of his individual creative worldview, his style. The future architect is one of the leading disciplines in teaching designers, pencilling and logically directing the creative imagination of students. Images created with the help of pencils are inextricably linked with the history of human development and are subject to certain rules. These rules were created by such great scholars of the Renaissance as Leonardo Da Vinci, Raphael, and Michelangelo, who were regarded as the benchmarks of their time.

Describing the development of perspective, descriptive geometry, plastic anatomy, and the rules for expressing shadow and light fall creates the development of a geometric and plastic logical device (carcass, constructive basis, silhouette, section, light and shadow). An element that can clearly show the expression of a figurative form in a pencil drawing must be used. That is, it is possible to use the colour (tone) resolution of the depicted object, relief or plastic expression. In the field of architecture and design, pencil drawing is a key tool in depicting the future appearance of buildings, streets, squares. The pen serves as a generator that generates his creative ideas, ensuring a high level of professionalism of the architect and designer [10, 11].

In the study and creation of an architectural project, the pencil is a creative formative tool of the artistic image that reveals the key to spatial imagination. Therefore, one of the important conditions for improving the content of the subject of pen drawing is to give students special assignments that develop imagination in graphic materials, especially through pencil drawing. The student needs to be able to describe the integral forms of design, architecture, not only in nature but also from memory, from imagination. Undoubtedly, pencil drawing has several advantages in this regard. The analysis of the current situation shows that the traditional methodological manuals are more widely used in modern textbooks than the pencil for architects and designers, and insufficient attention is paid to the development of creative project

development for architects. Therefore, the task of creating projects aimed at developing students' creative imagination in pencil drawing should be one of the priorities in improving the content of pencil drawing. In this regard, there is a need in the new textbooks to provide a system of creative exercises based on logic, spatial imagination, fantasy-based thinking and step-by-step. The practical activity of the architect and designer is to describe the spatial state of the building and its interior in a mock-up or graphic way, and to create such models requires a certain level of imagination and spatial imagination [12, 13]. In the science of psychology, imagination is divided into memory imagination, creative and creative imagination. Creative imagination - arises from verbal imagination, pencil or drawing. Creative imagination is the process of creating a new image based on memory and imagination. If creating an impression - if it is a product of memory, imagining - is imaginary. Imagination in a certain direction in a limited environment determines the main character of the creation. Imagination, memory, and impression are enriched by work without nature. The creation of creative imagination occurs in different ways. The most common of these is the agglutination method, which is the creation of a new object by adding elements from one object to another. In particular, the addition of architectural elements (balcony, canopy, column, etc.) to a composition similar to the architecture of geometric shapes is proof of our idea.

It is used in architecture education as well as in various methods of design. Including the method of fragmentation - the creation of the object by breaking it into pieces; the combination method - by adapting the initial elements to a clear logical scheme; the separation method is to create a new one by mixing pieces of the object. The method of analogy (French "analogies", Greek "analogy" conformity, proportionality) is the creation of a new one on the basis of certain elements, even if they look like a certain object. All of the above techniques can be used to create graphic works of art. However, one of them remains the main leading method. When these techniques are consciously applied, an expert in architecture shapes and develops the artist's imagination.

CONCLUSION

In conclusion, it can be said that through the above evidence, the formation of knowledge, its application, the expression of an artistic image through imagination, and many other positive images can be achieved. To do this, rely on creative methods to create graphic images in pencil drawing and approach through imagination; adherence to the principle of multilevel in the formation of knowledge and skills; it is advisable to follow tasks such as the independent study of the literature on drawing from the imagination.

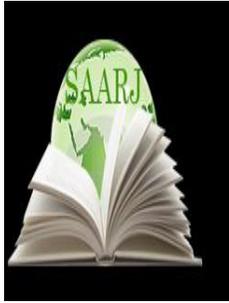
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TENOSYNOVIAL GIANT CELL TUMOR- A RARE PRESENTATION

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ABSTRACT

Reporting a rare cancer of Tenosynovial Giant Cell Tumour. It is known to involve the Synovium, Bursae and Tendon Sheath. It is a benign tumour and surgery with clear margin is the treatment of choice. In this case we treated the patient with surgery followed by Chemotherapy.

KEYWORDS: *Tenosynovial Giant Cell Tumour, Rare Disease, Surgery, Chemotherapy.*

INTRODUCTION

Giant cell tumours can be roughly divide into localized and diffuse types, Localized types include giant cell tumour of tender sheath and localised pigmented villonodular synovitis,

whereas diffuse types encompass conventional pigmented villonodular synovitis and diffuse giant cell tumour. Tenosynovial giant cell tumour mainly involve hand and rarely to knee joint. Patient usually presented with Pain which is severe in character and aggravated on movement. There is slight female predominance over male.

Case Report: A 34 year old female presented in February 2020 with swelling over right side of knee since 1.5 Years which was insidious in onset, progressive associated with pain which is severe in character aggravated on movement and relieved with medication.

On examination- There is healthy scar marks over right knee with drain in situ.



Excised tissues-knee showed tenosynovial giant cell tumour.

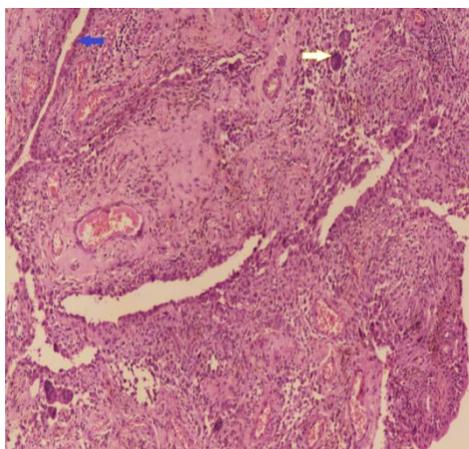


FIG.1 H & E show synovial lined tissue (blue arrow) showing numerous giant cells (white arrow) at 100x

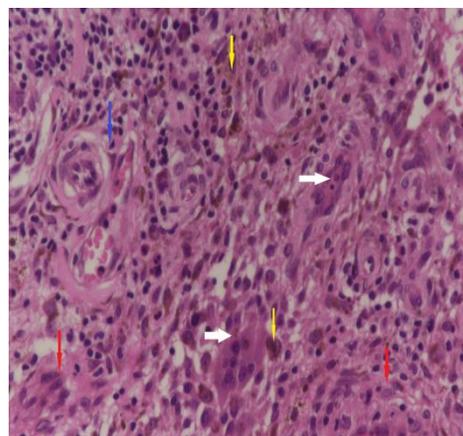


Fig. 2 H&E section show numerous giant cells (white arrow), stromal cells (red arrow), hemosiderin laden pigment macrophages (Yellow arrow) and proliferating cells at 400x

On MRI, there is supraspinatus Bursa is moderately distended and shows multiple thick enhancing septae with intervening fluid location.



- Mild to moderate enhancing nodular synovial thickening in suprapatellar bursae.
- Prominent T₂ Hypointense septation and few T₂ tiny hypointense foci in supraspinatus bursae.
- Enhancing synovial thickening posterior to lateral tibia plateau and lateral femoral condyle with mild fluid distension of synovium posterior to lateral femoral condyle. Few T₂ hypointense foci seen within synovium posteriorly.
- No bony erosion destruction or marrow edema seen at any level.

DISCUSSION

A report published by Vera Ehrenstein et. al. 2020, Tenosynovial giant cell tumour has range between 1.8 to 50 per million cases. It usually presents with swelling over affected side which is associated with pain. In the present case as surgery is the treatment of choice and on biopsy is suggestive of tenosynovial giant cell tumour. It is a benign tumour and there is less chance of tumour to recur. Prognosis is overall good.

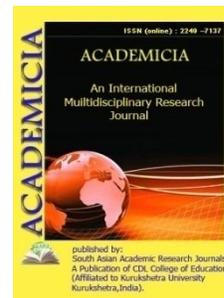
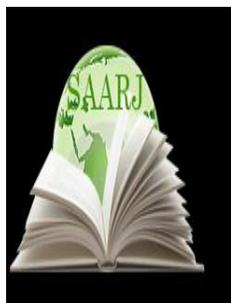
CONCLUSION

Due to rarity of tenosynovial giant cell tumour, there are no set guidelines for the management of such case. However, surgery with clear margins followed by adjuvant chemotherapy is treatment of choice.

-Further reporting with literature review which helps in most effective treatment modality.

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ALLOY RESEARCH ISSUES FOR SURFACE SEALING OF PIPELINE FITTINGS

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ABSTRACT

This article discusses chrome-nickel-silicon steel used for surfacing sealing surfaces of pipe fittings of chemical, petrochemical and power equipment. In order to increase the wear resistance of surfacing alloys, the effect of additional alloying of the deposited metal with boron, molybdenum and other elements on the service properties of this alloy is investigated. As a result of alloying, the resistance to scoring of deposited metal alloyed with boron and molybdenum increases by 1.5–2 times.

KEYWORDS: *Mechanized Surfacing, Cored Wire, Alloying With Boron And Molybdenum, Pipe Fittings, Sealing Surfaces, Resistance To Scoring, Hardness, Hot Hardness, Corrosion Resistance.*

INTRODUCTION

For surfacing sealing surfaces of chemical pipe fittings, petrochemical and power equipment widely used chromium-nickel-silicon steel type 08X17H8C5Г2, characterized by high resistance to scuffing during friction of metal on metal, and also against corrosion and erosion at temperatures up to 545°C and specific pressures 60 - 65 MPa [1].

Surfacing of the layers of this steel is carried out manually with coated electrodes ЦН-6, as well as mechanized way with CB-04X19H9C2 wire and 15X18H12C4TiO ribbon under fused-

ceramic alloying flux ПKHЛ or ПП-AH133 flux-cored wire and ПЛ-AH150 flux-cored wire under AH-26 flux [2,3]. The hardness of the weld metal is HRC 29 – 36, its structure is austenite and silicon-doped ferrite. At higher specific pressures (80 - 100 MPa), the wear resistance of the 08X17H8C5Г2 deposited metal is already insufficient, mainly due to its low hardness at operating temperatures. High specific pressures in combination with the action of an aggressive environment can cause plastic deformation of the sealing surfaces, the appearance of scoring, dents and other defects on them.

The hardness of the deposited metal 08X17H8C5Г2 can be increased to HRC 46 - 50 by heat treatment or long aging. However, a sharp embrittlement of the alloy occurs due to the appearance of the σ phase in its structure.

In order to increase the wear resistance of surfacing alloys, the authors investigated the effect of additional alloying of the deposited metal of 08X17H8C5Г2 type with boron, molybdenum and other elements on the service properties of this alloy.

The criteria for assessing the wear resistance of the deposited metal were resistance to scoring, hardness and mechanical properties at normal and elevated temperatures. At the same time, the resistance of the deposited metal against general corrosion was also investigated. The tests were carried out in a working chamber at a steam temperature of 350°C on samples, imitating valve shutter parts Dy 50. During the tests, the samples made a mutual rotational movement (with reverse) at a specific pressure set from 10 MPa to pressure, causing on the test surface scoring depth of 10 microns or more. Before each test cycle, the actual contact area of the samples was measured, their working surface was degreased and the purity of processing the sealing surface of each sample with a microscope was determined. Assessment of the resistance of the deposited metal against scoring was also carried out using a microscope — the size of the scoring, exceeding 10 microns. The criterion of resistance was the maximum allowable pressure on the rubbing surfaces of the samples, at which the depth of the seizure did not exceed 10 microns.

Tests for resistance to general corrosion were carried out on samples with a diameter of 25 mm and a thickness of 3 mm, made of weld metal. Corrosion media and test parameters were selected according to the requirements of РДРТМ 26-07-225-79 “Structural materials for parts of pipe fittings, working in chemical industry environments.”

Hot hardness was measured at an indenter load of 108 H, a shutter speed of 60 s and an air pressure in the working chamber of 1.33 МПа. Measurements were taken at temperatures of 20, 200, 400, 500, 600 and 700 °C.

The surface of the samples was carried out with pilot wires under the AH-26П flux in five layers on Ст3 steel billets. Deposited work pieces were tempered at temperatures of 650 and 850°C for 3 hours; samples for research were made from the upper layer of deposited metal.

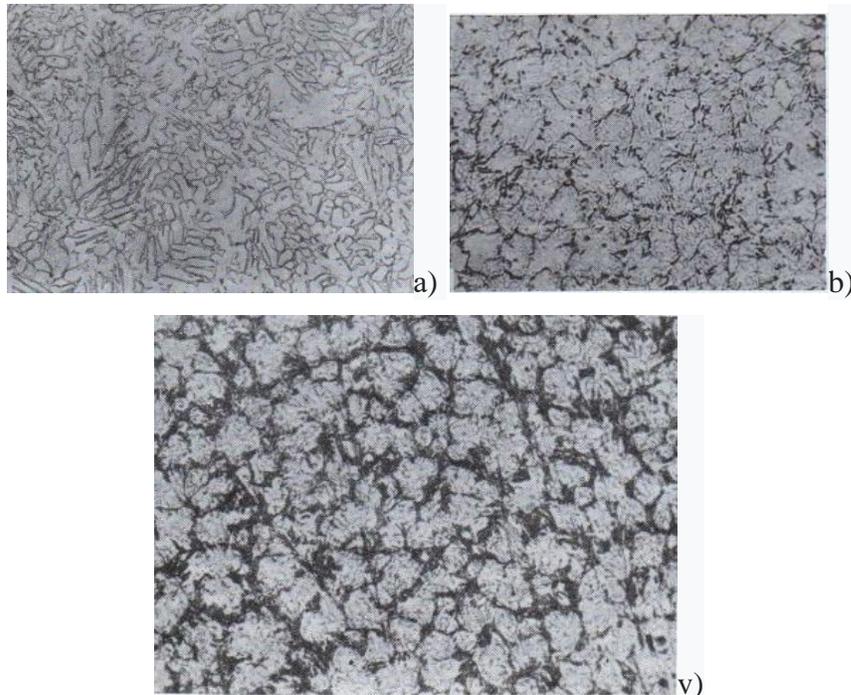


Fig. 1. The microstructure of the deposited metal type 08X17H8C5Γ2P (X320, dim.2/3) a) does not contain boron; b) with 0.42% B; c) with 1.06% B

It is known that boron has a positive effect on heat resistance, ductility, and other properties of austenitic chromium-nickel steels [4]. We have established that the introduction of boron into the deposited metal of 08X17H8C5Γ2 type significantly increases its hardness. In this case, a boride eutectic appears in the austenitic-ferritic structure of the alloy, which consists mainly of solid borides of chromium, iron and silicon. With an increase of boron concentration, the amount of boride eutectic in the structure of the deposited metal increases (Fig. 1).

With the introduction of up to 1.4 - 1.5% boron, the hardness of the deposited metal 08X17H8C5Γ2 increases from 30 - 32 to 45 - 47 HRC (fig. 2). At high boron contents, the plasticity of the alloy decreases sharply and there is a danger of the appearance of cold cracks on surface, for prevention of which requires preheating and delayed cooling. Therefore, a deposited metal of the type 08X17H8C5Γ2 containing 0.8 - 1.0% boron and having a hardness of HRC 40 - 42 was chosen for further studies.

An important function of doping with boron is to increase the hot hardness of 08X17H8C5Γ2 alloy, which is especially evident in the temperature range of 500 - 600°C (fig. 3). Along with the positive effect of boron, a decrease in the resistance of the latter against general corrosion is observed on the hardness of the deposited metal type 08X17H8C5Γ2, which can be explained by the binding of a significant amount of chromium in borides. We have established that to increase the corrosion resistance of the deposited metal 08X17H8C5Γ2, containing boron in its composition it is necessary to increase the content of chromium and nickel, and also add molybdenum.

Preliminary experiments have shown that when the content in the 08X17H8C5Γ2 alloy is more than 3% molybdenum, an intensive precipitation of inter metallic phases begins to

occur (especially in the area of elevated temperatures), which leads to embrittlement and the appearance of cold cracks in the deposited metal. Therefore, when conducting comparative tests for resistance to general corrosion of the 08X17H8C5Г2 alloy, additionally doped with molybdenum, the content of the latter was varied in the range of 0.8 - 3.0%.

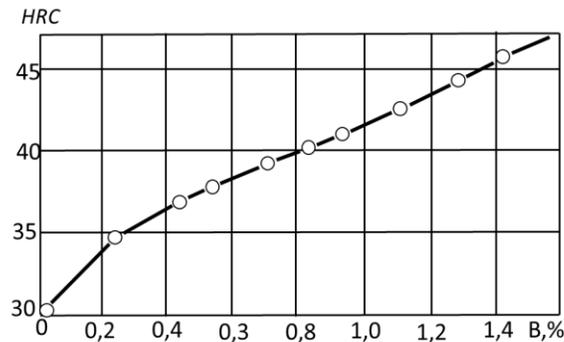


FIG. 2. THE EFFECT OF BORON ON THE HARDNESS OF THE DEPOSITED METAL TYPE 08X17H8C5Г2

Tests have shown, that the deposited metal 08X19H9C5M2ПГ is corrosion resistant in nitric and citric acids, sea water, water vapor is not inferior to the deposited metal 08X17H8C5Г2, but in sulfuric formic, oxalic, phosphoric acetic and lactic acids are superior to it. For achieving high anticorrosive properties of the table it is necessary: 1) to alloy additionally the 08X17H8C5Г2P deposited metal with approximately 2.5% chromium, 1% nickel, and 2% molybdenum. Due to the presence of molybdenum in the deposited metal, its hardness increases by HRC 2 - 3.

Boron and molybdenum also have a positive effect on the strength properties of the weld metal. The temporary resistance of the deposited metal type 08X17H8C5Г2P and 08X19H9C5M2ПГ as in the initial state, so after 2 various types of heat treatment above, than metal in which boron and molybdenum are absent (Table 2).

It is known, that the 08X17H8C5Г2 alloy is characterized by sharp embrittlement during prolonged heat treatment (aging) or operation at temperatures above 400 °C. This phenomenon is accompanied by a sharp increase in hardness and is caused by the release of a finely dispersed σ phase of the Cr₆ (5) type Ni₂Si in the alloy structure [5, 6]. During the operation of the reinforcement and even during the machining of the deposited parts, this can lead to the appearance of cracks, chips on the sealing surfaces and a violation of the tightness of the valve closure.

Doping with boron ensures high stability of the structure of the deposited metal 08X17H8C5Г2 during heat treatment or long-term aging in the temperature range 450 - 800 °C. In this case, the alloy hardness increases by no more than HRC 2 - 3. Although boron slightly reduces the toughness of the deposited metal 08X17H8C5Г2, during the heat treatment, its values practically do not change,

whereas the viscosity of the metal, not containing boron, is reduced ten times (table. 2).

TABLE 1. SERVICE PROPERTIES OF WELDMETAL

Type of weld metal	HRC	p3, MPa	Corrosion rate, g / m2 * h		
			In 56% nitric acid (800C, 100h)	In concentrated sulfuric acid (600C, 100 h)	In concentrated formic acid (tkip, 100 h)
08X17H8C5Г2	32-34	48,7 - 59,2 57,0	0,17-0,22 0,18	0,78-1,15 1,05	0,50-0,70 0,80
08X17H8S5Г2P	40-43	89,0-93,0 90,0	3,80-4,52 4,02	1,20-1,58 1,38	1,32-2,95 1,42
08X19H9C5M2ПГ	43-45	90.0-105,0 97,0	0,20-0,23 0,22	0,22-0,55 0,32	0,20-0,50 0,30
10X16H8M6C5Г4Б	44-46	91,0-98,0 95,5	Not determined		

TABLE 2 MECHANICAL PROPERTIES OF WELD METAL

Heat Treatment Modes	08X17H8C5Г2		08X17H8S5Г2P		08X19H9C5M2ПГ	
	σ_B , MPa	$a_{H.}$ J / cm ²	σ_B , MPa	$a_{H.}$ j / cm ²	σ_B , MPa	e_n , J / cm ²
The initial state	886 -901 888	5,0 -5,0 5,0	913-997 955	2,5-5,0 2,5	859-1007 932	2,5-5,0 2,5
Vacation 650 ° C, 3 hours	869-919 907	5,0-5,0 5,0	857-948 941	2,5-2,5 2,5	747-834 782	2,5-2,5 2,5
850 ° C, 3 h	653-749 693	2,5-5,0 2,5	776 -892 831	2,5- 2,5 2,5	809 -902 832	2,5-4,0 2,5
Aging 600 ° C, 1000 h	617 -674 646	0,15- 0,75 0,5	638-707 682	2,5-2,5 2,5	693-832 776	2,5-3,0 2,5
Quenching from 1100 ° C	Not carried out				915-985 943	5,5-7,5 7,0

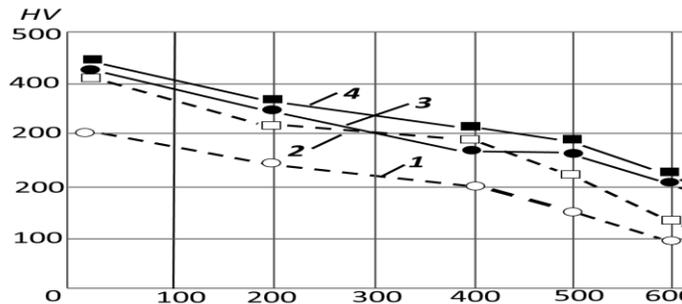


FIG. 3.HOT HARDNESS OF DEPOSITED METAL TYPE 08X17H8C5Г2 (1,2) AND 08X17H8C5Г2P (3,4):1,3-AFTER SURFACING;2,4-AFTER AGING 6000C, 1000

Bench tests showed, that resistance to scoring of weld metal, doped with boron and molybdenum, 1.5-2 times higher than the resistance of metal type 08X17H8C5Г2 and not inferior to the resistance of metal type 10X16H8M6C5Г4Б, deposited with electrodes LH-12 (tab.1.)

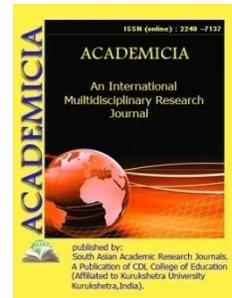
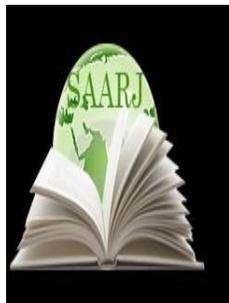
CONCLUSION

High resistance against bulging of the weld metal containing boron, determined mainly by an increase of hot hardness. It is possible that at operating temperatures on the surface of chromium-nickel-silicon metal, containing boron, a borosilicate glass film may form, having a low coefficient of friction and, according to 7, which is more heat-resistant and less prone to cracking during thermal shock, than a silicon oxide film. This should also have a positive effect on the resistance of the weld metal against scuffing. Based on the studies, the 08X19H9C5M2ПГ type alloy is recommended for surfacing pipe fittings in the energetic, chemical and petrochemical industries, parts of centrifugal oilfield pumps. In IEC named after E. O. Paton flux-cored wire brand

ПП-АH 157 produced, providing during surfacing under flux or in argon the production of deposited metal 08X19H9C5M2ПГ.

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MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES AND WAYS TO IMPROVE MARKETING ACTIVITIES TO INCREASE THE COMPETITIVENESS OF TEXTILE PRODUCTS

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ABSTRACT

This article discusses the experience of many developed and leading countries in the world economy today to achieve competitiveness and access to world markets, primarily the gradual reform of the economy, deepening structural change and diversification, rapid development of new high-tech enterprises and industries, accelerating the process of development, modernization and technical renewal of existing facilities. These processes also apply to textile enterprises, which are important sectors of the Uzbek economy and require coordination of production and sales on the basis of marketing research.

KEYWORDS: *Diversification, Textiles, Information, Services*

INTRODUCTION

World experience shows that the role and importance of the field of information and communication technologies (ICT) in the global economy, including the production of computer and telecommunications technologies, software products and the provision of a wide range of interactive services based on them, is growing. On the State Program of the President of the Republic of Uzbekistan "On the implementation of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021 in the Year of Active Entrepreneurship, Support of Innovative Ideas and Technologies" and "Measures for further improvement of information technology and communications" In order to ensure the implementation of the decrees of the Cabinet of Ministers of the Republic of Uzbekistan from June 1, 2018, businesses will be able to export goods and services without concluding an export contract and without charging a bank commission, except for certain goods on the list established

by the Cabinet of Ministers. have the right to export services. At the same time, the turnover of goods sold by businesses through e-commerce, regardless of their size, is retail. Also, the involvement of international consulting companies and experts in the field of ICT, development of their IT infrastructure and strengthening the material and technical base, as well as ICT. It is planned to implement it at the expense of the Development Fund. The experience of many developed and leading countries in the world economy today proves unequivocally that achieving competitiveness and access to world markets, first of all, the gradual reform of the economy, deepening structural transformation and diversification, rapid development of new high-tech enterprises and industries. development, modernization of existing facilities and acceleration of the process of technical renewal.

Main part

These processes also apply to textile enterprises, which are important sectors of the Uzbek economy, and require the coordination of production and sales on the basis of marketing research. One of the main reasons for this is the demand for the quality of textile products in the current situation and the crucial role of the strategy of enterprises to enter international markets. According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2013 No 355 "On measures to introduce a system for assessing the state of development of information and communication technologies in the Republic of Uzbekistan" from December 1, 2014 in the Ministry of Information Technologies and Communications Experts of the Center for e-Government Development and the Center for Information and Public Security quarterly analyze the state of implementation and development of ICT in public and economic administration, local government and conduct rating assessments. The impact of modern ICT on socio-economic development is extremely high, primarily in the growth of labor productivity, competitiveness, job creation, reduction of production and service costs. , The World Wide Web (WWW) internet commerce networks are growing rapidly. The development of ICT has led to the emergence of e-commerce, which is the most important system of the Internet. The modern concept of marketing has become the basis for the emergence of a new direction of Internet marketing. One of the key features of internet marketing is its hypermediate nature, which is characterized by high efficiency in presenting and assimilating information, which significantly increases marketing opportunities in improving the relationship between business and consumers. The role of the Internet is not limited to communicative functions, but also includes the ability to make transactions, make purchases and make payments, which provides the characteristics of the global electronic market. In order to organize the effective sale of products of enterprises, e-commerce tools are widely used in the practice of developed countries. These four models of e-commerce C2C, B2B, B2C and C2B are common in developed countries. It reduces the possibility of exporting information and communication products to domestic and global markets, as well as the cost of using these products to find a buyer, increase the country's export potential and increase efficiency. rather, it incorporates a number of concepts and ensures its full implementation. These include, first, identifying the basic needs of consumers through marketing research tools; second, to create products that meet these needs; third, delivery of these products to consumers using marketing elements (price formation, advertising, sales promotion, etc.); fourth, the direct sale of products to consumers through supply (sales) networks. In this sense, marketing activity involves conducting marketing research, on this basis, developing a marketing strategy, programs of marketing activities. This

requires the effective use of methods of marketing analysis. In the current situation, special attention is paid to the formation of marketing activities in many economic entities and the solution of its problems from a scientific point of view, the basis of such entities is the market category. This process is also important for the textile market. Based on the methodological recommendations developed to assess the competitiveness of the textile enterprise, it is possible to determine the position of enterprises among their main competitors and their strengths and weaknesses. This is because the manufacturer's desire to improve the consumer properties of new types of products, as well as their development, ultimately leads to an increase in the level of quality. This, along with the increase in sales of these products and services, affects the expansion of markets for their sale. Any enterprise conducts its marketing activities in a competitive environment and competes in terms of type of activity. There is no way to avoid competition for local markets or businesses in a single geographic segment. In this case, the so-called "competition" activity, ie competition in the sense of the type of activity. In the marketing management system, the development and implementation of competitive strategies as part of marketing strategies necessarily requires market analysis, as well as diagnostics of its competitive environment. Conducting marketing research to address the existing problems of the textile industry in the competitive world market, the development of a marketing strategy based on the innovative marketing concept can raise the potential of the textile industry of Uzbekistan to a whole new level. The organization of a modern textile industry depends, for example, on the supply of products from other industries (a developed chemical industry that supplies quality cotton fiber, quality dyes, the availability of a modern retail system). The development of textiles will require the support of manufacturers who supply the necessary raw materials, and only due to such a comprehensive approach can increase the competitiveness of the industry and achieve further economic growth. The policy in the field of attracting foreign investment should be based on encouraging the formation of network clusters, ie the development of strategic sub-sectors around the leading sectors. In our opinion, in order to determine the competitiveness of the enterprise, it is necessary to evaluate a number of indicators that characterize the development of its industries that are not directly related to the production process.

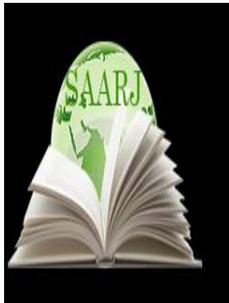
CONCLUSION

The assessment of the non-manufacturing sector of the textile industry is explained by the fact that in world practice today, special attention is paid to public opinion, the image of the enterprise. Marketing activities in the communication policy of foreign firms are in many respects related to "public relations", which represents the management function, through which public opinion, organizational policies and tactics are evaluated in the public interest, as well as the implementation of any action plan for public recognition and respect. public relations). Based on the requirements of foreign practice, the level of development of the social sphere in the enterprise was assessed. According to foreign experts, only under normal working conditions can an employee create a competitive product.

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THE PECULIARITIES OF TRAINING IN THE FIELD OF PRACTICAL ART AND TEACHER-STUDENT TRADITIONS IN ART CERAMICS

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ABSTRACT

This article gives information and focuses on today’s folk arts, the wide range of opportunities created, the uniqueness of pottery schools in our country, the prospects for the development of art and culture, the peculiar continuity of the ancient teacher-student traditions and the reforms of the head of our state in the field of art are widely covered. The tasks that young artists have to perform in the future are fully disclosed.

KEYWORDS: *Fine And Practical Arts, Teacher-Student, Potter, Pottery, Craftsman, Folk Applied Art, Work, Pattern, Handicraft, Clay.*

INTRODUCTION

The historical roots of applied art go back to the childhood of mankind. As humanity grew, so did applied art, as did all forms of art, folk applied decorative art is notable for its young and unique history. Today, the great attention paid to art and culture has further increased the demand and need for personnel with strong knowledge and skills in the field of applied arts. Undoubtedly, art is one of the areas that introduces to the world the power and uniqueness of any state and society. We all know that each art form has its own history of formation, stages of development, traditions, style of work and artistic significance.

Therefore, art is a powerful force that transmits the historical development of the nation, its artistic heritage from generation to generation. One of the most developed, deeply historical

roots of folk applied art is artistic pottery. It is noteworthy that it has schools that are unique to each region of our country and is getting better every year. There are pottery schools in **Bukhara-Samarkand** school (main centers - Samarkand, Urgut, Gijduvan, Uba), Khorezm school (main centers - Madir, Kattabog villages), Fergana school (main centers - Rishtan, Gurumsaray) and Tashkent non-traditional pottery centers.

The lead glaze and yellow-green and brown paints play an important role in the resonant elegance of the Bukhara-Samarkand school of ceramics. Vegetable patterns dominate in the decoration of products based on the traditions of "Afrosiyob pottery", handicrafts, animal images are rarely used. They are mainly used in Gijduvan pottery. While the masters of Gijduvan and Shakhrisabz work with brushes, the masters of Urgut and Denau often use drawing patterns. Bukhara-Samarkand School of Ceramics differs from other schools by the presence of a center for ceramic whistles.

The Khorezm school of ceramics is of special importance with its unique art, color of decorations and style of processing, Fergana (Rishtan) pottery schools are distinguished by delicately drawn flowers, various shapes and patterns. This reflects the stability of regional traditions. Their creation is in bright paint, attracts a person with its richness of patterns and reflection of all colors under subtle mystery. The main peculiarity in the creation of such attractive unique works of applied art is the artistic decoration. Our applied art with its rich artistic heritage makes a great contribution to the development of world art and culture. The fact that our country, as a hearth of ancient civilization, retains the originality of national artistic traditions is recognized by the world's leading art experts.

Nowadays, many young talents enter the modern Uzbek applied art, artists working in various fields, in particular, the new content and form of the works of artists and sculptors, folk masters, the tendency to strive for a worthy place in the world art scene should be positively assessed. It should be noted that in recent years, in the decoration of art ceramics, which is coming to the field of art, we can find a unique traditional, historical place of modern art lines or elements of patterns that do not correspond to tradition. At the same time, it should be noted that the current work on the development of fine and applied arts and design is not in demand. The imperfect legal and material and technical base of the industry, the lack of qualified personnel have a negative impact on the effectiveness of work in this area.

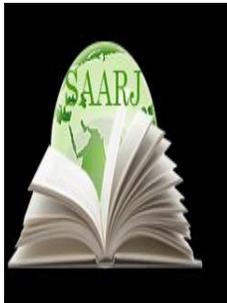
The decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated December 2, 2016 "On measures to ensure the accelerated development of the tourism industry of the Republic of Uzbekistan" PF-4861, further development of ancient and unique culture of our people, has played an important role in raising the work on the widespread promotion of national handicrafts to a new level; the Resolution of the President of the Republic of Uzbekistan "On measures to further increase the efficiency of the fine and applied arts" dated April 21, 2020 No PP-4688 was a solution to the existing problems in training in the field of art. A number of tasks have been set for the formation and coordination of the educational and methodological base of retraining and advanced training courses for teachers and specialists in the field of art education, as well as the implementation of organizational and methodological guidance. In particular, to ensure the high quality of fine and artistic works, to fully realize the potential of artists, to introduce the activities of creative workshops in the educational process, particular attention was paid to the development of advanced teaching methods, preserving the traditions of "teacher-student" and art education. The tradition of "teacher-student" has an ancient history. Under the

leadership of the head of our state, the continuation of the tradition of “Teacher-Apprentice” among the people is rising to the level of state policy as a priority. Much attention is paid to the development of the tradition of “teacher-student” and the systematic conduct of this work. In particular, improving the quality of education requires the continuation of the tradition of “teacher-student”. Not only in the territory of Uzbekistan, but all over the world to strive for the maturity of today’s youth, the “Master-Apprentice” tradition is very important in restoring spiritual values and cultivating a sense of devotion to the motherland. The riches and rare works created by the masters of pottery of the people of Uzbekistan play an invaluable role in raising the national traditions of our country. In particular, in the art of ceramics, the tradition of teachers is an example for young artists. As a young artist begins his career, he first turns to history and learns from it. Master pottery knowledge also plays an important role in the study and continuation of the art of artistic pottery. Master craftsmen create a miraculous beauty from the black clay of pottery, reflecting in their knowledge of the artistic processing of ancient patterns and colors in it, and apply it to young artisan potters. It is well known that no globalized era can give us the knowledge and skills that master potters impart. Therefore, it is necessary to improve the traditions of “Master-Apprentice” in every field, not only in the art of ceramics. We believe that the students will take advantage of the wide range of opportunities created by the head of our state, create freely, and take a methodological approach to depicting the ideas and philosophies in their worldviews and the literature they read.

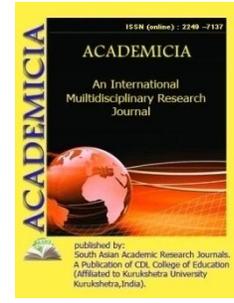
In the art of pottery, they contribute to the transmission of artistic and symbolic expressions from generation to generation while maintaining their tradition.

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PEDAGOGICAL MODEL OF ENSURING THE LIFE SAFETY OF PRESCHOOL CHILDREN

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ABSTRACT

In this article, one of the important problems associated with the rules of traffic safety of children and adolescents is revealed. It is concluded that knowing the rules is necessary in the life of every person from an early age. Therefore, working with children and adolescents is an important profession izlash new, interesting form. The issue of children mortality leaves no one indifferent. Every such tragedy is a sign of the irresponsibility of adults. They can't do what they can to protect children and save their lives. Today, not only pedestrians and passengers on the streets, but also road users - cyclists, scooters - are the cause of accidents.

KEYWORDS: *Children, Adolescents, Education, Road Safety, Accident, Safety, Traffic Accident, Accident, Etc.*

INTRODUCTION

The growing number of accidents, catastrophes, natural disasters, terrorist attacks, the economic damage they cause and, most importantly, the growing number of victims around the world require emergency situations and improved protection mechanisms.

There are many ways to protect against emergencies. Among them, the training and professional development of children, including parents, pedagogues plays an important role.

Indeed, the greater or lesser number of victims among children in the event of an emergency depends on the prompt, reasonable actions of children, including parents, pedagogues.

The Republic of Uzbekistan has created an effective system that regulates the training of the population to act properly in emergencies. A number of legal and regulatory documents have been adopted in this regard. In particular, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated September 9, 2019 No 754 "On the procedure for training all

segments of the population to act in emergencies and in the field of civil protection" the decision of July 11, 2017 "On measures to further improve the system of road safety" was an important step.

The issue of children mortality leaves no one indifferent. Every such tragedy is a sign of the irresponsibility of adults. They can't do what they can to protect children and save their lives. Today, not only pedestrians and passengers on the streets, but also road users - cyclists, scooters - are the cause of accidents.

For the child, the family is a source of social experience. In the family the child finds examples to imitate and in there his social birth takes place. If we want to raise a morally healthy generation, we must solve this problem with the "whole world": the education system, the family, the community. (Sykhomlynsky)

Every year, the number of cars on the roads increases and the speed of movement increases. Therefore, ensuring the safety of children on the road remains an increasingly important task.

The urgency of this problem is due to the fact that young children do not have a protective psychological reaction to road conditions typical of adults.

There are some peculiarities of introducing a child to a road-vehicle. Their desire to acquire knowledge, the desire to constantly innovate new prices, and the fight against risks to security.

Their desire to learn and a constant discover new things exposes the child to real dangers. Therefore, personal experience should be replaced by experience found by the community. At the same time, it is necessary to take preventive measures to teach children about safe behavior on the road.

It is necessary to prepare the child from an early age for a lifelong "profession" for the annual participant-pedestrian. At this age, the foundation of life directions in the environment and everything that children learn in the education system will be remembered forever.

Only the joint efforts of teachers and parents, using their knowledge, patience and behavior, can we teach our children the ability to communicate safely with the complex world of streets and roads.

The success of ensuring a road accident with children mainly depends on the consciousness, personal culture, and discipline of the adults. The most effective means of educating a small pedestrian is an example of parental behavior on the road. Forming the character of the child in the family, his attitude to others begins with the ability to communicate and provides for the most important needs of the child in the family.

Given the special importance of work in this area, since the children's institution is the first stage in the system of continuing education, our business team is tasked with responding not only to the children, but also to the parents, to give them the habit of following the venues that take place each year. Parents are our interested partners in the upbringing and development of children, interact with them and use the different types of work organized at the following stage.

Hence, the basic principle of education at this level is the relationship between the preschool and the family.

Steps to be taught by parents:

- kindergarten site;
- information stands where parents are advised to behave on city streets, taking into account the age of the children;
- creating slogans to attract the attention of parents in the design of the corner: "The cost of rushing is your child's life", "Attention - we are children!", "The child has the right to live!", "It's stupid to save time at the expense of a child's life.", "Me and my child on the city streets", "be careful of the car", and etc .;
- notes and leaflets - appeals containing material on traffic rules required for assimilation by children and adults, "Watch out, children! ", "Following traffic rules is not a problem" and etc.

The second stage is the students of primary general education institutions (7-10 years). At this stage, the knowledge of the basics of pedestrian safety is formed, the ethics and culture of traffic and roads are taught. By the end of primary school, the child should know the basic rules of safe behavior under normal conditions, be able to predict the development of traffic conditions and should solve the main way "traps".

The third stage includes students of 5-7 grades of secondary school (11-13 years old). At this stage, the knowledge of the basics of road safety acquired in elementary school is strengthened. The main aspects of traffic rules are studied. Perhaps physics will be taught to the end, taking into account the inter-object relationships with mathematics.

The fourth stage is for students in grades 8-11 (14-17 years old) of the secondary school. In high school, it is recommended to hold preventive talks and lectures for pedestrians, drivers, passengers, repeating the basic rules of the road.

Particular attention should be paid to the need to consider measures of administrative, criminal and civil liability for violations of traffic rules.

Students over the age of 14 must be aware of the law and the penalties for violating them: the amount of fines, preventive measures, educational and compulsory measures, etc.

When studying the topic "First aid in traffic accidents" for lectures on legal issues, legal advisers and road safety officers who know the lawn and health workers should be involved in training in the "Fundamentals of Medical Knowledge and Child Health" section. There is no doubt that increasing the effectiveness of such lessons at all levels of education.

Additional educational institutions for children have a special place in the system of lifelong education of children and adolescents on the basics of road safety. They are visited by children and teenagers of different ages. Therefore, in order to implement the principle of continuity, it is recommended to organize the learning process in three stages:

Learning the basics of road safety by preschool preparation group and primary school students (grades 1-4); Improving knowledge and skills on safe driving on the streets and roads, participation in public events: competitions, games, units of young inspectors on road safety and other associations of additional education for children (grades 5-7);

Professional self-determination of high school students (grades 8-11). Improving safe driving skills on the streets and roads through a variety of activities, including vocational training for drivers, participation in road safety advocacy among young students.

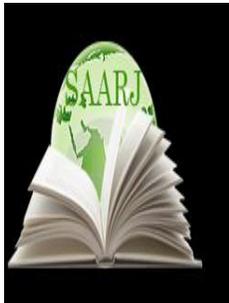
This approach allows you to comprehensively address the challenges of additional training for children and adolescents with safe driving on the streets and roads, safe driving of bicycles, mopeds, cars, and the professional orientation of adolescents.

The high rate of road traffic injuries in children inevitably leads to the search for the most effective ways to save the lives and health of children. The study of traffic rules in the classroom, class hours, lectures, conversations with children, various competitions and quizzes, competitions, excursions and other forms of prevention should be included in the integrated system of continuing education and upbringing.

At the same time, on the one hand, the effectiveness of the prevention of road accidents in children, providing road safety, interdependence of all subjects interested in the protection of life and health of children and adolescents, on the other hand, it was necessary to consider the scientific achievements and new pedagogical technologies related to the operation of this work.

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THE IMPACT OF FOREIGN DIRECT INVESTMENT ON ECONOMIC GROWTH

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ABSTRACT

This article analyzes the impact of foreign direct investment on economic growth on the example of the Uzbekistan's economy. The main object of research is the current state of the Uzbekistan's economy and the volume of investment in it. The article theoretically describes foreign direct investment, their types and impact on GDP. Conclusions are formed on the basis of the analysis and the studied international literature. one of the developing countries, also has an active investment policy. The country is creating a favorable investment climate for investors. This is an additional opportunity for investors who want to invest in the country. As a result, the volume of foreign investment in the country's economy, especially foreign direct investment, is growing, based on the analysis of statistical data.

KEYWORDS: *Investment, Foreign Investment, Economic Growth, Foreign Direct Investment, Economic Development, GDP.*

INTRODUCTION

Foreign direct investment is becoming a real driver of the global economy. One of the main positive factors influencing the development of the world's economies is foreign direct investment. Foreign direct investment flows directly into the real sector of the economy and is directed to production. This type of investment leads to the development of production.

Expansion and development of production is carried out with the establishment of new enterprises, modernization of existing ones and qualitative improvement and diversification of products.

As a result of the expansion of production, new jobs will be created. This will lead to a decrease in the unemployment rate in the country. This is also one of the positive effects of direct investment. In addition, employment will increase incomes. This has a direct positive impact on the living conditions of the population and, as a result, increases the welfare of the population. In addition, the inflow of foreign direct investment into the economy will provide the country with additional capital. As a result of the global movement of foreign investment, the entire world economy can achieve high economic growth. The movement of capital will also increase on the basis of the movement of foreign investment. This provides additional capital to the economies of some low-income countries. In general, the positive impact of foreign direct investment on the economy has been considered on the basis of various studies and has yielded results in practice.

Uzbekistan, one of the developing countries, also has an active investment policy. The country is creating a favorable investment climate for investors. This is an additional opportunity for investors who want to invest in the country. As a result, the volume of foreign investment in the country's economy, especially foreign direct investment, is growing, based on the analysis of statistical data.

LITERATURE REVIEW

The topic of foreign direct investment has been studied by many scholars, on the basis of various studies and on the example of different countries.

Hidehiko Matsumoto, a Japanese scientist, published an article in the Review of Economic Dynamics entitled "Foreign reserve accumulation, foreign direct investment, and economic growth"[1]. In this paper develops a quantitative small-open-economy model to study the determinants of the optimal pace of foreign reserve accumulation by developing countries. In the model, reserve accumulation depreciates the real exchange rate and attracts foreign direct investment (FDI) inflows, which promotes productivity growth through endogenous firm dynamics. The economy is also subject to sudden stops in the form of an occasionally binding constraint on foreign borrowing, and accumulated reserves are used to prevent severe economic downturns. The model shows that two factors are the key determinants of the optimal pace of reserve accumulation: the elasticity of the foreign borrowing spread with respect to foreign debt and the entry cost for FDI. The model suggests that these two factors can explain a substantial amount of the cross-country variation in the observed pace of reserve accumulation.

Scientists Mollah Aminul Islam, Haiyun Liu, Muhammad Asif Khan, Md Tariqul Islam, Md Reze Sultanuzzaman published an article entitled "Does foreign direct investment deepen the financial system in Southeast Asian economies?"[2] in Journal of Multinational Financial Management. This study empirically examines the role of foreign direct investment (FDI) to trigger financial deepening (FD) in the Southeast Asian region. More specifically, it investigates the direct and indirect roles of FDI in enhancing the level of FD. The findings of the robust FGLS and PCSE estimators suggest that FDI acts as an essential stimulator to FD in the region – directly as well as indirectly through money supply. The results are robust under alternative specifications and institutional measures. The study recommends policymakers to carefully consider the channels of money supply that substantially influence FDI to stimulate the level of

FD. In addition, it is viable to understand the dynamic role of the institutional framework and other macroeconomic variables in this nexus. In addition, the article is filled with the following information:

- ✚ Scientists study the direct and indirect role of FDI on financial depth of Southeast Asian region.
- ✚ FDI acts as an essential stimulator to financial depth in the region – directly as well as indirectly through money supply.
- ✚ Money supply channel needs to be accounted by the policymakers.
- ✚ There is dynamic role of the institutional framework in this nexus.

Scientists Michael J. Osei, Jaebeom Kim published an article entitled “Foreign direct investment and economic growth: Is more financial development better?”[3] in the journal Economic Modeling. These scientists investigate the extent to which an increase in financial development affects the positive effect of foreign direct investment on economic growth. Although the financial sector is beneficial for economic growth, the effect of further financial development on growth is found to become insignificant. Using a dynamic panel threshold model on 62 middle- and high-income countries spanning the period 1987–2016, they re-examine the possible nonlinearity between finance, foreign direct investment, and growth. Consistent with the “vanishing effect” of financial development, they find significant evidence that foreign direct investment fosters growth in general, but the growth effect of foreign direct investment becomes negligible when the ratio of private sector credit to gross domestic product exceeds 95.6%. This finding is robust to different econometric methods, various subsamples and interaction analyses, and distinct financial development indicators. The article is supplemented with the following information:

- Scientists examine how financial development is related to the link between FDI and growth.
- Scientists use a dynamic panel threshold model with GMM to address the endogeneity issue.
- Scientists identify a potential maximum financial development threshold.
- The marginal effect of FDI on growth decreases as credit expands.
- Too much finance is not necessarily better for the FDI-growth nexus.

DATA AND METHODOLOGY

Foreign direct investment (FDI) is when a company takes controlling ownership in a business entity in another country. With FDI, foreign companies are directly involved with day-to-day operations in the other country. This means they aren't just bringing money with them, but also knowledge, skills and technology [4].

There are 3 types of FDI:

- Horizontal FDI.
- Vertical FDI.
- Conglomerate FDI[5].

Horizontal FDI is where funds are invested abroad in the same industry. In other words, a business invests in a foreign firm that produces similar goods.

Vertical FDI is where an investment is made within the supply chain, but not directly in the same industry. In other words, a business invests in a foreign firm that it may supply or sell too.

Conglomerate FDI is where an investment is made in a completely different industry. In other words, it is not linked in any direct way to the investors business.

Foreign direct investment(FDI) influences the host country's economic growth through the transfer of new technologies and know-how, formation of human resources, integration in global markets, increase of competition, and firms' development and reorganization[6].

The FDI in the economies under study shows that there is a positive trend of investment which ultimately results in increasing the GDP and growth of the country as we have found in our study that increasing trend of FDI also increases the GDP of the country[7].

Research shows that an increase in FDI leads to higher growth rates in financially developed countries compared to rates observed in financially poor countries. Local conditions, such as the development of financial markets and the educational level of a country, affect the impact of FDI on economic growth[8].

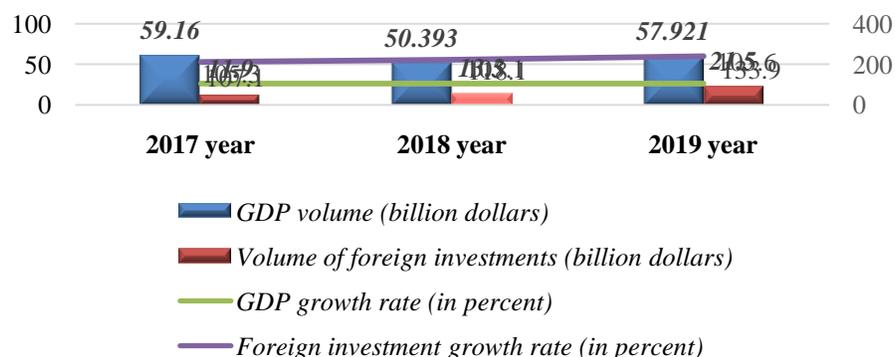
Empirical evidence suggests FDI has both growth enhancing and growth diminishing impact on the economic growth. The endogenous growth model supports the view that FDI has significant impact on improving human capital, managerial skills, research and development which in effect improve economic growth[9].

A new report and investor survey published today by the World Bank Group concludes that, on balance, foreign direct investment(FDI) benefits developing countries, bringing in technical know-how, enhancing work force skills, increasing productivity, generating business for local firms, and creating better-paying jobs[10].

Analysis and results

The impact of foreign direct investment on the economy is considered in the example of the Uzbekistan's economy. In recent years, Uzbekistan has been pursuing an active investment policy and the volume of foreign direct investment in the country's economy is growing.

Graph 1 GDP volume, Volume of foreign investments, GDP growth rate, Foreign investments growth rate in Uzbekistan's economy (2017-2019)



Source: Development of authors based on data from the World Bank Group (<https://data.worldbank.org/country/uzbekistan?view=chart>) and the State Committee on Statistics of the Republic of Uzbekistan (<http://www.stat.uz>).

Based on the above data, the GDP in 2017 amounted to 59.16 billion. dollars 50.393 billion dollars in 2018 and in 2019, 57.921 billion. Dollars. At the rate of GDP growth, it can be seen that economic growth of at least 5% was achieved during this period. The GDP growth rate was 5.3% in 2017, 5.1% in 2018, and 5.6% in 2019.

The volume of foreign investment in the country's economy has changed dramatically. Foreign investment is expected to reach 11.9 billion dollars in 2017 and 13.3 billion dollars in 2018 and increased sharply in 2019, as well as 21.5 billion dollars.

Based on the analysis of the data, it can be seen that foreign investment is an important factor in the country's economy. Therefore, on the basis of increasing the volume of investments in the country, it is possible to achieve sustainable development of the economy, especially foreign investment. It is also worth noting that in recent years there has been a sharp increase in foreign investment in the country's economy. This can be explained by the fact that the country is creating a favorable investment climate for investors.

CONCLUSIONS

Today, investment is becoming the main driver of the economy and keeps it moving. In particular, as a result of the international movement of foreign investment, sufficient capital is flowing into the parts of the country that need additional capital. In addition, the share of investments in the real sector, that is foreign direct investment, is expanding production in the country. As a result of this type of investment, new technologies, new abilities and new knowledge are coming into production. As a result, production facilities are being modernized, the range of products is being diversified and new modern production facilities are being built. All this can be assessed as a positive effect of foreign investment, that foreign direct investment. The increase in production will, first of all, lead to an increase in GDP, an increase in budget revenues and an increase in incomes. Increasing incomes will also have a positive impact on GDP growth.

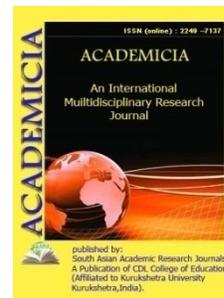
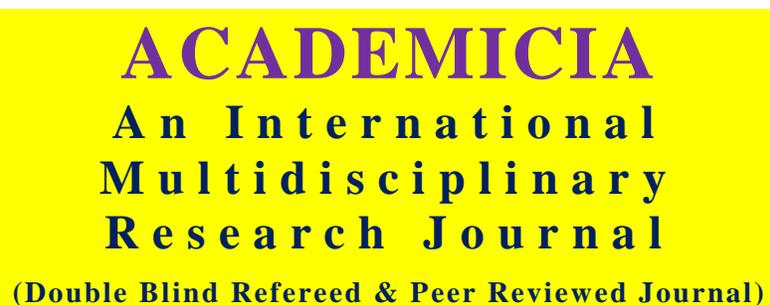
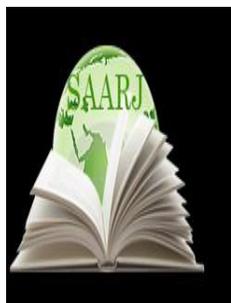
The analysis shows that one of the most effective ways to direct investment in the knowledge economy. Attracting investment in the formation of a knowledge economy can lead to a rapid development of the country's economy. A globally evolving economy requires knowledge-based development and economic management. Therefore, it is important to ensure that countries' economies are based on knowledge.

In addition, we believe that it is desirable to provide investment in the production of digital technologies and the widespread introduction of the digital economy. The development of the digital economy in the country also depends on direct investment. The more investment is attracted, the easier this process will be. In general, the inflow of investment into the country's economy has a positive impact on the country's economic growth.

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USE OF LOCAL PEDAGOGICAL TECHNOLOGIES IN TEACHING GEOGRAPHY

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ABSTRACT

The article describes the concept of local technologies, the classification and definition of local technologies, and how to use local technologies in geography lessons. Organizing students' learning activities in this way allows them to structure their creative activities. It is recommended to use the insert on topics that are intended to study only factual material in the program content. Insert is a pedagogical technology at the local level, which is used by students to understand the main idea and factual material in the curriculum.

KEYWORDS: *Lokal, Education Technology, Case Study, Insert, Clestur, Venn Diagram, Brainstorming, Small Group Work.*

INTRODUCTION

In order to activate students' cognitive activity in the study of geography, it is advisable to identify, systematize, monitor and evaluate the knowledge, skills and abilities acquired by students in the course, as well as the use of local technologies in the study of a new topic.

Use of local pedagogical technologies in teaching geography "Case study", "Insert", "Cluster", "Venn diagram", "Brainstorming", "Working in small groups", "Chain of terms", "Term sheet", quisk games and various forms of game exercises are recommended.

The use of Case study in the teaching of problematic issues in the content of the geography course is highly effective.

"Cases" – case studies are derived from English and mean process or situation.

Initially, this technology was used in the training of business and entrepreneurs, and based on the content of the current subject, educational discussions are organized to create and solve problem situations on external and internal, objective and subjective factors of natural processes.

To use the case in the educational process, the teacher:

- Identify problematic topics in the content of the program, create problem-solving tasks to teach these topics;
- Determine whether the problem-solving tasks will be organized individually or in small groups of students according to the level of difficulty;
- Plan ways to engage students' learning activities in solving these problems and communicating through learning discussions;
- Provide a final opinion in a learning discussion organized on the basis of problematic questions and assignments.

The concepts of the geographical crust which are in the content of the program, are led in teaching geography, as well as can be used in the teaching of the controversial 5th grade textbook "Earth – a planet in the solar system".

Geographical distations, which require picture interpretation, play an important role in teaching geography, and students have the opportunity to use the Case study to identify object and connections between objects.

The case study is organized on the basis of the following stages:

Phase I. Forming small groups of an equal number of students.

Phase II. Distribute the learning tasks to small groups, consisting of problem-solving questions designed to explore a specific process, and introduce them to the didactic purpose of the task.

Phase III. Focusing students' learning activities on solving learning problems. Phase IV. Listening to students' information on problem solving.

Phase V. Conducting study debates and discussions between small groups.

Phase VI. To draw a general conclusion.

While "Case Study" is used, students apply their previously acquired knowledge in new situations, expand and deepen their knowledge, master the methods of mental activity, increase mental development and professional training as an individual.

Organizing students' learning activities in this way allows them to structure their creative activities. It is recommended to use the insert on topics that are intended to study only factual material in the program content.

Insert is a pedagogical technology at the local level, which is used by students to understand the main idea and factual material in the curriculum.

To develop students' skills in using insert, they will be given learning materials and a special table. Students are encouraged to review each paragraph and mark it on a special table using specific symbols.

If the information in the paragraph corresponds to the knowledge acquired so far, “I know” –K, if the information is clear and new, then “I agree” +, if the information does not correspond to the knowledge acquired by students, then “Need to learn”-, If you the students have difficulty mastering, then “I do not understand”-? puts the mark.

A special table used in the insert

Paragraphs №	“I know” – K	“I approve” +	“Need to learn”-	“I don’t understand” -?
1.				
2.				
3.				
4 and so on.				

The following requirements must be met when using Insert in the educational progress:

Students are divided into small groups, but through the insert tool, each student first works individually and completes the table, comparing their ideas after the group members have completed the work within the allotted time;

Ensuring that the signs of the small group members in the table are the same through a learning debate, i.e., achieving uniformity across the next two columns in the table;

The teacher should organize a learning contest based on the questions and assignments base on the teaching material and the signs of the small group members in the table.

The advantage of working with the insert is that the information provided by the teacher to fill in the gaps in knowledge, to fill in the gaps in the knowledge of the students’, first among the members of the small group, and then witch each other in small groups.

The function of the source of information in the pedagogical activity of the teacher using the insert is rather reduced, and the functions of management and control of students’ cognitive activity are increased.

Therefore, the teacher should carefully plan and implement these issues.

In teaching geography, the use of clusters plays an important role in order to systematize and consolidate the knowledge acquired by students’.

Cluster - means “tree” in English.

This local technology paves the way for the development of analytical-critical thinking skills by enabling students to understand the interrelationships between ideas, theories, laws, and concepts that they have been mastered and being learned.

Creating a cluster is done in the following order:

A specific idea of the content of the geography course is written in the middle of the board or paper;

The laws related to this idea, the interrelated status of the concepts are determined by an indicator, then the factual data of these laws and concepts are written graphically and a network is formed. A conclusion is drawn about the connections between the previously studied topic and the studied topic.

In the lessons in which the cluster is used, students are divided into equal number of small groups and explained the didactic purpose and order of the assignment.

Topic: "Earth - a planet in the solar system".

The Earth is crusted like other planets in the solar system. What does an astronaut observe from space? He sees the earth surrounded by air on all sides and clouds floating in the air shell. The Earth's sphere of air the atmosphere.

He also sees that the poles of the earth are surrounded by very large white spots- ice and snow, and a very large area is occupied by water –the oceans and seas.

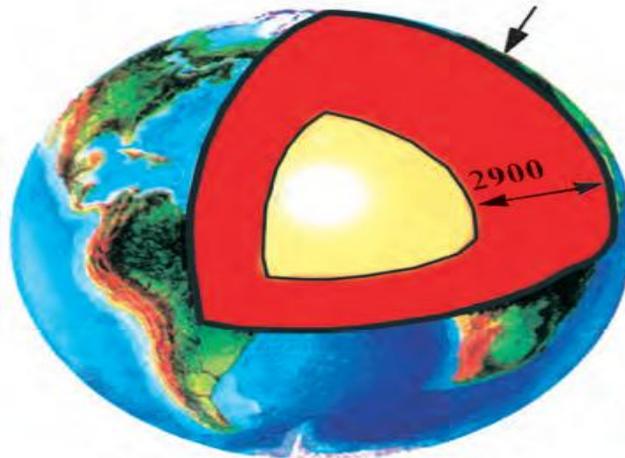
Countless lakes and rivers can be seen on land.

These are the earth's water crust - the hydrosphere.

On land, there are forests, deserts, farms, gardens, towns and villages. There are hard rocks under forests, fields, towns and villages, deserts and oceans which form the earth's crust. The crust is the hardest crust. All living things, plants, and the environment in which they live are collectively called the biosphere. The outer crust of the earth is better studied. But we know very little about its deeper, inner part. The interior of the earth cannot be seen directly, that means, it cannot be explored by entering it.

The interior of the Earth is roughly studied by studying the substances released when volcanoes erupt, depending on the propagation characteristics of the earthquake waves. According to scientists, there is a nucleus (Earth's core) in the central part of the earth. Its diameter is about 7000 km. The core is surrounded by a shell called the mantle. Its thickness is 2900km. The mantle is covered by the Earth's crust. It is the hardest of the Earth's crust, reaching a thickness of 5 km at the bottom of the oceans and 80 km at the foot of high mountains. Scientists speculate that the mantle is made up of magnesium, iron and lead. The temperature in it is 2000 0 C and higher [1.6. 39-40].

Scientists have found that the deeper the ground, the higher the temperature rises to 33 0 C every 1,000 m. Hence, at a depth of 50 km, the temperature reaches 1500 0 C. The temperature in the lower parts of the mantle and in the core increases even more. At such a high temperature, the rock had to be melted, that is, in a liquid state. But this is not the case. Because the pressure at those depths is so great. For example, at a depth of 100 km, the pressure is 13,000 times greater than on the surface, that means, it presses 13 tons of force on a surface 1 cm long and 1 cm wide. Therefore, the rocks in the mantle and core are assumed to be in a solid state.



The internal structure of the earth Scientists predict:

The average crust thickness is 40 km,

Earth's mantle is 2900 km,

The outer part of the nucleus is 2080 km,

The inner part of the core is 1280 km,

The temperature in the core is 4000 0 C.

We have less information about the Earth's core. We only know that its radius is 3500 km and the temperature is around 4000 0 C. Studying the internal structure of the earth helps a person to find answers to many questions necessary for his life. For example, are there enough minerals? Why an earthquake, can I predict it? Did the continents shift? Finding answers to questions like why a volcano erupts is important.

The lithosphere is the hard crust of the Earth. The Greek lithos means stone, sphaira means ball, or tortoise. The lithosphere includes the crust and the upper part of the mantle.

The earth's crust consists of three layers of rock. The first floor will be mostly sedimentary rocks. They are formed by the subsidence of rocks on land and in water. They are clay, limestone, sand, sandstone, chalk rocks, lying in layers. These layers are like a book about the nature of the earth in the past. By studying these layers, geologists can learn what nature has been like on earth for thousands and millions of years. If you look at a piece of chalk or limestone under a microscope, you will know that it is entirely the shells and bones of tiny animals.

They are ancient plants and animals that lived in the water millions of years ago, as well as remnants of coal and oil.

The second floor is made of granite. Granite is a magmatic rock. It is formed by the penetration and cooling of magma between the layers of the earth. Magma can be compared to boiling, burning mud. It cools and turns into granite.

Below the granite layer is a basalt layer. Basalt came out of the pit. It is heavier than granite and contains iron, magnesium and calcium. Granite and basalt are igneous rocks. The crust is not the same under the continents and under the ocean.

On the continents, the crust is three layers as seen above. Under the oceans are two floors. That is, it consist only of sedimentary rosk layers and basalt.

The hard crust of the earth is not solid, but consists of individual large pieces - slabs.

These pieces are separated from each other by deer cracks and fissures.

Fragments of the crust slide in different directions over the liquid rock layer of the mantle. Where the plates slide in opposite directions collide, the earth's crust bends to form arched islands, mountains, and marginal ocean basins. Examples include the Andes, the Japanese islands, and the Mariana Trench.

Where the lithosphere plates separate or collide, they are very mobile, with frequent earthquakes. Many extinct volcanoes are located here. Such areas form seismic zones (Greek seismos - vibration) for thousands of kilometers. At this point, it is useful to compare the maps of the "Movement of lithosphere plates" and "Earthquake and the main zones of volcanoes" from the atlas. It will then be possible to find out where most volcanoes and earthquakes occur at the junction of lithosphere plates. The largest of these are the Pacific Ring of Fire and the Alpine-Himalayan Seismic Zone.

Methods of teaching the topic of the internal structure of the earth

The technologies used at the local level in teaching the topic of "Internal structure of the earth", that means, the homework in a particular part of the lesson, the technologies used in the consolidation of the newly studied topic can be used.

These include Keys, Insert, Cluster, Brainstorming, Venn Diagram, Small Group Work, Chain of Terms, Terminology Sheet, quick games, various forms of game exercises, and etc.

It is recommended to use the insert on topics that are intended to study only factual material in the program content.

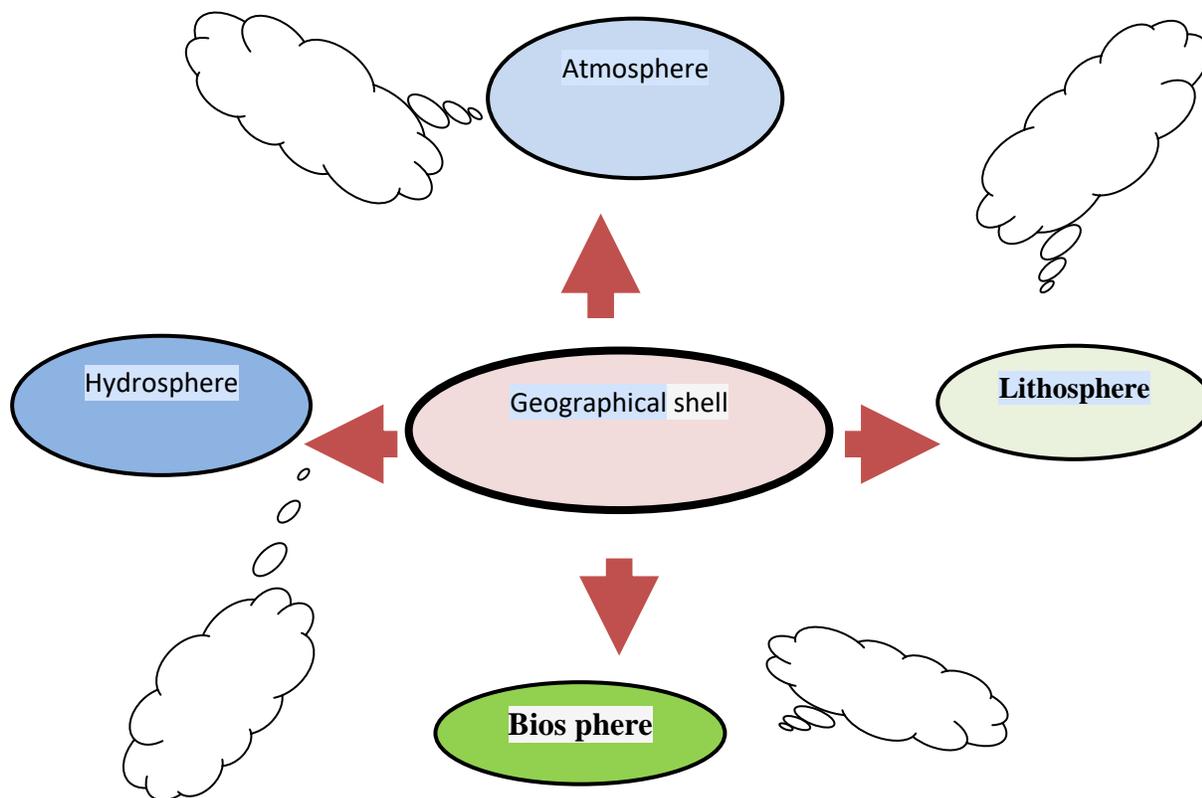
To develop students' skills in using insert, they will be given learning materials and a special table. Students are encouraged to review each paragraph and mark it on a special table using specific symbols. If the information in the paragraph correspondes to the knowledge acquired so far, "I know" – B, if the information is clear and new, then "I agree" +, if the information does not correspond to the knowledge acquired by students, then "Should learn" -, students If you have difficulty mastering, then "I don't understand" -? puts the mark. Below is the insert table.

Paragraphs №	"I know" – K	"I approve" +	"Need to learn"-	"I don't understand" -?
1.The thickness of the crust is moderate				
2. Earth's mantle				
3. The outer part of the nucleus				
4. The inner of the nucleus				
5. The temperature in the core				

The advantage of using an insert in the classroom is that the information provided by the teacher to fill in the gaps in the knowledge of students, first of all between small group members, and then with small groups, to fill in the gaps in their knowledge.

The use of clusters plays an important role in geography lessons in order to systematize and consolidate the knowledge acquired by students. (Cluster-link) is the way to create an information map-gather ideas around some key factor to centralize and define the essence of the whole structure. Accelerates the activation of knowledge, helps to freely and openly engage new interconnected ideas on the topic in the thought process.

This local technology paves the way for the development of analytical-critical thinking skills by enabling students to understand the connections between ideas, laws, and concepts that are assimilated and assimilated, and to understand their interdependence. The cluster is formed in the following order: a specific idea in the content of the studied science course is written in the middle of the board or paper, then the concepts related to this idea are marked with an interconnected status indicator and form indicator and form a network. Creating a cluster on a single chapter or topic provides a framework for students to think systematically. At the heart of the cluster is the main idea or concept, for example, the theme "Geographical shell" is formed as follows:



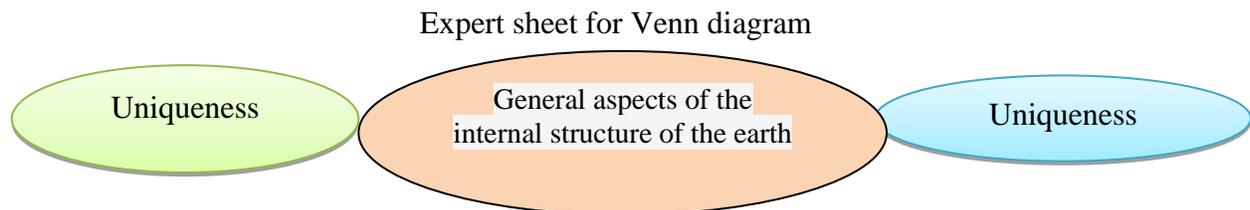
Sample for creating a cluster

In the lessons in which the cluster is used, students are divided into equal number of small groups, after which they are explained the didactic purpose of the task and the order of its implementation, they are given the opportunity to summarize their ideas.

Within the allotted time, defend the cluster they have created, prove their point, the best and easiest structured cluster is identified, and the winners are encouraged.

One of the technologies used locally in geography lessons is the Venn diagram, named after the English scientist John Venn who developed it. Venn diagram requires analysis and comparison of concepts and processes of the studied topic.

On the subject of the internal structure of the earth, the study of substances released during volcanic eruptions can be used to compare similar and different and useful aspects such as the propagation properties of earthquake waves, the core of the earth and its diameter, mantle and its thickness, its composition, temperature. It is recommended that the Venn diagram can be seen as follows.



Venn diagram is used to compare, contrast, or contrast two and three aspects and commonalities in a lesson. This method develops students' skills of systematic thinking, comparison, comparison, analysis.

The Brainstorming method is a step-by-step process in which the teacher designs the topic from simple to complex

1. The thickness of the crust?
2. What about the Earth's mantle?
3. What is the temperature in the nucleus?
4. What is the geographical crust itself?
5. Compare how the biosphere and hydrosphere are related to each other?
6. Why is a volcano erupting? and so on.

Problem technology: to teach students to correctly solve various problem situations arising from the subject of the subject, to develop skills in determining the nature of the problem, to acquaint them with some methods of problem solving and to teach them to choose the right methods, problem causes, problem solving actions teaches correct identification.

Mode of the lesson: After the teacher divides the students into groups and places them in their places, he explains the rules and requirements of the lesson, that is, the lesson should be staged and each stage requires maximum attention from students, they work individually, in groups and in groups, he says. This mood helps students to be ready to complete the tasks assigned to them and stimulates interest in completing them. After explaining the rules and requirements of the training, the training will begin:

Carefully watch the film prepared by the students for the lesson and try to identify the problem, memorize it or mark it in a notebook (if it is not possible to show the film, then the teacher can

make a map, poster, picture, poster or a problem on the subject) the described text can be used as the study material in the book or atlas):

- The problems identified by each group member from this sheet (picture, text, lif event) are written on a piece of paper in Whatman or format with a felt-tip pen;
- At the end of the allotted time, the work is read out by the group;
- Distributed to the groups by the teacher, replacing the papers selected and written by the groups;
- From the problems written by the groups in the handouts, each group member chooses one of the problems that interests him / her;
- In the following diagram distributed by the teacher, each group member selects one of the problems they are interested in;
- Independently analyze the problem selected by each group member in the following diagram distributed by the teacher. For example.

Type of problem	The problem came reasons for withdrawal	Problem solving and your actions
What causes earthquake waves?		

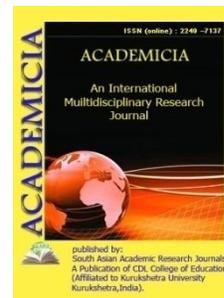
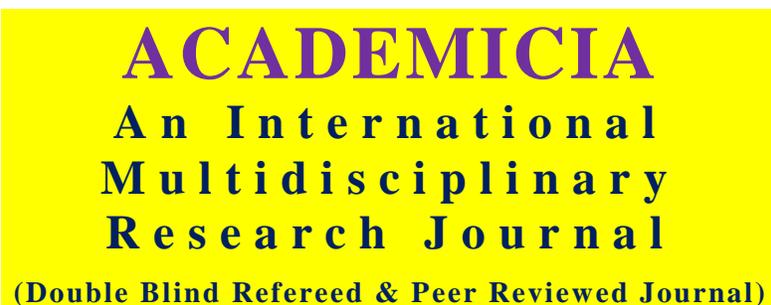
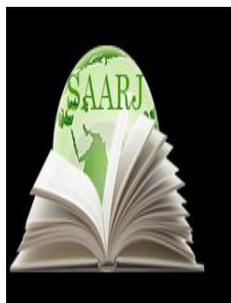
- At the end of the individual activity, each student reads out the analytical work done;
- Collective exchange of views on problems and their solutions;
- After the defense, the teacher concludes the lesson. Thanks to the small groups for their fun work.

As a result of training with such technology, students learn that the cause of problem must be determined before it has been solved, and then they must choose the methods and techniques they need and clearly define their actions.

The use of “Concept Analysis”, “Group Work”, “Remember” exercises, “BLIS” method, “Classification” and “Contour Map” methods are also effective when the local pedagogical technologies are used.

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EFFECTIVENESS OF FOREIGN LANGUAGE TEACHING AND PRIORITIES OF TRANSLATION TEACHING METHODS

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ABSTRACT

This article focuses on the development of translation skills along with the study of foreign languages, taking into account the role of translators in world civilization, the role of the peoples of the world in the development of culture, literature, art, science and technology in general. Formed as a science by the middle of the 20th century, the type of activity that includes translation theory and practice, or translation studies, plays an important role in modern linguistics. The work of our linguists, who have conducted research on the theory of translation and its teaching methods, is commendable.

KEYWORDS: *Methodology, Translation Skills, Foreign Language Teaching, Translator Competence, Skills, Professionalism*

INTRODUCTION

Today, reforming and improving the system of continuing education in our country, which is on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and improving the efficiency of education has become a state policy. In the process of development of pedagogical technologies and their integration into the educational process, as well as the rapid exchange and improvement of information technology, everyone has the opportunity to strengthen their professional training and skills. The introduction of advanced pedagogical technologies in the educational process is one of the milestones of the National Training Program. Today, innovative pedagogical

technologies and interactive methods are widely used in education, especially in foreign language teaching.

The application of innovative pedagogical technologies in foreign language education - the orientation of the individual to the needs of society, the organization of education on the basis of these requirements, the formation of the individual as a full-fledged mature staff to create favorable conditions for the manifestation and development of the language [1].

In the second half of the twentieth century, linguistics expanded its research. Initially focused only on the system and development of the language system, later language began to be studied as a tool of thought and a means of verbal communication. The focus of linguists was on the spiritual aspects of language units and speech works, exploring the relationship between language and perception, real reality, society, culture, and sign systems.

New fields of linguistics and research have emerged, including cognitive linguistics, psycholinguistics, sociolinguistics, textual linguistics, speech theory, and more. Linguistics has become macro linguistics, that is, a complex of linguistic sciences that studies the features, results, ways, and multifaceted forms of language existence in society. Only a linguist with this degree can engage in research such as the theoretical understanding of modern translation activities, i.e. the comprehensive scale of translation work to date, the level of requirements for translations, and the training of many qualified translators.

Underlying the methodology of teaching translation is the idea that the ability to translate, like the ability to learn all languages, is genetically present in all, that is, to develop a person to the level of a skilled translator, even if everyone has some ability. it is possible.

Teaching translation is not only of theoretical importance, but also requires the formation of conditional translation competencies in students. It also has general linguistic and general education functions [3, 29].

The formation of translator competence leads to the full development of future translators as individuals: to be attentive when working with databases and directories, to know how to choose, to make the right decision quickly, to be a linguist and extralinguist, develops the ability to find and compare data. By professional training of a translator we mean high culture, high encyclopedic erudition, communicativeness, constant enrichment of knowledge, diversity of interests. All of these qualities are manifested in two languages and two cultures.

The professional, special and basic specificity of the translator's competence is reflected in the fact that the translator solves their professional problems in a positive way with the help of a set of knowledge, skills and abilities. In this trinity, that is, knowledge - ability - skill, the main place is occupied by ability.

Because ability is the synthesis of knowledge and skills based on it. Ability is always useful, as opposed to theoretical knowledge, which is considered abstract and cannot provide practical help in solving a particular problem. Unlike so-called automated or simple actions, skills are performed consciously, consciously, and knowingly. Taking all of the above into account, an adequate approach to translation should be developed in the formation of translator skills, which requires problem-solving exercises in the process of teaching translation.

However, the main goal of translation theory is not to provide students with a body of knowledge, but to train them to be highly qualified, professional translators.

Commentator V.N.Komissarov says: "The results of the study of any subject do not depend on the purpose and content of teaching, but on how the subject is studied, on what methodology it is studied. Although there are some shortcomings in the teaching methods of translation, translation teaching methods are not well researched, even if the teaching teachers have enough experience" [4, 46].

Well-known translation skills are developed through the use of specially selected teaching materials. Such materials include translation exercises and textbooks.

The training of such a wide range of professional translators has necessitated the development of special methodological bases in modern translation studies. The methods and organization of teaching translation are analyzed through a number of basic rules and considerations:

1. Translation is a complex and multifaceted type of mental activity that can take place for different purposes, under different conditions, in different ways, and under the influence of different factors.
2. Translation, like any other type of activity, involves the formation of certain knowledge, skills (conscious execution of certain actions) and skills (automated or semi-automated execution of certain actions) formed in the process of teaching translation.
3. Interpreting activities can be performed consciously (as a result of reasoned conclusions and analysis) or intuitively by the interpreter.
4. The competence of the translator is reflected in the fact that the translator demonstrates all the language skills. Competence in translation is manifested through comprehensive cognitive and linguistic knowledge, comprehensive cultural erudition and the necessary psychological qualities.
5. The task of teaching translation is not to teach the translator to apply some norms, rules or "receptors" in different situations in an automated way, but to teach translation methods and ways for different purposes in different situations, in different texts. It is about developing the ability to choose.
6. The object of translation activity is the information contained in the original text. The content of a text is semantically and formally complete, and the individual parts of the text are interrelated and unequally important for communication.
7. The language units that make up the text are in themselves the object of translation. Based on them, the content of the text is formed, and the presence of certain language tools in the text has semantic significance, defines the tasks of translation and creates a special difficulty for translation.
8. It is necessary to formulate strategies for individual, creative approach to the difficulties that arise in translation, rather than the ways of translation of the teaching material used in the process of teaching translation. In this sense, in the process of teaching translation, based on the teaching material, it is necessary to identify the difficulties that arise in the translation process and to develop specific methods and ways to solve them.

9. The specificity of interlingual communication requires a large number of options for the translation of the translated text in principle. In this regard, students are not tasked with creating a single, optimal version of the translation. At the same time, the teaching process requires a critical approach to translation exercises and the rejection of incorrect options [2, 158].

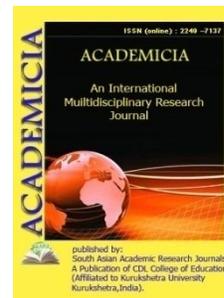
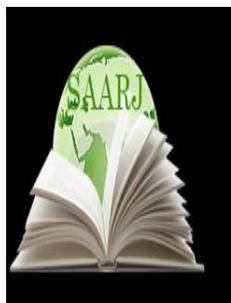
The above cases reflect the content of the translation teaching methodology.

Thus, the study of foreign languages is a modern requirement, and the development of new methods of language learning for the younger generation, based on the "National Program of Personnel Training" and recommendation to the learning process is an urgent task for scientists and experts. In order for our talented young people to become experts in their fields of interest, they must first have a thorough knowledge of foreign languages, including English.

Therefore, the introduction of technology, ensuring that teaching methods meet the requirements of the times are the urgent tasks of educators. Training and retraining of specialists is also one of the current social problems.

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ANALYSIS OF IR SPECTRA OF HETERO-METALLIC OXO-CENTERED THREE-CORE CARBOXYLATES BASED ON IRON (III) WITH THE INVOLVEMENT OF QUANTUM-CHEMICAL CALCULATION

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ABSTRACT

The article is devoted to the study of the problems of detailed interpretation of vibrational spectra of oxo-centred trinuclear heterometallic carboxylates based on iron (III) of the general formula $[Fe^{3+}_2M^{2+}O(CH_2XCOO)_6(H_2O)_3]$, where $M=Mn, Co$ or Ni ; $X=H, Cl$ or Br , by applying quantum chemical calculation. One of the problems in assigning the detected absorption bands in the infrared spectra of these compounds in the region of stretching vibrations with the participation of a heterometallic M atom is the superposition of highly intense peaks from bending vibrations of groups of carbon, oxygen and hydrogen atoms. The most common, complex and expensive method of isotopic substitution does not allow identifying individual peaks due to oscillations with the participation of M . The high-speed technique for calculating spectra is trying to solve this problem with sufficient accuracy. The vibrational spectrum of the compounds under study was calculated using the Gaussian-09 software package by the hybrid density functional theory DFT/B3LYP using the 3-21G basis set. Heterometallic oxo-carboxylates were synthesized according to a previously developed procedure based on the interaction of calcium salt of a carboxylic acid with a mixture of ferric and ferrous metal chlorides taken in a 2:1 ratio in an aqueous solution. The IR spectra of the compounds were measured on an "FT-IR Spectrum 2 Perkin Elmer" spectrophotometer in the form of KBr-based tablets. It is shown that the calculated IR spectra for heterobimetallic oxo-centred carboxylates are in satisfactory agreement with the experimentally measured spectra. Calculations have shown that little noticeable differences in the spectra of compounds with different heterometal M in the region of stretching vibrations with its participation are due to the low value of the

extinction of the absorption bands. The possibility of visualizing the vibrations of each group of atoms in the molecule made it possible to unambiguously interpret the detected absorption bands in the real IR spectra of compounds and establish that the studied heterobimetallic carboxylate complexes have the structure of a μ_3 -oxo cluster.

KEYWORDS: Cobalt, Infrared Spectrum, Iron, Nickel, Oxo-Centred Carboxylate, Quantum Chemical Calculation, Stretching Vibration.

INTRODUCTION

Heterometallic oxo-centred tricyclic carboxylate complex compounds based on iron (III) of the general formula $[\text{Fe}^{3+}_2\text{M}^{2+}\text{O}(\text{RCOO})_6\text{L}_3]$.

Where M is a transition metal;

RCOO - carboxylic acid anion or its derivative;

L is a neutral electron-donor ligand that has high biological and catalytic activity [1, 2, 3, 4]. Of the few works devoted to the study of the vibrational spectra of polynuclear complexes with bridging carboxyl ligands, the studies of Cannon et al. [5, 6, 7, 8] deserve special attention. In works [9, 10, 11, 12, 13, 14], the IR spectra of the compounds were mainly used for their identification. Even though in [5, 6, 7, 8] an attempt was made to interpret the spectra of oxo-centred carboxylates by the method of ^{18}O and ^2D isotopic substitution, the question of the final assignment of absorption bands in the region of stretching vibrations of bonds with the participation of metal atoms remains open, due to superposition of closely lying peaks of bending vibrations of groups of lighter atoms.

Aim of the study. In connection with the above, the goal of this work is to calculate the vibrational spectra of trinuclear oxo-centred heterometallic carboxylates and compare them with the experimentally measured IR spectra.

EXPERIMENTAL PART

The compounds were synthesized according to the methods described in [2, 15].

$[\text{Fe}^{3+}_2\text{Mn}^{2+}\text{O}(\text{CH}_3\text{COO})_6(\text{H}_2\text{O})_3]\cdot 2\text{H}_2\text{O}$ (I). In 35 ml of water with heating, dissolve 10.55 g to (0.06 mol) $\text{Ca}(\text{CH}_3\text{COO})_2\cdot\text{H}_2\text{O}$, 1,00 g (0.005 mol) $\text{MnCl}_2\cdot 4\text{H}_2\text{O}$ and 5 ml of glacial acetic acid. To the resulting hot solution (85-95 °C) with constant stirring, poured 8 ml of 1.25 M aqueous solution of FeCl_3 and within 60-90 minutes the temperature of the reaction mixture is maintained at about 90 °C. After cooling the reaction mixture to room temperature, the precipitated fine-crystalline dark brown product was separated on a glass filter and washed first with a small amount of an aqueous solution of CH_3COOH (1:1), and then with acetone until the filtrate was clarified. The product is air-dried. Output 1.5 g. Elemental analysis:

Found, %: C 23.14; H 4.46; Fe 18.01; Mn 8.52;

calculated, %: C 22.84; H 4.47; Fe 17.70; Co 9.34.

$[\text{Fe}^{3+}_2\text{Co}^{2+}\text{O}(\text{CH}_3\text{COO})_6(\text{H}_2\text{O})_3]\cdot 2\text{H}_2\text{O}$ (II). The compound was synthesized similarly to complex I. The difference is that instead of $\text{MnCl}_2\cdot 4\text{H}_2\text{O}$, 1.19 g (0.005 mol) of $\text{CoCl}_2\cdot 6\text{H}_2\text{O}$ is taken,

and the amount of water and calcium acetate hydrate is reduced to 25 ml and 7.1 g, respectively. Output 2.2 g. The product is a brown powder.

Found, %: C 23,13; H 4,46; Fe 17,94; Co 8,87;

calculated, %: C 22,84; H 4,47; Fe 17,70; Co 9,34.

[Fe³⁺₂Ni²⁺O(CH₃COO)₆(H₂O)₃]·2H₂O (III). The compound was synthesized analogously to compound II. In this case, instead of MnCl₂·4H₂O, 1.19 g (0.005 mol) of NiCl₂·6H₂O are taken, and the amount of water and calcium acetate hydrate is reduced to 25 ml and 5.3 g, respectively. The product is a greenish-brown powder. Output 2.5 g.

Found, %: C 23,31; H 4,51; Fe 18,05; Ni 9,03;

calculated, %: C 22,85; H 4,47; Fe 17,71; Ni 9,30.

[Fe³⁺₂Co²⁺O(CH₂ClCOO)₆(H₂O)₃]·H₂O (IV).

To a solution of 5.67 g (0.06 mol) of monochloroacetic acid in 20 ml of water, 2.22 g (0.03 mol) of calcium hydroxide are added in portions.

By adding the acid or calcium hydroxide used, the *pH* of the solution is adjusted to 4-5 and filtered. The temperature of the filtrate is raised to 70 - 75 °C and 1.19 g (0.005 mol) of CoCl₂·6H₂O is dissolved in it. To the solution obtained and heated to 80 °C with vigorous stirring, 8 ml of an aqueous solution of FeCl₃ (1.25 mol/l) acidified with HCl is slowly added dropwise. The resulting brown fine-crystalline precipitate is filtered off, washed first with a small amount of water, and then with acetone, and dried in air.

Yield 2 g.

Found, %: C 17,42; H 2,40; Fe 13,70; Co 7,25; Cl 26,77;

calculated, %: C 17,58; H 2,46; Fe 13,63; Co 7,19; Cl 26,05.

[Fe³⁺₂Ni²⁺O(CH₂ClCOO)₆(H₂O)₃]·H₂O (V). It was obtained analogously to compound IV using 1.19 g (0.005 mol) NiCl₂·6H₂O instead of CoCl₂·6H₂O.

The product is a greenish-brown powder.

Output 2 g.

Found, %: C 17,25; H 2,65; Fe 13,72; Ni 7,03; Cl 25,61;

calculated, %: C 17,59; H 2,46; Fe 13,63; Ni 7,16; Cl 25,96.

[Fe³⁺₂Co²⁺O(CH₂BrCOO)₆(H₂O)₃] (VI). Synthesized analogously to compound IV, starting from 2.22 g of Ca(OH)₂, 8.34 g of CH₂BgCOOH, 25 ml of H₂O, 1.19 g of CoCl₂·6H₂O, and 6 ml of an aqueous solution of FeCl₃ (1.25 mol/l), acidified HCl. The brown fine-crystalline precipitate is filtered off, washed first with a dilute aqueous solution of mono-bromo-acetic acid (*pH* ~ 3.5), then with acetone, and dried in air.

Output ~ 2.8 g.

Found, %: C 13,27; H 1,68; Fe 10,32; Co 5,74; Br 44,69

Calculated, %: C 13,49; H 1,70; Fe 10,45; Co 5,52; Br 44,88.

$[\text{Fe}^{3+}_2\text{Ni}^{2+}\text{O}(\text{CH}_2\text{BrCOO})_6(\text{H}_2\text{O})_3]$ (VII). Obtained analogously to complex IV, using 1.19 g (0.005 mol) $\text{NiCl}_2 \cdot 6\text{H}_2\text{O}$ instead of hexahydrate cobalt chloride. The compound is a light brown fine crystalline powder.

Output ~ 2.8 g.

Found, %: C 13,62; H 1,82; Fe 10,37; Ni 5,36; Br 43,97;

Calculated, %: C 13,49; H 1,70; Fe 10,45; Ni 5,49; Br 44,88.

IR spectra of compounds in the range $450\text{--}4000\text{ cm}^{-1}$ were measured on an "FT-IR Spectrum 2 Perkin Elmer" spectrophotometer in the form of KBr-based tablets. Figure 1 shows the measured IR spectrum of $[\text{Fe}^{3+}_2\text{Ni}^{2+}\text{O}(\text{CH}_3\text{COO})_6(\text{H}_2\text{O})_3] \cdot 2\text{H}_2\text{O}$ (III).

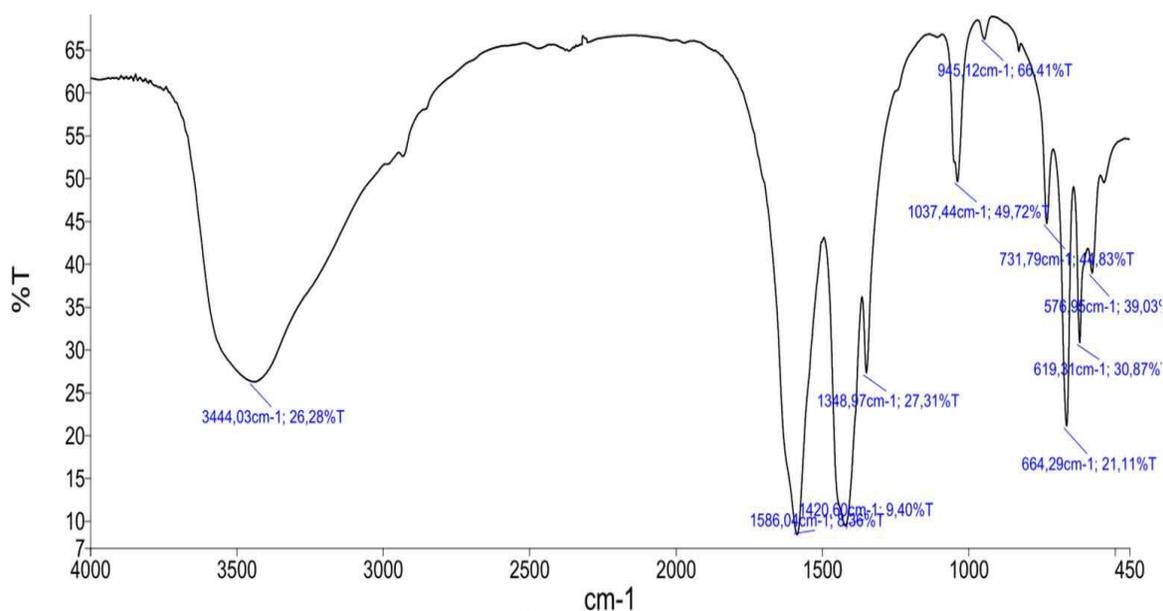


Figure 1. IR spectrum $[\text{Fe}^{3+}_2\text{Ni}^{2+}\text{O}(\text{CH}_3\text{COO})_6(\text{H}_2\text{O})_3] \cdot 2\text{H}_2\text{O}$.

Calculation methods Calculations of the optimal molecular structure and vibrational spectrum of the compounds under study were carried out using the Gaussian software package using the DFT/B3LYP hybrid density functional theory method [16, 17] with the 3-21G basis.

RESULTS AND DISCUSSION

Figure 1 shows the IR spectra of aquo-acetate complex compounds I-III. The similarity of the measured spectra indicates the isostructurality of complexes I – III. The absence of an absorption band characteristic of the stretching vibration of the "free carbonyl group" $\text{C}=\text{O}$ in the region of $1720\text{--}1760\text{ cm}^{-1}$ [18] and, instead of it, strongly intense peaks corresponding to symmetric and asymmetric stretching vibrations of the $-\text{COO}$ group at 1420 and 1565 cm^{-1} indicates the μ_3 -oxo-cluster structure of heterometallic acetates [12, 13, 14].

The optimized structure of an individual molecule $[\text{Fe}^{3+}_2\text{Ni}^{2+}\text{O}(\text{CH}_3\text{COO})_6(\text{H}_2\text{O})_3]$, calculated by the DFT/B3LYP density functional theory method, is shown in Fig. 2.

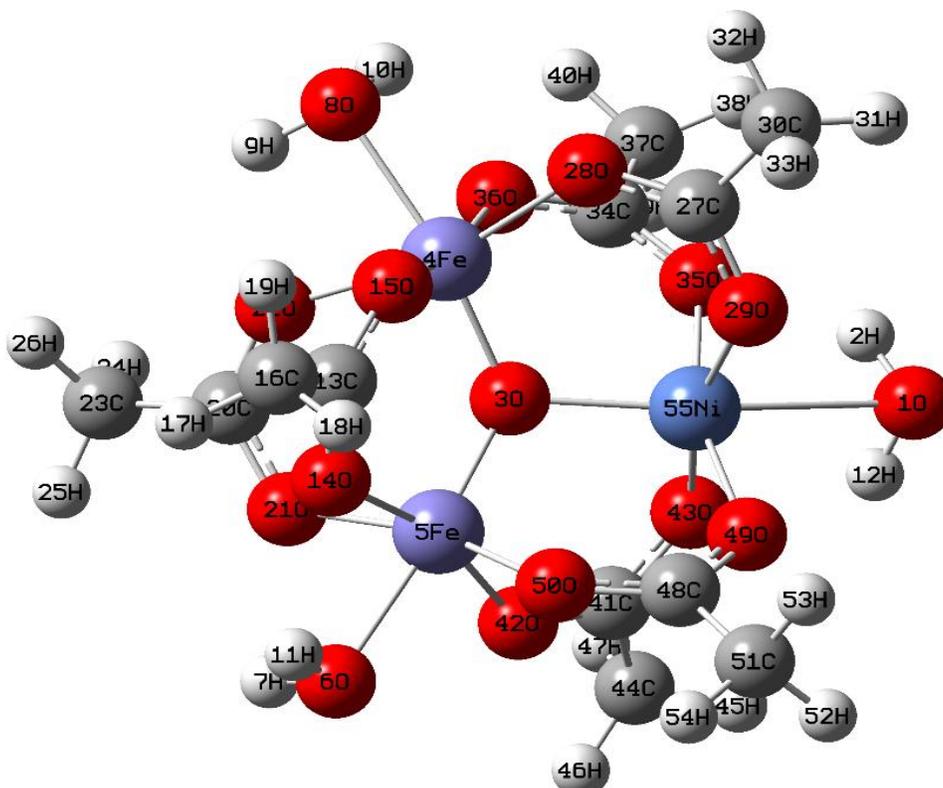


Figure 2. Optimized structure $[\text{Fe}^{3+}_2\text{Ni}^{2+}\text{O}(\text{CH}_3\text{COO})_6(\text{H}_2\text{O})_3]$

The calculated internuclear distances, bond and torsion angles were given by us in [19]. Note that the symmetry of the oxo-centred trimeric complex decreases from D_{3h} to C_{2v} and further, not only due to the nature of the heterometal M . A further decrease in symmetry occurs due to the spatial influence of the undivided pair of the central oxide ion and the oxygen of the carboxyl groups. Also, coordinated water molecules can form intra- and intermolecular hydrogen bonds, which also contribute to the distortion of the symmetry of the molecule.

Therefore, in the vibrational spectrum of oxo-centred heterometallic carboxylates, single characteristic peaks are split into many adjacent lines.

Quantum-chemical calculation of IR spectra shows that the spectrum of all compounds under study in the range $0\text{-}4000\text{ cm}^{-1}$ shows the same number of absorption bands, namely 159 lines with different intensities, as we noted earlier [20]. Most of the absorption bands of low extinction are covered by neighbouring peaks of higher intensity. Because the main part of the absorption bands of the studied IR spectra is in the range up to 1800 cm^{-1} , Fig. 3 compares the IR spectra for nickel-containing acetate III, monochloroacetate V, and monobromoacetate VII. Table 1 shows the results of a comparative analysis of the position of the maxima of the absorption bands in the measured and calculated spectra of the compounds under study and their assignment in the range of $450\text{ - }4000\text{ cm}^{-1}$. Analysis of the data in Table 1 shows that the calculated IR spectra of heteronuclear oxo-carboxylates are in satisfactory agreement with the experimentally measured ones. To establish the individuality of compounds, the absorption bands corresponding to the $\omega(\text{Fe}_2\text{MO})$, $\nu(\text{M-O}_k)$, $\nu(\text{M-O}_{II})$ and $\nu_{\text{as}}(\text{Fe}_2\text{MO})$ vibrations seem to be important.

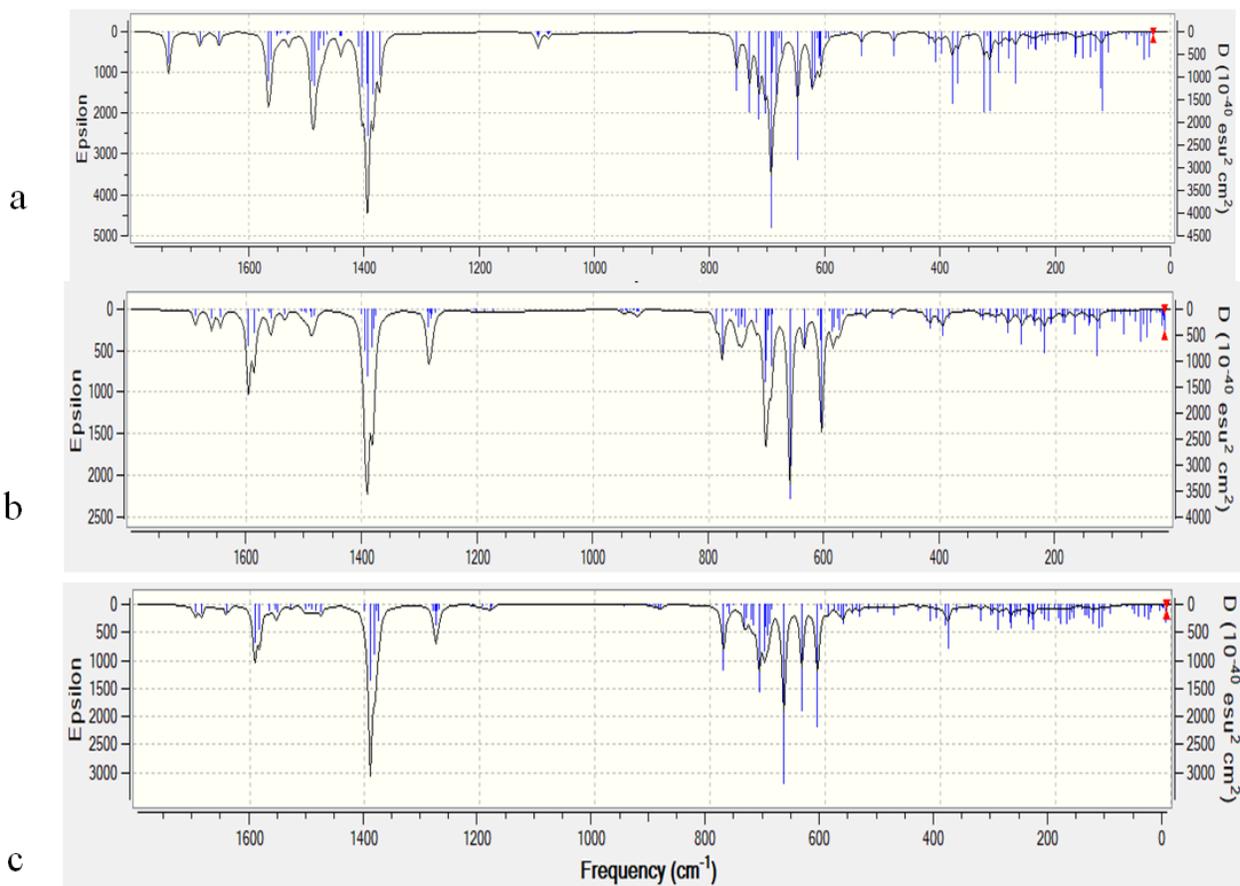


Figure: 3. Calculated IR spectra of compounds of composition $[\text{Fe}^{3+}_2\text{Ni}^{2+}\text{O}(\text{CH}_2\text{XCOO})_6(\text{H}_2\text{O})_3]$: a) $\text{X}=\text{H}$; b) $\text{X}=\text{Cl}$; c) $\text{X}=\text{Br}$.

Table 1 follows that the calculated intensities of the peaks corresponding to the indicated fluctuations turned out to be insignificant. The peak corresponding to the stretching vibration $\nu(\text{M}-\text{O}_i)$ has the highest intensity, the manifestation of which gives a slightly noticeable difference in the spectra of complexes with different M heterometallic in the region of $450\text{--}850\text{ cm}^{-1}$. The nature of M has an insignificant effect on the position of the maximum of the peak of vibration $\nu(\text{M}-\text{O}_i)$ with the same carboxyl ligand. However, replacing X in CH_2XCOO -significantly shifts the frequency of this vibration. Thus, for the studied nickel-containing oxo-carboxylates with $\text{X}=\text{H}$, Cl, and Br, the fluctuation of $\nu(\text{M}-\text{O}_c)$ is detected, respectively, at 664 , 678 , and 680 cm^{-1} .

Table 1

Comparative analysis of the position of the absorption band maxima in the measured and calculated spectra of compounds of the general formula $[\text{Fe}^{3+}_2\text{M}^{2+}\text{O}(\text{CH}_2\text{XCOO})_6(\text{H}_2\text{O})_3]$ and their assignment

Exp. Exp. Exp. Calc.

X=H				X=Cl				X=Br				Assignment
M=Mn		M=Co		M=Co		M=Ni		M=Co		M=Ni		
Exp.	Relates. intensity											
480cл		480cл		480cл		470cл		480cл		485cл		$\omega(\text{Fe}_2\text{MO})$
				523cл								$\nu(\text{M-O}_k)$
												$\tau(\text{OH}_2)$ or M
												Asinkh $\nu(\text{Fe-O}_k)$ $\nu(\text{Fe-O}_k)$
												Asinkh $\nu(\text{M-O}_k)$ $\nu(\text{Fe-O}_k)$
												$\nu(\text{M-O}_n)$
												$\rho(\text{CO}_2)$
												$\omega(\text{HOH Fe})$
												$\omega(\text{HOH M})$
												$\delta(\text{COO})$

3040П																	1730ПЛ	1586с	1565ПЛ
3040П																	1730ПЛ	1587с	1565с
3050П																	1730ПЛ	1586с	1565с
3064																	1738		1566
3																	303		422
																	1660ср		1606с
																	1660ср		1603с
																	1660		1596
																	70		277
																	1690ПЛ		1570с 1605с
																	1690ПЛ		1570с 1605с
																	1684		1591
																	64		267
																			$\nu_{as}(OCO)$
																			$\nu_{as}(OCO)+$ $\delta_s(CH_3)$
																			$\delta_s(OH_2)$
																			$\nu_s(CH_2)22C$
																			$\nu_s(CH_2)45C$
																			$\nu_s(CH_2)34C$
																			$\nu_s(CH_2)16C$
																			$\nu_s(CH_2)40C$
																			$\nu_s(CH_2)28C$
																			$\nu_s(CH_2)45C$
																			$\nu_s(CH_2)34C$
																			$\nu_s(CH_2)22C$
																			$\nu_s(CH_2)16C$
																			$\nu_s(CH_2)40C$
																			$\nu_s(CH_2)28C$
																			$\nu_{as}(CH_3) 16C$

		3576	102			3600	69			3564	93	$\nu_{\text{as}}(\text{OH}_2)$ 80
		3537	89			3623	85			3614	78	$\nu_{\text{as}}(\text{OH}_2)$ 60

The maxima of these absorption bands in the calculated spectrum are found at 647, 661, and 671 cm^{-1} , respectively. From Fig. 3 and Table 1, it follows that the features of the IR spectra of carboxylates with different CH_2XCOO -are clearly explained by the presence or absence of methyl- CH_3 , methylene- $>\text{CH}_2$, and the C-X bond in the molecules. The theoretical calculation shows that a stronger splitting of the peak corresponding to the symmetric oscillation of the bridge-COO groups $\nu_{\text{s}}(\text{COO})$ is observed in the case of acetate complexes. Therefore, in the experimentally measured spectrum of oxo-acetates, in contrast to haloacetates, a maximum is detected at 1348-1349 cm^{-1} . According to theoretical calculations for the most intense lines, the difference $\Delta\nu = \nu_{\text{as}}(\text{COO}) - \nu_{\text{a}}(\text{COO})$ in the case of acetates, chloroacetates, and bromoacetates is 163, 206, and 201 cm^{-1} , respectively. For the experimentally measured spectra, this difference is 144, 207, and 205 cm^{-1} , respectively. Symmetric and asymmetric valence oscillations of C-H bonds in the- CH_3 and $>\text{CH}_2$ groups, according to theoretical calculations, are manifested in the region of 3060-3270 cm^{-1} and of insignificant intensity. Therefore, they do not play such a significant role in the formation of the IR spectrum of the oxo cluster as a whole. This cannot be stated for the absorption bands corresponding to the vibrations of the O-H bonds of the coordinated water molecules. They have a fairly high extinction and their proximity to each other contributes to the formation of a very wide band with a maximum at $\sim 3450 \text{ cm}^{-1}$. Also, the large width of this band may be due to the presence of water crystallization molecules and intermolecular hydrogen bonds.

CONCLUSION

Quantum-chemically calculated IR spectra for iron(III)-based heterobimetallic oxo-centred tri-core carboxylates satisfactorily describe their experimentally measured spectra. Calculations have shown that the little noticeable differences in the spectra of compounds with different heterometallic M in the region of valence vibrations with its participation are due to the low extinction value of the absorption bands corresponding to these vibrations. Theoretical calculations made it possible to unambiguously interpret all the detected absorption bands in the real IR spectra of the studied compounds and to establish that the studied heterobimetallic carboxylate complexes have the structure of a μ_3 -oxo cluster.

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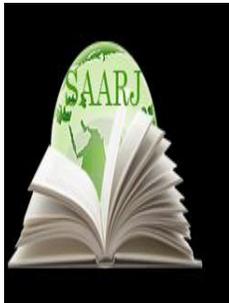
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STUDYING THE EFFECT OF THE CLEANING DISTANCE BETWEEN SUPPLY ROLLERS AND COTTON DRUMS ON COTTON CLEANING EQUIPMENT

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ABSTRACT

In the "Cleaning and drying" section of ginneries, the impact of the distance between the rollers and pile-rail drums of the machine 1XK, which cleans the cotton from fine contaminants, was analyzed and researched. Conclusions and recommendations were given. Dirty mixtures are divided into passive or inert and active types in terms of adhesion to seed cotton. Passive or inert mixtures are on the surface of the seed cotton husks and are easily separated from the seed cotton when lightly shaken. It will be difficult to separate the active compounds from the seed cotton. To separate the active compounds from the seed cotton, they must first be made passive.

KEYWORDS: *Cleaning equipment, dirt box, grate, fibre, pile drum, piles, planks, seed cotton, and supply rollers.*

INTRODUCTION

When picking cotton by hand, the degree of contamination depends mainly on the attention of the picker, the timeliness and quality of defoliation of cotton leaves when picking by machine. Compounds found in seed cotton can be organic and mineral compounds in terms of origin. Organic bodies include parts of the cotton bush - leaves, twigs, pelvic floor, flower petals, fruit bands, and other plant parts (gum and other weeds). Mineral compounds include rock, sand, soil,

lumps, etc. Contaminants in cottonseed are conditionally divided into two groups in terms of size.

The size of the group of fine mixtures is 10 mm. less than 10 mm in size for a group of large compounds. compounds greater than

Dirty mixtures are divided into passive or inert and active types in terms of adhesion to seed cotton. Passive or inert mixtures are on the surface of the seed cotton husks and are easily separated from the seed cotton when lightly shaken. It will be difficult to separate the active compounds from the seed cotton. To separate the active compounds from the seed cotton, they must first be made passive. Therefore, when choosing cotton cleaning equipment, it is necessary to look at the nature of the mixtures and how they adhere to the seed cotton. When choosing the types of equipment needed to clean cotton from various contaminants, it is important to take into account their physical and mechanical properties (size, origin, degree of adhesion to cotton).

MATERIALS AND METHODS

Seed cotton ginning machines consist of a pile drum section and a saw drum section. Fine weeds are best cleaned in the pile drum section, while large mixtures are best cleaned in the saw drum section. 1XK, UXK, ChX5, ChX-3M2, 1XP and other equipment are used in PTKs to clean small and large contaminants in seed cotton. At present, in the ginning industry, the cleaning of seed cotton from fine impurities is mainly carried out by 8-pile drum SCh-02; 1XK cleaners and EN178 pile blocks are used.

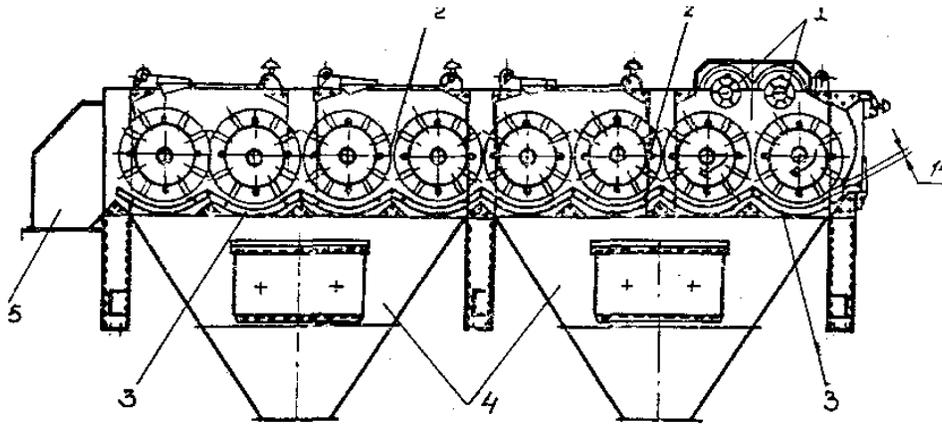


Figure 1. Structural structure of a drum drum used for cleaning small impurities.

The actual performance of the equipment is calculated by the following equation:

$$Q = \frac{3,6 * L * F * \rho_x * \eta * \phi}{T}$$

In this case: the length of the processing path in the gin of L-seed cotton, mm;

F- cross-sectional area of cotton, m²;

Density of ρ_x -seed cotton, kg / m³;

$\eta = 0.25 \div 0.30$ - the coefficient of surface roughness;

ϕ -coefficient of cleaner utilization, $\phi = 0,3 \div 0,35$;

Time of stay (being) of T-seed cotton in the cleaner, s.

TABLE 1. BASIC OF 1XK (SCH-02) CLEANING EQUIPMENT TECHNICAL INDICATORS:

1	Work productivity, t/h	5.0 ÷ 7.0	
2	Cleaning efficiency, %	4550	
3	Rotation speed, rpm	supply roller	0 ÷ 14
		pile drum	480
4	Technological distance (piled with mesh surface drum spacing), mm	14÷20	

At present, it is the only convenient and modern technology for cleaning seed cotton from contaminants, using a set of equipment "Streamline" (drying line) in the drying and cleaning departments of ginneries.

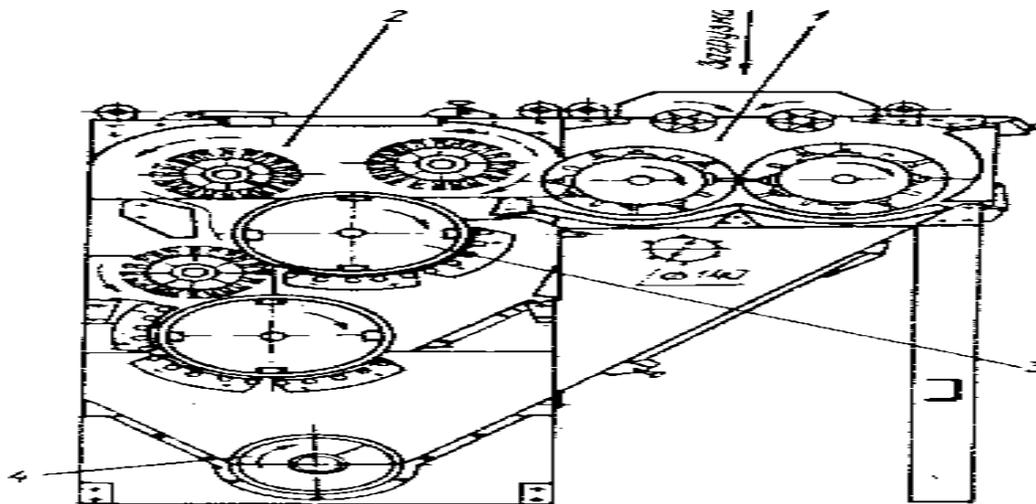


Figure 2. Technological scheme of the initial section of the unit UXK.01.

1- pile block part, 2-brush block part, 3-saw section part, 4-screw conveyor (auger)

One of the important tasks of the modern stage of development of cotton processing technology is the acceleration of technological processes and the production of high-quality products. One of the main conditions for the efficiency of technological processes is the uninterrupted supply of raw cotton to the cleaning process, the implementation of which remains one of the most pressing issues today. Supply facilities are one of the main working parts of the cleaners, whose function is to provide a uniform supply of raw cotton to the equipment. The supply devices consist of a roller with a shovel that rotates at the same speed opposite each other at the bottom of the mine-collector and at the bottom of it, as well as a mechanism (variator) that controls their speed. Supply devices are divided into several types according to the shape of the rollers: pile, shovel, double-shovel rollers.

Nowadays, the supply devices of the cleaners are equipped with shovel-shaped supply rollers. The raw cotton enters the cotton from the mine collector between the shovels in the supply device mounted on the roller (Fig. 3), is compacted to a certain extent and is separated from the mine collector by the rotation of the roller and transferred to the pile drum. Pile drums clean the cotton from contaminants by dragging it over the surface of the net and pass it on to the next process.

The supply device in this design is simple and easy to use, as well as has its drawbacks. The supply rollers have six blades and the rotation speed of the roller is 0-20 rpm. taking into account that, there is a time interval in the supply of cotton to the roller. The design of the rollers supplying the shovels alone does not allow for a uniformly uninterrupted supply of cotton. The larger the angle of rotation of the rollers from the mine-collector and 2 times smaller than the distance between them and the distance between the rollers, which leads to a certain density of cotton. Also, as the density of the cotton in the mine-collector increases, the movement of the cotton along the mine-collector may stop. The mechanism that drives the device (variator) does not meet today's requirements. This is because the rotational motion transmitted from the variator is variable, preventing the process from running smoothly. The supplier, created based on inclined shovel rollers (Fig. 4), can increase the level of supply of cotton at a moderate rate by 1.5-2 times over time.

In our opinion, the inconsistent supply of raw cotton across the width of the equipment with a sloping shovel leads to a violation of the plane of movement of the processed cotton along the axis.

Sectional supply rollers are divided into sections along the circumference of the roller, each section has six shovels. The length of each section is 50 mm and the spacing angles are 30° .

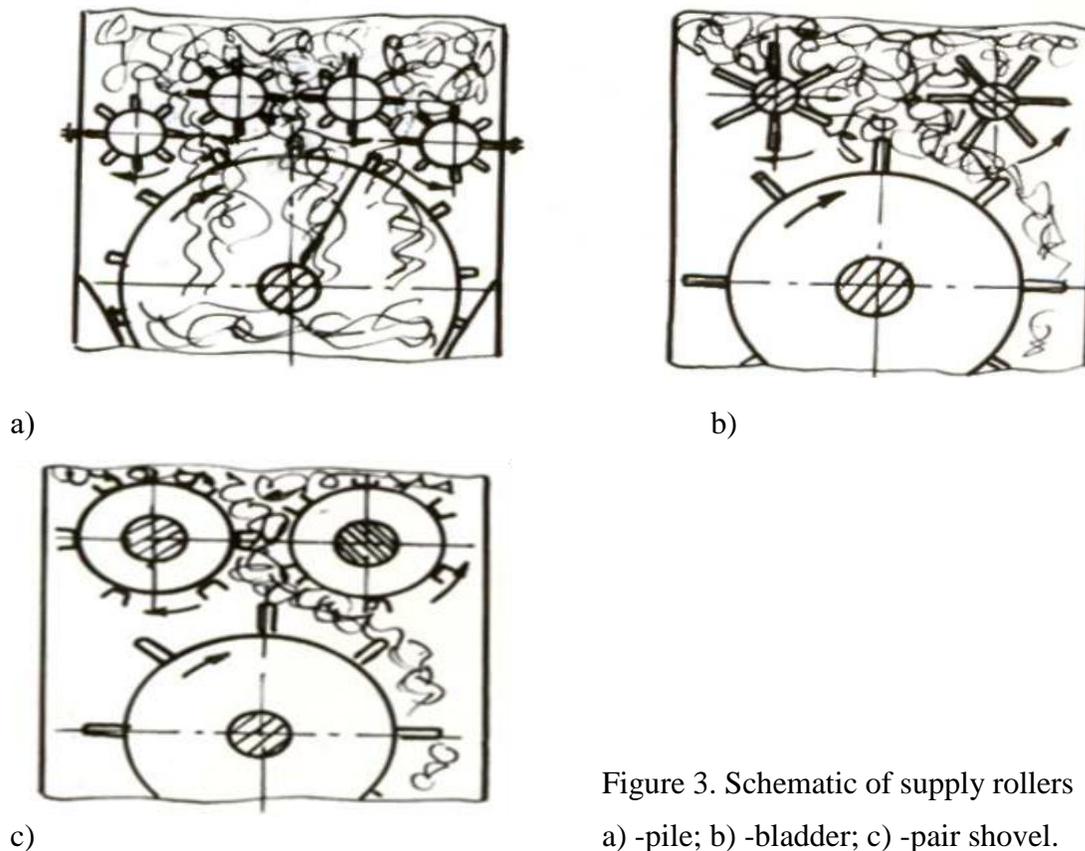


Figure 3. Schematic of supply rollers
a) -pile; b) -bladder; c) -pair shovel.

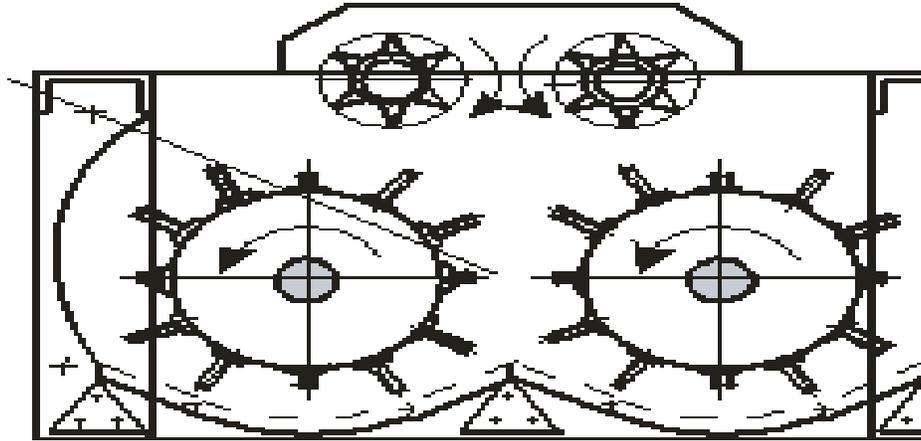


Figure 4. Schematic diagram of the supply of raw cotton

**1 - supply roller; 2 - mine-collector; 3 - pile drum;
4 - mesh surface.**

The increase in the number of sections allows the transfer of raw cotton in small portions.

In the research work, paddle rollers of the wavy structure were created, which increased the surface area of the friction force with cotton. The increase in the height and amplitude of the wavy surface of the corrugated shovels in the direction of the cotton movement led to an increase in the resistance of the shovels. The cleaning efficiency of large-scale decontamination equipment increased from 56.2% to 62.8%, the structural kinetics of raw cotton increased from 0.504 to 0.532, and the amount of cotton added to the contaminants decreased from 3.51% to 2.64%.

In several studies, in addition to the structure of the supply rollers, the degree of grinding of raw cotton has been increased by the installation of high-speed grinding rollers. In particular, in the research work, an additional pair of pile-cutting rollers were installed after the shovel supply rollers. As a result of the installation of this type of supply device on the ChX-ZM1 equipment, the cleaning efficiency increased by 8-10% and the reliable operation of the equipment by 18%. The fact that the rotational speed of the crushing rollers is 4.5 times smaller than the rotational speed of the pile drum reduces the interaction between the raw cotton and the pile drums. As a result, the mechanical damage of cotton is reduced.

The supply device mounted on the supply and grinding gear discs increased the degree of grinding of the cotton raw material and the uniformity of the supply. But it had a negative effect on the mechanical damage of the cotton raw material.

A common shortcoming of the suppliers considered is the additional compaction of the cotton, which negatively affects the transmission of the cotton to the ginning section in a shredded manner.

Analysis of scientific research work on improving the supply of cotton ginning equipment to cotton The development of supply facilities is directly related to the development of cleaning and ginning technological processes. One of the first suppliers of cotton ginning equipment was prof. Studied by GI Miroshnichenko [7]. He studied the movement of shovel rollers and the interaction of rollers with raw cotton during his research. The resulting equations made it

possible to determine the performance of the supply rollers and the lateral pressure force generated by the passage of raw cotton between them. One of the main shortcomings of the study was that the elastic deformation of the raw cotton and the filling of the raw cotton between the shovels were not taken into account.

Researcher Kurbanova G.A. studied the constructive geometrical parameters of the mine and the supply facilities and proposed a mine-collector with a straight rectangular design and a supply roller with a bevel. The optimal number of shovels for the supply rollers has been determined. It was found during the experiments that the cotton supply is 1.6-2 times higher than the length of the mine-collector in a straight rectangular structure. An equation representing the interaction of the geometric parameters of the supply rollers and the bulk density of the raw cotton between the shovels with the supplier productivity is proposed. In the research work, the rotational speed of the supply rollers was assumed to be the same, and the optimal number of shovels was theoretically determined. As a result, the ability of supply rollers to manage work efficiency has been neglected

The researcher did not take into account that the supply roller and the mine-collector are one common system, ie the change in the performance of the parts leads to a change in the technological characteristics of the whole system.

G.I. Boldinsky determined on the basis of theoretical analyzes the forces acting on a single-seeded cotton in each form of mesh surface and pile drum piles.

Researcher D.Yu. Mirakhmedov studied the effect of supply rollers on the supply process in a uniform (flat) and the forces acting on the raw cotton. A mathematical model was obtained that reflects the interaction between the supply rollers and the raw cotton. Technological loads affecting the working parts of the supply device have been identified. The effect of variator technical condition cleaning and roller grinding process on quality indicators was studied.

Research tools Moisture, contamination of cotton, its shredding and uniform supply are the main factors influencing the cleaning process. The moisture content of cotton is normalized during the drying process, and spinning should be done to ensure that the cotton is in the cleaning process. Changes in the crushing rate of cotton have a direct impact on the process of contamination separation. Also, the quality indicators of cotton fibre - length, mechanical damage and the appearance of fibre defects, as well as mechanical damage to the seed.

During the separation of a piece of cotton into single-seeded cotton, the fibre spreads and the equivalent diameter increases. The fact that the fibre is in a diffuse state accelerates the separation of impurities, leading to an increase in the friction of the impurities in its composition with the mesh surface.

Taking into account the above, experimental studies were conducted. The following is the methodology and task of the experiment, the operation of the measuring devices and the results of the experiment.

The experiment was carried out in a 1XK purifier that separates the seed cotton from fine impurities.

The geometrical dimensions of the mine-collector, the shape of the supply rollers and the distance between the pile drums, the direction of transfer of cotton to the pile drums, the effect of

industrial varieties of cotton and equipment on maintaining the natural quality of cotton and cleaning efficiency were determined experimentally.

The general view of the experimental equipment is given in Figure 5, the width of which is 16.3% (310mm) of the production equipment. To see the process, the front of the experimental equipment is covered with an organic glass. The equipment consists of the following working parts: mine-collector -1; supply rollers -2; pile drum -3; router -4; mesh surface -5; dirt bunker -6; dirt box -7 and outlet throat -8.

The experimental equipment works as follows: from the mine-collector 1 the rollers uniformly supplying the cotton 2 pass to the continuous pile drum 3. In the proposed technological process, the cotton is first moved on the upper part of the pile drums 3, thoroughly crushed and transferred to the lower part of the cotton pile drums using a guide 4.

In the current technology, however, the cotton moves only at the bottom of the pile drums. As a result of the cotton being dragged through the mesh surface 5 by the pile drums, small impurities in the cotton content are released. The cleaned cotton is taken out of the machine through the outlet 8. The separated contaminants are dropped into the contaminant hopper 6 and discharged out of the equipment using the contaminant auger 7.

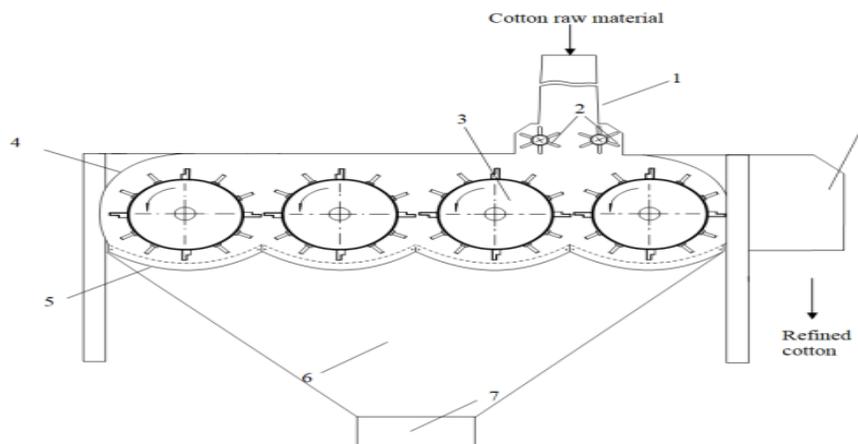


Figure 5. General view of the experimental equipment

1 - mine-collector; 2 - supply roller; 3 - pile drum; 4 - router; 5 - mesh surface; 6 - dirt bunker; 7 - dirt box; 8 - outlet throat.

To determine the moisture content of cotton, samples were taken on laboratory scales VLKT 500 and detected on a thermometer VXS-M1.

The number of contaminants in the cotton and the cleaning efficiency was determined on an LCM laboratory device. The cleaning efficiency of the equipment was calculated according to the number of contaminants detected.

To determine the structural composition of cotton, a sample of 100 g was taken and calculated by the ratio of the amount of cotton structural unit M (dolcasts) to the amount N of cotton pieces. Quantities N and M are determined manually:

$$m = \frac{M}{N}$$

The number of impurities in the fibre by fractions was determined manually. Contaminants in the fibre content were checked by fractions (fine impurities, nodules,).

In order to determine the angle of coverage of the cotton supply rollers, the coefficient of filling of the supply rollers with cotton, the expansion of the cotton flow after the supply roller and the length of the break, mm sheets were glued to the required parts of the test equipment. The above indicators were determined using the analysis of the obtained video images.

CONCLUSION

The analysis of the scientific research work carried out on the techniques and technologies of cotton ginning equipment supply and their improvement showed that they have shortcomings and unresolved issues of theoretical and practical significance;

In existing suppliers, the increase in density as a result of clamping between the supply rollers before giving the cotton for cleaning leads to a decrease in its degree of shredding and a negative impact on the efficiency of the cleaners;

The analysis of the interaction properties of the mine-collector, supply rollers and pile drum with cotton in the supplier shows that in existing constructions the cotton is not provided for cleaning in small pieces and leads to low cleaning efficiency in primary pile drums.

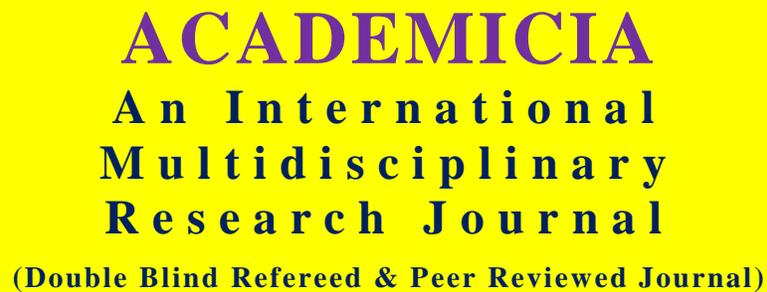
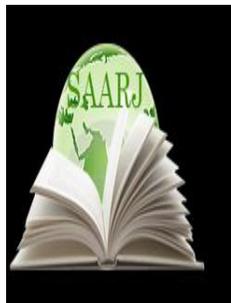
The mine-collector of the existing design does not allow for a continuous supply of cotton to the cleaning process.

The sidewalls of the mine-collector are aligned with the vertical axes of the supply rollers, i.e. its width is 240 mm and the efficiency of the fine-grained cleaning equipment with a rectangular mine-collector is achieved.

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FORECASTING OF BSE SENSEX USING AUTO REGRESSIVE INTEGRATED MOVING AVERAGE (ARIMA) METHOD

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ABSTRACT

Forecasting involves the preparation of a statement concerning unknown events, which might occur in future. The main purpose of making forecast is to gain knowledge about uncertain events that are important to our present decisions. In this study, we discussed about Auto Regressive Integrated Moving Average (ARIMA) method. By using this method, we forecast the BSE SENSEX Closing point value and then compare the method with the help of RMSE measure.

KEYWORDS: *Auto Regressive Integrated Moving Average (ARIMA), Bombay Stock Exchange (BSE) and Root Mean Square Error (RMSE).*

INTRODUCTION

Indian stock market has two stock exchanges where most of the trading takes place. They are, (i) Bombay Stock Exchange (BSE) and (ii) National Stock Exchange (NSE). Both the trading platform function on the same day timings and trading days and follow same settlement process. All the big companies are listed on both of these exchanges. There are approximately 5000 companies listed on the Bombay stock exchange and around 2000 companies listed on national

stock exchange. Generally, the value of trade in shares and value of turnover on NSE is significantly higher than BSE. Both exchanges follow the same trading mechanism, trading hours, settlement process etc. Both exchanges compete for order flow that leads to reduce costs, market efficiency and innovation. The two prominent Indian market indexes are SENSEX and NIFTY.

The current study is focused on financial variables and hence the data considered for empirical analysis is drawn from the financial organizations. The data for the study is collected from Bombay Stock Exchange (BSE) which is one of chief trading center where almost all Indian companies are listed out for trading. Even though, there are large number of financial indices are available in this domain, the planned variable considered for the analysis of the study is BSE SENSEX. SENSEX is the short form of sensitive index and it is one of primary indices of Bombay Stock Exchange. Based on SENSEX, several investors plan their financial investments. Some of the organizations look it as a standard index.

1.0 METHODOLOGY

1.1 AUTO-REGRESSIVE FORECASTING MODELS

In the auto-regressive models, we have 3 types of models which can be selected based on the nature of the time series data under study. They are Moving Average models, Auto-regressive models and Auto regressive integrated moving average models.

1.1.1 Auto-Regressive (AR) Process

The Auto-regressive method takes the effect of the previous time period value while forecasting the value of the current period value. So, in Auto-regressive model the value of the current period is a function of the previous periods. In most of the real time data we can see this scenario, for example if a company or brand started a new item then its impact will be there over a period of time, i.e. the sales of the second day will dependent on the values of the first day and it will continue in future as well, in such scenarios we can use AR models to forecast the future values.

Here to get the good results from an auto-regressive process the period (order) of auto correlation plays an important role. The auto-regressive model is denoted by AR(p), where p refers to the order of the AR component.

The first-order AR model can be written as:

$$x_t = \phi_1 x_{t-1} + \varepsilon_t \dots\dots\dots (1.1)$$

The second-order AR model can be written as:

$$x_t = \phi_1 x_{t-1} + \phi_2 x_{t-2} + \varepsilon_t \dots\dots\dots (1.2)$$

The pth order AR model can be written as:

$$x_t = \phi_1 x_{t-1} + \phi_2 x_{t-2} + \dots + \phi_p x_{t-p} + \varepsilon_t \dots (1.3)$$

Here, ϕ is the model coefficient, $\varepsilon_t \sim N(0, \sigma^2)$ is an error at time t, and p is the order of the AR model.

1.1.2 Moving Average (MA) Process

The moving average models use dependency between current period's random error and previous period's random error. The model helps us to adjust for any unpredictable events such as catastrophic events like share market crash leading to share prices falling, which will happen over time and is captured as a moving average process. The moving average model is denoted by MA(q), where q refers the order of MA component.

The first-order MA model can be written as:

$$x_t = \alpha - \theta_1 \varepsilon_{t-1} + \varepsilon_t \dots\dots\dots (1.4)$$

The second-order MA model can be written as:

$$x_t = \alpha - \theta_1 \varepsilon_{t-1} - \theta_2 \varepsilon_{t-2} + \varepsilon_t \dots\dots\dots (1.5)$$

The qth order MA model can be written as:

$$x_t = \alpha - \theta_1 \varepsilon_{t-1} - \theta_2 \varepsilon_{t-2} - \dots - \theta_q \varepsilon_{t-q} + \varepsilon_t \dots (1.6)$$

Here, ε_t is the independently and identically distributed error at time t and follows normal distribution $N(0, \sigma^2 \varepsilon)$ with mean zero and variance $\sigma^2 \varepsilon$. The α and ε notations represent mean intercept and error coefficient, respectively and q is the order of MA model

1.1.3 Auto Regressive Moving Average (ARMA) Process

The preceding two sections describe the auto-regressive model AR(p), which regresses on its own lagged terms and moving average model MA(q) builds a function of error terms of the past. The AR(p) models tend to capture the mean reversion effect whereas MA(q) models tend to capture the shock effect in error, which are not normal or unpredicted events. Now, the ARMA model combines the power of AR and MA components together. An ARMA (p, q) time series forecasting model incorporates the pth order AR and qth order MA model, respectively.

The ARMA (1, 1) model is represented as follows:

$$x_t = \alpha + \phi_1 x_{t-1} - \theta_1 \varepsilon_{t-1} + \varepsilon_t \dots\dots\dots (1.7)$$

The ARMA (1, 2) model is denoted as follows:

$$x_t = \alpha + \phi_1 x_{t-1} - \theta_1 \varepsilon_{t-1} - \theta_2 \varepsilon_{t-2} + \varepsilon_t \dots\dots\dots (1.8)$$

The ARMA (p, q) model is denoted as follows:

$$x_t = \alpha + \phi_1 x_{t-1} + \phi_2 x_{t-2} + \dots + \phi_p x_{t-p} - \theta_1 \varepsilon_{t-1} - \theta_2 \varepsilon_{t-2} \dots - \theta_q \varepsilon_{t-q} + \varepsilon_t \dots (1.9)$$

Here, Φ and θ represent AR and MA coefficients. The α and ε_t captures the intercept and error at time t. The form gets very complicated as p and q increase; thus, lag operators are utilized for a concise representation of ARMA models.

In general, sales processes follow an ARMA (1, 1) model as sales in time t is a function of prior sales happening in time t-1, which plays a role in the AR component. The MA component of ARMA (1, 1) is caused due to time-based campaigns launched by the company, such as distribution of coupons will lead to moving average effect to the process as sales will increase temporarily and the change in sales is captured by the moving average component. In the figures 1.1 & 1.2 both ACF and PACF are showing a sine curve with strong correlation at initial lags.

Thus both p and q parameters are present. There are multiple scenarios to select p and q ; some of the thumb rules that can be used to determine the order of ARMA components are as follows:

- Autocorrelation is exponentially decreasing and PACF has significant correlation at lag 1, then use the p parameter
- Autocorrelation is forming a sine wave and PACF has significant correlation at lags 1 and 2, then use second-order value for p
- There is a significant auto correlation and PACF has exponential decay, then moving average is present and the q parameter needs to be set up
- Autocorrelation shows significant serial correlation and the PACF shows sine-wave pattern, then set up a moving average q parameter. In ARMA (1, 1) time series data, as both ACF and PACF have shown sine-wave pattern, p and q both parameters are affecting the time series signal. The impact of lags can be computed using impulse-response curve, as shown in the figures 1.1 and 1.2, for ARMA (1, 1) time series signal:

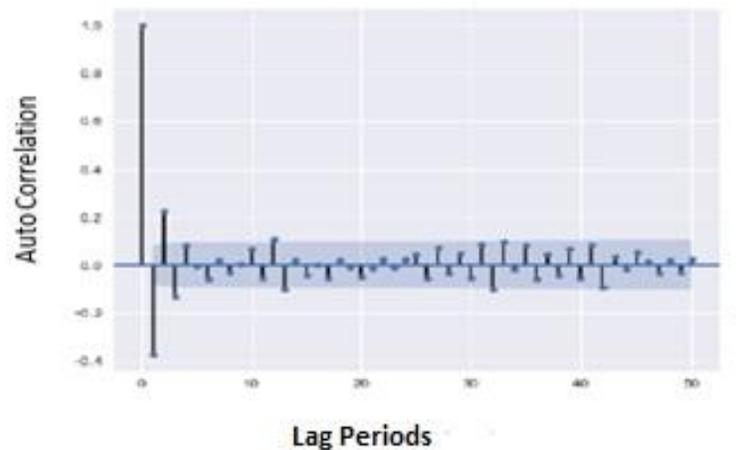


Figure 1.1: ACF Plot

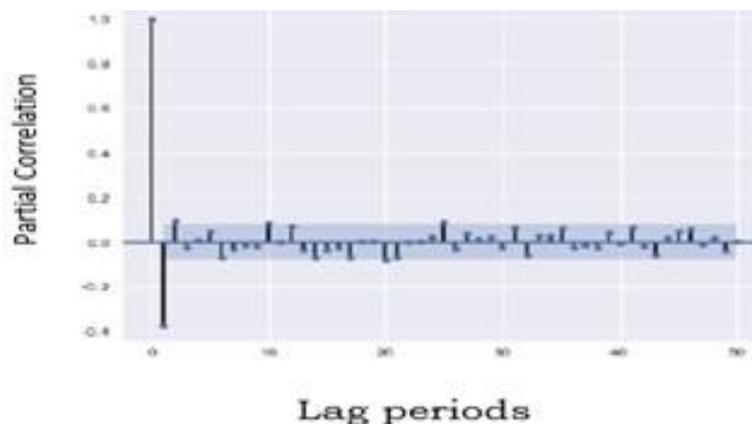


Figure 1.2: PACF Plot

1.1.4 Auto Regressive Integrated Moving Average (ARIMA) Process

Auto regressive integrated moving average process is also known as Box-Jenkins model, which is a generalized form of the ARMA process by including the integrated process. If the data is non-stationary then the integrated components are useful, that helps us in making the process stationary. The process uses differencing method to make the process stationary. Therefore, ARIMA is using differencing on the time series one or more times to remove the non-stationarity of the data. The ARIMA (p, d, q) represent the order for AR, differencing and MA components. The major difference between ARMA and ARIMA models is the d component, which updates the series on which forecasting model is built. The d component aims to de-trend the signal to make it stationary and ARMA model can be applied to the de-trended dataset. For different values of d, the series response changes as follows:

$$\text{For } d=0: x_t = x_t$$

$$\text{For } d=1: x_t = x_t - x_{t-1} \quad \dots\dots\dots (1.10)$$

$$\text{For } d=2: x_t = (x_t - x_{t-1}) - (x_{t-1} - x_{t-2}) = x_t - 2x_{t-1} + x_{t-2}$$

As can be seen from the preceding lines, the second difference is not two periods ago, rather it is the difference of the first different, that is, d=1. Let us say that it represents the differenced response and so ARIMA forecasting can be written as

$$\hat{x}_t = \phi_1 x_{t-1} + \phi_2 x_{t-2} + \dots + \phi_p x_{t-p} - \theta_1 \varepsilon_{t-1} - \theta_2 \varepsilon_{t-2} \dots - \theta_q \varepsilon_{t-q} + \varepsilon_t \quad \dots (1.11)$$

Depending on the order of p, d, and q, the model behaves differently. For example, ARIMA (1, 0, 0) is a first-order AR model. Similarly, ARIMA (0, 0, 1) is a first-order MA model.

1.1.5 RESULTS AND DISCUSSION

Now ARIMA can be applied to the BSE data and the forecasts will be change with this method. As discussed before identifying the accurate AR period and MA period is crucial to get the accurate forecasts. The ACF and PACF graphs are plotted to identify the p and q values.

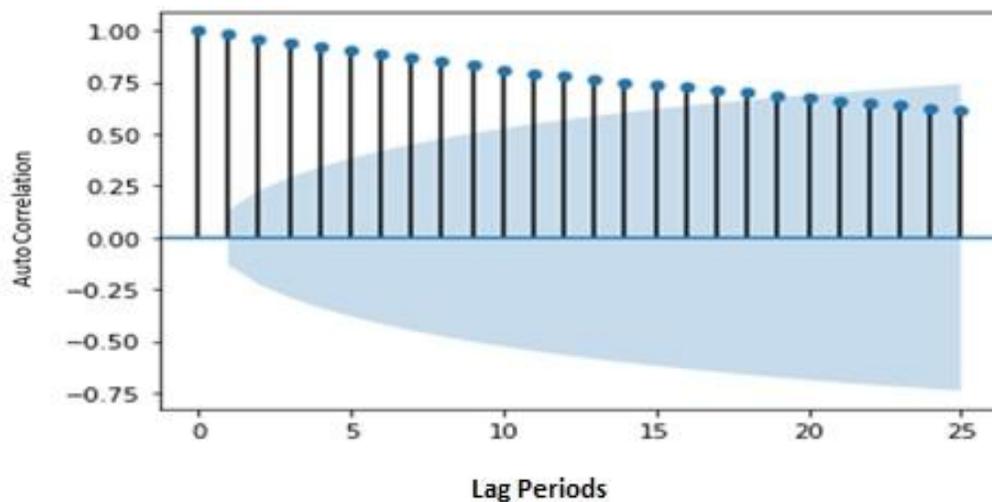


Figure 1.3: ACF Plot for BSE SENSEX Closing Points

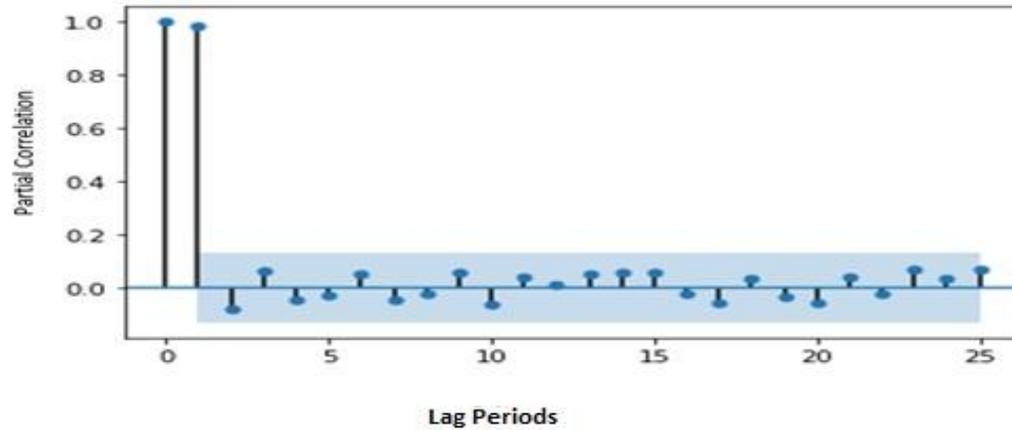


Figure 1.4: PACF Plot for BSE SENSEX Closing Points

The ACF plot is exhibiting a clear linearly decrease, showing a strong serial correlation; however, the partial autocorrelation is exhibiting only one-step dependency. In addition, as the chart shows a positive autocorrelation, correction should be done using the AR component with first-order correlation.

In order to identify the correct combination of p , d and q we carried out an automated software process and the results are given in table 1.1.

TABLE 1.1: AIC VALUES FOR DIFFERENT COMBINATIONS OF (P, D, Q) VALUES

AR(P)	d	MA(q)	AIC
0	1	0	3339.853
0	1	1	3341.847
0	1	2	3343.781
0	1	3	3343.139
0	1	4	3343.879
0	1	5	3345.627
1	1	0	3341.848
2	1	0	3343.783
2	1	1	3343.749
3	1	0	3343.556
3	1	1	3344.817
3	1	2	3341.045
0	2	0	3463.32
0	2	1	3331.426
1	2	0	3410.086
1	2	1	3333.411
1	2	2	3333.456
1	2	3	3335.353
1	2	4	3337.248
1	2	5	3337.683

2	2	0	3375.283
2	2	1	3335.366
2	2	2	3335.348
2	2	3	3331.55
2	2	4	3332.579
3	2	0	3361.957
3	2	1	3335
3	2	2	3337.27
3	2	3	3339.016

By looking at the lowest AIC values we can select the p, d, q values as p=2, d=2 and q=3. Using these selected values, we built an ARIMA model.

TABLE 1.2: ESTIMATED ARIMA MODEL PARAMETERS

	coef	stderr	z	P> z	[0.025	0.975]
ar.L1	-0.8221	0.094	-8.705	0.000	-1.007	-0.637
ar.L2	-0.9309	0.096	-9.684	0.000	-1.119	-0.742
ma.L1	-0.1621	0.146	-1.108	0.268	-0.449	0.125
ma.L2	0.0561	0.161	0.349	0.727	-0.259	0.371
ma.L3	-0.8859	0.145	-6.118	0.000	-1.170	-0.602
sigma2	9.413e+05	1.33e+05	7.092	0.000	6.81e+05	1.2e+06

Therefore, the fitted ARIMA (2, 2, 3) model for BSE SENSEX Closing points is given by

$$\hat{x}_t = -0.8221x_{t-1} - 0.9309 x_{t-2} + 0.1621\varepsilon_{t-1} - (0.0561\varepsilon_{t-2}) + 0.8859\varepsilon_{t-3} \dots\dots(1.12)$$

Here, \hat{x}_t is the forecast value at time t

We can also see the model diagnostics to investigate any unusual behavior in figure 1.5.

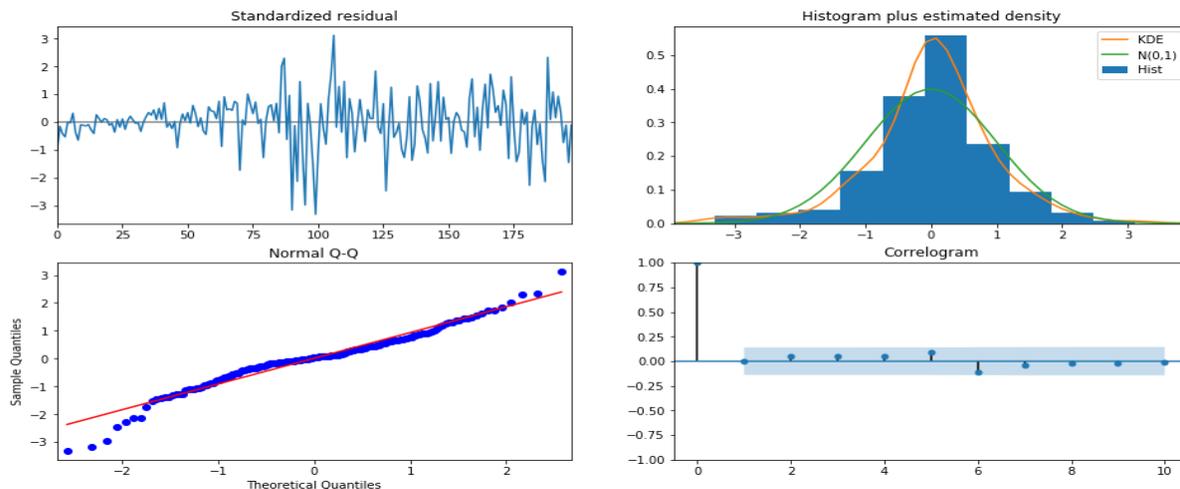


Figure 1.5: Model Diagnostics for ARIMA (2, 2, 3) Model

In figure 1.5, we have different model diagnostics charts, which are plotted for the residuals. We can clearly observe from the histogram and the normal Q-Q plot that the residuals are normally distributed and from the correlation graph, we can observe that there is no clear evidence for the auto-correlation among the residuals. Now we can apply this model on the forecasting period and check how the fitted model forecasts the future period values and how the RMSE value will look like. The graph for the actual BSE closing point and the forecasted values are shown in figure 1.6.

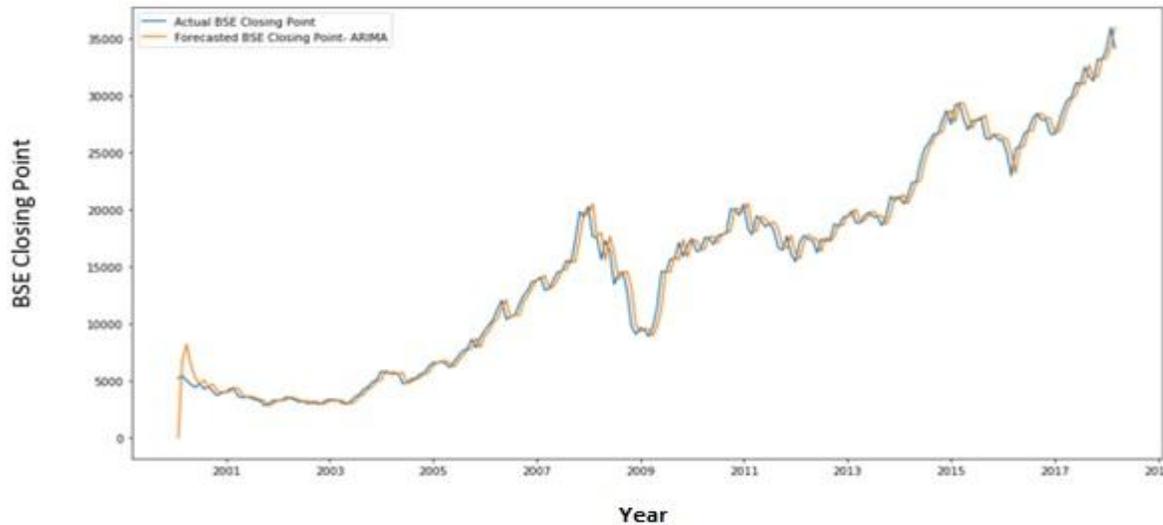


Figure 1.6: Actual Vs Forecasted Values of BSE SENSEX Closing Points by Using ARIMA Method

In figure 1.7, we have the actual values versus the forecasted values for the forecasted period.



Figure 1.7: Actual Vs Forecasted Values of BSE SENSEX Closing Points Only for Forecasted Period

Table 1.3 exhibits the Actual values and forecasted values that are obtained by using ARIMA method. The RMSE value obtained by this method is 1102.7015

TABLE 1.3: ACTUAL AND FORECASTED VALUES OF BSE SENSEX CLOSING POINTS FOR THE FORECASTED PERIOD

Month	BSE Closing Index	
	Actual values	Forecasted values
01-02-2017	28743.32	27668.66
01-03-2017	29620.5	28871.55
01-04-2017	29918.4	29698.58
01-05-2017	31145.8	30043.79
01-06-2017	30921.61	31270.07
01-07-2017	32514.94	30995.15
01-08-2017	31730.49	32721.14
01-09-2017	31283.72	31727.10
01-10-2017	33213.13	31614.51
01-11-2017	33149.35	33200.65
01-12-2017	34056.83	33266.97
01-01-2018	35965.02	34272.95
01-02-2018	34184.04	35965.73

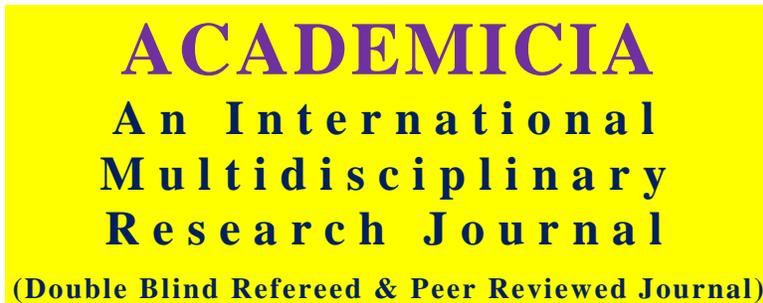
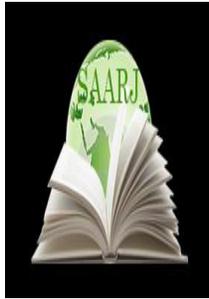
3.4 CONCLUSION

In this Study, we discussed about the traditional time series forecasting method like Auto Regressive Integrated Moving Average method (ARIMA). We applied this method on the BSE SENSEX closing point value and forecasted the BSE closing point value for the period from January 2017 to February 2018. We used Root Mean Square Error (RMSE) measure to compare all these methods. Of all these methods ARIMA with $p=2$, $d=2$ and $q=3$ has the least mean square value of 1,103.

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SCIENTIFIC AND SOCIAL SIGNIFICANCE OF UZBEK ANTHROPONYMS

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ABSTRACT

The article gives comparative analysis of the anthroponyms in Uzbek language. While coming through with the theories of world's prominent scholars, anthroponyms are close to the languages related to the same language family. However, over the years, the names have changed from people to people, the tone and form of other languages may change, but their value is preserved. But in-depth analysis, in fact, the reason for this is that from ancient times the name was enough to get information about a person, in addition, the identity of the father and the place of residence helped to "identify" the person's name. There was no need for a surname like the Russians.

KEYWORDS: *Anthroponyms, Chrematonymy, Zoonymy, Names, Language Family, Nominative Meaning, Explanatory Dictionary, Taqsir, Domla, Mullaka, Hajibobo, Bek, Hazrat.*

INTRODUCTION

It is well known that in linguistics there have been changes, the paradigm has been abandoned, the transition from "limited" and systematized linguistics to cognitive-discursive linguistics, that is, the study of language in a new way, has become more and more popular. The rainy season has begun. According to the linguist, Professor E.S. Kubryakova: "Learning a language is equal to the study of human nature, worldview and specific problems, the basis of the science of human behavior, attitudes and behavior ...".

New views did not bypass Uzbek onomastics. In accordance with the requirements of the times, the need of our people to know foreign languages has increased, according to "In the world of onomastics, there is a need to know more about the names of famous horses, names (names,

nicknames, nicknames) and historical names of geographical places, regions, rivers, etc.". As Professor G.R. Galiullina said, "Symbols, values, worldviews, beliefs, customs, moral norms - along with the formation of the foundation of national culture, defined the attitude of the human psyche to social life".

In particular, the development of anthroponymy, which is a key part of Uzbek onomastics (anthroponym means "name given to a person" in Greek, and the field of study of anthroponyms is called anthroponymy) has given rise to the development of different cultures.

THE MAIN FINDINGS AND RESULTS

In the process of in-depth study of the language, the analysis of the meaning of famous names and names has become equal to the study of the individual. This is because a person's name (famous name) "chases" him for a lifetime, and determines his mood, behavior, aspirations, and worldview. One of the experts in the field of onomastics, linguist V.A. Nikonov, summed up such considerations by interpreting it as "a social sign (mark) given to a person".

If we think in terms of VA Nikonov's worldview, even the name given to an object "revives" it, for example, when we hear a unique weapon or a given name, we can understand what it "does" (chrematonymy). Reading the history of geographical places, we can better understand why they are so named (toponymy). When we look at different nations, we are convinced that their names are derived from the basic characteristics of the people (ethnonymy). We can't even give animals a name, at least depending on the color, we call them "Blackbird" or "Swan" (zoonymy). Thus, it can be said that the social significance of anthroponyms in language learning is growing.

Anthroponyms are the linguistic value of the people. Therefore, "If we pay attention to the essence of names, if they have a meaning and origin, they belong to a certain people. However, over the years, the names have changed from people to people, the tone and form of other languages may change, but their value is preserved. If we do not pay attention to such considerations, if we do not know the reasons, we will not be able to understand the meaning of the names, and it will be difficult to understand their meaning".

The following concepts and terms are often used in the study and expression of anthroponyms:

1. The nominative meaning of a noun is that in the process of meeting with a person, the noun can provide information about the intellectual or emotional aspects of the owner, albeit partially, semantically.

The nominative meaning of the noun is the semantic structure of the symbol of the person, and the explicit can be expressed (expressed) in the speech about the features of the semantic-denotative nature.

2. Anthroponymic formula: name + father's name + surname, ie the official names in the passport. The various components of the anthroponymic formula are embedded in different social spheres, especially a person's personal name is a universal component of a lifetime and it goes through many areas, someone's social (communication circle) is bordered by the family, even the country.

3. Anthroponymic signals - words, morphemes (long words) or melodic words at the level of micro-context or in the process of real communication help the name to enter the anthroponymic field. Lexical signals of anthroponyms include breed, gender, age, occupation, position and others.

4. Relativity of personal anthroponyms, nominative meaning of the name, anthroponymic formula and anthroponymic signals are used at the level of social spaces. In the social sphere, social (family and community) and formal meetings are taken into account.

The Uzbek people pay a lot of attention to naming, so when a child is born, they think about it and give it a name. Therefore, over the centuries, there has been almost no artificial change in names.

Under the influence of Islam, the number of names has increased. Therefore, there are many Uzbek names with a much wider and different meaning than the Slavs and the peoples of Europe. In addition, the Uzbek people sincerely respect the names of their ancestors, and by preserving them in the tradition, they will continue the tradition of freely accepting new and modern names that come with the demands of the times and social changes. Therefore, Uzbek ethnoanthroponyms have a very rich list, diachronic and synchronous, as well as semantic and grammatical-phonological structure. Modern anthroponymic dictionaries and other historical books mention more than 500 Turkish names, including patronymics. E.A. Begmatov's "Meaning of Uzbek Names (Explanatory Dictionary)" mentions 14,600 names.

Names from Turkish make up the majority of the list, for example, the following names have already been "Uzbekized": **Tolqin, Ozoda, Jalil, Yuldash, Lochin, Ogabek, Uzbekhon, Bolta, Sayram, Utkir, Botir, Jahon.**

However, there are many names that come from the Arabs, first of all, **Muhammad** (the names of the Prophet) and the variants of this great name that come in other languages - **Ahmad, Mahmud, Hamid** and others. Also, **Ali, Umar, Hamza, Abbas, Aisha, Fatima, Khadicha** (names of the Prophet's relatives) and **Yokub, Yusuf, Moses, Ibrahim, Ismael, Sulayman, Iso, Maryam** (names of the prophets mentioned in the holy books) are also mentioned. The following double names have not lost their relevance over the centuries: **Abdullah, Abdurahim, Abdurahman, Abdulaziz, Saifiddin, Nigmatilla, Ismatilla** (names associated with the name of Allah and related to wishes) and others.

In ancient times, a man's name consisted of several names, and due to other social factors, his name was rarely used in conversation and in address, it was often a *taqsir, domla, mullaka, hajibobo, bek, hazrat*, a mother, a wife, a mother and a child. it was customary to call (this custom is still practiced in the villages of Surkhandarya, Kashkadarya and other regions). When the woman addressed the man, his name was mentioned instead. It is as if it represents the status of women in society. Also, a woman's last name "passes" from her father, and when she gets married, she "takes" her husband's last name. When asked, "Whose child?". The father's name is usually mentioned. This means that the patronage system is dominant in the East.

In general, gender factors are taken into account when naming a child, but sometimes, under the influence of morphological forms, both boys and girls can be called by similar names on the basis of anthroponymic signals. For example, a boy is named **Ravshan** and a girl is named **Ravshanoy**. Here the word "moon" is an anthroponymic signal.

In the Uzbek language, "a" was added to the names of boys, such as **Aziz, Mahmud, Sayar, Zarif, Nodir**, and **Sarvar**, and girls, such as **Aziza, Mahmud, Sayora, Zarifa, Nodira**, and **Sarvara**. Most Uzbek girls end in "-a": **Gulnara, Dildora, Dilfuza, Iroda, Nigora, Khadicha, Shahida**, and many boys end in "-a": **Abdullah, Ismatilla, Rahmatilla**. There are also many

names in the names of girls that do not end in ten letters: **Aigul, Guzal, Muqaddas, and Maryam**. It should be noted that for boys, the suffix “-jon” is often added - **Olimjon, Saidjon, Raufjon**, and for girls, the suffix “-khan” can be added - **Kumrikhon, Donokhon, Kizlarkhan**. Even when caressing a child, the suffixes “-jan” and “-khan” are added: **Rahimjon, Sobirjon, Maryamkhan, Shohidakhon**.

The Uzbek people have such a tradition, when addressing, out of respect for the names - the words aka, sister, father, aunt, uncle (anthroponymic signals) are added: **Sodir aka (brother), Jamila opa (sister), Shodmonota (father), Santarkhola (aunt), Yusuf toga (uncle)**. Words such as pocha, poshsha, tora, khoja, and hajj are also pronounced along with nouns: **Rashid pocha, kelinposhsha, Ilhomtora, Islam khoja, hajiata**.

Friends, acquaintances, children, teenagers, as well as brothers and sisters in the family often abbreviate each other's names: **Alisher - Alish, Bakhtiyor - Bakhti, Fakhriddin - Muzi, Muzaf - Muzi, MuziKhurshida - Khurshi, Nozima - Nozi, Fotima - Foti, Otabek - Otash, Malika - Mali**. In particular, it was customary to call the tribes **Dilbar, Dilorom, Dildora, Dilfuza - Dilya, Gulchehra, Gulnora, Gulsara, Gulrano - Gulya**.

In the social sphere at the family level, and even in the social sphere at the community level, the call by last name is almost non-existent. At first glance, it may be concluded that this is due to the lack of formalism in the ordinary family. But in-depth analysis, in fact, the reason for this is that from ancient times the name was enough to get information about a person, in addition, the identity of the father and the place of residence helped to “identify” the person's name. There was no need for a surname like the Russians.

Since the family in the East consists not only of parents and children, but also a large number of relatives, the institution of the family has always had a special social significance, in order to preserve the values of the family.

CONCLUSION

The motive of education and morality has a special place in Uzbek anthroponymy. Because when a person gives a name to his child, first of all he wants the child to be happy, and for that he wants him to grow up healthy, moral and mature. And she sums up her dreams, hopes and desires in one word and names her child.

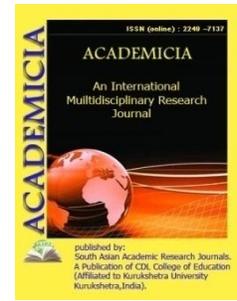
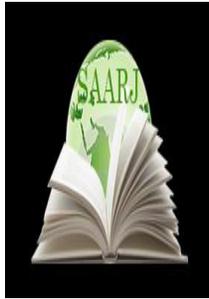
Uzbek onomastics should be studied not only in a descriptive way, but also from the point of view of anthropocentrism, cognitology, linguoculturology.

Thus, anthroponymic material can be approached not only from the linguistic point of view, but also from the ethnolinguistic, ethno-cultural, psychological, sociolinguistic, aesthetic, historical-religious point of view, and it is possible to find solutions to controversial problems in the field of anthroponymy.

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THE RISE OF THE GREAT SILK ROAD DURING THE REIGN OF AMIR TEMUR AND THE TEMURIDS

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ABSTRACT

In ancient times, the Great Silk Road served as a bridge connecting our region with the world. This was especially important for Central Asia. In this sense, the Great Silk Road plays a strategic role in today's relations between Uzbekistan and the world. This article describes some features of the activities of the Great Silk Road during the reign of Amir Temur and the Temurids on the basis of historical sources and literature.

KEYWORDS: *Amir Temur, Temurids, Great Silk Road, Caravan Routes, Service System, Timber, Caravanserai, Caravan Leader, Samarkand, Trade And Embassy, Kirakash, Postal Service, Ambassador, Trade Cities.*

INTRODUCTION

In ancient times, the Great Silk Road served as a bridge connecting our region with the world. This was especially important for Central Asia. In this sense, the Great Silk Road plays a strategic role in today's relations between our country and the world.

It is known from history that civilizations took place in the territories of great kingdoms, in the time of economic and regional stability, far-sighted, zealous for the welfare of the people, patrons of science. Equal attention to all areas, the principle of social justice, interest in the development of entrepreneurship, the concept of a prosperous life in general served as the basis of the Second Renaissance as a result of the policy of Amir Temur. In a kingdom of twenty-seven states, domestic and foreign trade exchanges had a positive effect on the growth of the country's economy.

In his letters to the leaders of many Eastern and Western countries, Amir Temur also stressed the need to open the way for international trade and provide greater benefits to entrepreneurs, and private entrepreneurs have a great impact on the development of the country.

During the reign of Amir Temur and the Timurids, trade routes were restored and developed. It is known that the territory of Central Asia, in particular, Uzbekistan, played an important role in international trade and cultural relations during the reign of Amir Temur and the Timurids. When Amir Temur took power in Mowarounnahr, he managed to establish a centralized government and fully ensure the security of international caravan routes. Due to this, from the 70s of the XIV century, the central network of the Great Silk Road passing through Mowarounnahr began to play an important role in international economic and cultural relations, rather than the northern direction. The revival of the movement of international trade caravans across Mowarounnahr has led to the development of cities, the rise of economic and cultural ties [1, pp. 154-164].

During this period, the roads connecting the country's capital Samarkand with the major cities of Mowarounnahr and Khorasan were the main link in the system of domestic trade routes in the region. Measures taken to ensure the safety of caravan routes, the construction of many roadside structures (caravanserais, cisterns, bridges, etc.), the rise of domestic and foreign trade to the level of state policy were among the main directions of socio-economic policy of Amir Temur.

THE MAIN FINDINGS AND RESULTS

During the reign of Amir Temur and the Timurids, there were several routes connecting the major cities of Mowarounnahr with the state capital of Herat, Khorasan. Among them, the roads from Herat through Merv to Bukhara and Urgench, and through Balkh to Samarkand played an important role in the internal and external economic, cultural and political life of the region.

The first part of the Herat-Samarkand road passed through the middle reaches of the Amudarya. In particular, Herat Sabzak, the capital of Khorasan during the Timurid period, was connected with the cities of Mowarounnahr via the Kotali-Qalai-Nov-Murgab-Maymana-Andkhoy-Kelif route. The road from Herat branched off in Andkhoy and led in one direction to Termez via Shiberghan, Balkh and Khayrabad [2].

The Kelif Pass and the road from Termez to Samarkand passed through the cities of Kesh (Shahrisabz) or Karshi [3, pp. 55-57] in the Kashkadarya oasis. HafiziAbru gives information about the location of the city of Nakhshab on the plain, the route from Bukhara to Samarkand through this ancient city [4, p. 85]. According to Boburnoma, Karshi is located south of Samarkand and the distance between them is 18 trees [5].

The route from Samarkand through Kesh to the Surkhandarya oasis and India was also actively used during this period. In particular, according to Sharofuddin Ali Yazdi, during his march from Samarkand to India, Amir Temur built a garden and a palace on a mountain 7 km from Samarkand, on the road to Kesh, and named it "TakhtiQarocho" [6, p. 191].

One of the roads from Kelif and Termez to Samarkand passed through the city of Kesh (Shahrisabz). It is known that the Spanish ambassador RuiGansalis de Clavijo, who arrived in Amir Temur on an official visit, arrived in Samarkand from Khorasan via Termez - Darband - Iron Gate - Oqrobot - Kesh. Clavijo praised the position of Samarkand in the state of Amir

Temur, where he reported on the market and closed trade stalls built by Sahibkiran [7, pp. 299-301].

During the reign of Amur Temur and the Timurids, international relations were actively established with many countries in Europe and Asia. In particular, economic and cultural ties were established along important caravan routes connecting the capital Samarkand with India, Khorasan, Iran, Iraq, Egypt in the south, the Golden Horde and Russian cities in the northwest (Novgorod and others), East Turkestan and China in the east [8, pp. 97-117].

In particular, he sent letters to the kings of Europe with the content “If you send your merchants to our parties, so that we may meet them warmly, putting all the honors in place. If our merchants go to you and show them the same respect. Let them walk without danger, without obstacles. It is useless to deny the saying that traders make the world prosperous”.

Scholars have called Sahibkiran's actions a "policy of outstretching" in diplomacy. Indeed, he is the first head of state to reach out to Europe on the path of friendship and cooperation. The harmony of interethnic relations in the domestic and foreign policy of Amir Temur was one of the factors of development. Indeed, this aspect of his multi-ethnic and multi-religious kingdom is one of the most significant events of that period.

Written sources, especially medieval works, such as the famous Boburnoma, provide information about the mountain passes from India to Central Asia via Kabul and Kandahar. According to him, from Kashgar, Fergana, Turkestan, Samarkand, Bukhara, Balkh, Gissar and Badakhshan to Kabul passed through 7 passes (pass, mountain road) in the Hindu Kush mountains. There are 4 roads (passes) from India to Kabul through the Khyber Mountains, and there were no mountain passes on the Khurasan road between Kabul and Kandahar [9, pp. 117-118].

During the reign of Amir Temur and the Timurids, relations with China did not stop. It is known that in 1368 the Yuan dynasty of the Mongols in China was abolished and the Ming dynasty came to power. Due to the policy of the Ming Empire (1368-1644) to reliably protect northern China from the Mongols, to strengthen the borders, there were some interruptions in Central Asian-Chinese relations. After Amir Temur conquered Mongolia in 1389 and eliminated the threat posed by Mongolia to Mowarounnahr, it became possible to ensure the security of the caravan route through Mongolia and East Turkestan, and to establish trade and embassy relations with China. In particular, the fact that ambassadors visited China nine times on behalf of Amir Temur in 1389–1398, and ambassadors from China were sent to Samarkand in 1395 under the leadership of Fu An, shows that relations between the two countries continued [10, pp. 106-116].

Relations with China continued during the reign of Shahrukh Mirza. It is known from written sources of this period that Chinese ambassadors came to Herat in 1409 and 1420, and the Timurid rulers also sent their ambassadors to China several times. Trade routes, an important branch of the Great Silk Road connecting Central Asia with China, led mainly from the center of Mowarounnahr via Fergana and Ettisuv to East Turkestan, and through its trade cities to the Chinese capital, Beijing. These important trade routes are described in detail in a diary written in 1419-1422 by GiyosiddinNaqqash, a member of the embassy mission sent to China by Shahrukh Mirza under the leadership of Shodikhoja. According to the information in the play, the ambassadors traveled in the following direction: Herat - Balkh - Kelif Pass - Samarkand - Sayram - Ashpara (this city fortress was built by Amir Temur) - Mongol people (Bilgutu - Brown water) - Yulduz meadow) - Turfon - Karakhoja - Sufi Ato village - Qumul - Karavul -

Sukju - Qamju - Pinlon - Khanbalik (Beijing) [11, p. 56]. Among the roads connecting Central Asia with China, the Shosh oasis also played an important role, with caravans covering the distance from Shosh to Turfan in 3 months [12, p. 367].

It is known that during the reign of Amir Temur and the Timurids diplomatic relations were established with European countries - France, England, Spain and other countries. In particular, in view of the above-mentioned official visit of the Spanish ambassador Ruy González de Clavijo, who visited Samarkand in 1402-1404 via the Iraq-Iran-Khorasan from the Mediterranean, the trade routes from Khorasan to Samarkand via Termez - Darband - TemirDarvoza - Oqrobot - Kesh and Rui Gonzalez de Clavijo made a special mention of the attention paid to himself and the Egyptian ambassadors. For example, he writes that the Egyptian ambassadors were guarded by about 20 cavalymen in Samarkand.

The ambassadors' horses were replaced with new ones every day, and at the end of a day's journey, sometimes 100 or sometimes 200 new horses were prepared for them.

The historian also notes that such horses were prepared in other places, and special guest houses were built by the decree of Amir Temur. There was a special group of horse breeders who took care of the horses, - he said. One or two of them even accompanied the caravans to the second destination and returned with the same horses, taking other passengers.

Historians have written about special pillars placed on the roads at that time. Columns are a measure of the distance of caravan routes, which are mounted every mile on the ground.

During the reign of Amir Temur and the Timurids, there were relations with the cities of the Golden Horde, which were in two directions; It was carried out through the Khorezm oasis or the cities of South Kazakhstan (Turkestan, Sayram). This revived the ancient ties of the peoples of Central Asia with the peoples of Eastern Europe. Russian chronicles of the 14th century contain information about merchants from Bukhara and Khorezm living in Nizhny Novgorod [13, p. 12], which testifies to the trade and cultural ties between the two.

From the 15th century onwards, as the position of the Moscow principality began to grow, we see that the Russian princes began to seek embassy relations with the Timurids. Historian AbdurazzaqSamarkandi (15th century) wrote that in 1464 the ambassadors of the Russian tsar Ivan III came to the ruler of Herat AbusaidMirzo, and in 1490 the ambassadors of Sultan Hussein Boykaro visited Moscow [14, 185].

Due to the policy of Amir Temur and the Timurids of interethnic harmony and religious tolerance, the process of integration through trade routes intensified during this period.

In a letter to the Chinese emperor, Shah Rukh Mirza, one of the Timurid rulers, said: If the tribes of the peoples around the countries will be happy, if the means of subsistence will be regulated among all classes of citizens, - he said.

It is clear from the above that Amir Temur and the Timurids saw the Great Silk Road as one of the foundations of mutual cooperation, solidarity and friendship.

During this period, comprehensive relations were established with many Eastern countries through the 12,000-kilometer-long Great Silk Road. In addition, close trade, economic and diplomatic relations have been established with Western European countries through the Great Silk Road to the Mediterranean.

Amir Temur formed the activity of the Great Silk Road on the basis of certain rules, innovations that guarantee its protection.

First of all, the stations of the Great Silk Road were repaired and new ones were built in some places. Caravanserais were built on the roads to provide rest for the caravans. These caravans were guarded by military guards set up by the local authorities and transported from one place to another.

They also informed about the introduction of the method of rapid road crossing in the state of Amir Temur. They covered the distance they could reach in three days in one day. Sahibkiran Amir Temur receives messages from all corners of his lands and borders in a few days through an accelerated means of communication. These factors indicate that a specific information, communication and postal system existed at that time.

The local government was responsible for the movement of these caravans. As a result, caravans are safely transported from one place to another. The Sahibkiran blamed the governors and other administrators of these areas for any damage caused to anyone on the caravan routes. The introduction of the rule of compensation from the contribution of officials has become one of the legal guarantees in the path of international trade.

RESULTS AND DISCUSSIONS

Historians mention that there were two Timur Gates on the border of Amir Temur's kingdom: "Since there is no other way to enter the Samarkand Empire from Little India (Afghanistan), this mountain road is a protective point for the Samarkand Empire. If the people of Samarkand went to India, there was no other way for them. Temurbek's gate, which is under Temurbek's control, is of great benefit to the state treasury, because traders from Lesser India (Afghanistan) to Samarkand and vice versa to other countries pass only through this Temur gate [14, p.186].

Through the Great Silk Road, Amir Temur not only developed defense, peace and stability, good neighborliness and trade and economic relations, but also achieved his geopolitical goals.

Sahibkiran Amir Temur restored the most important branch of the Great Silk Road, which was moved from Samarkand to Sarai Berka during the Mongol period, ie caravans passed through Samarkand again.

The cities along the Great Silk Road, especially Samarkand, were highly developed during the reign of Amir Temur. Traders came to Samarkand from all over the world. There are countless shops, markets, handicraft workshops, and local products are sold aside.

Sahibkiran also paid special attention to the goals of ensuring the defense and security of his country and neighboring countries by strengthening the Great Silk Road. During the reign of Amir Temur in the adjacent regions of the states were built settlements that served as customs today.

Amir Temur's officials also identified the targets of the intruders through thousands of runners, thousands of camels and thousands of horsemen on the Great Silk Road and other roads, and officials assigned to the roads and rabats.

The Great Silk Road also played an important role in the development of science. Scientists, tourists, and even merchants from different countries and those who left our country in different

directions simultaneously served as heralds of science. This is one of the reasons why the cities along the Great Silk Road are culturally more prosperous than other cities.

CONCLUSION

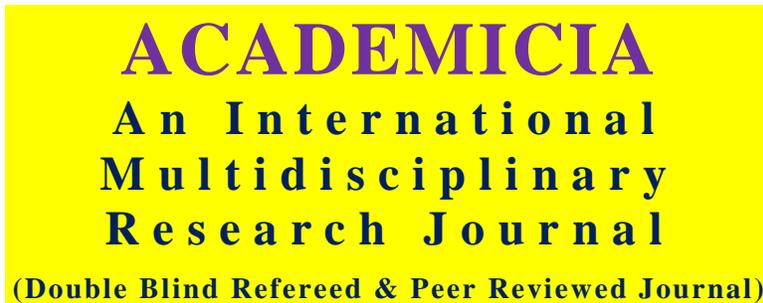
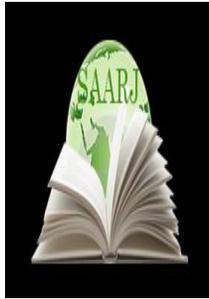
Thus, the period of Amir Temur and the Temurids is the last and rising period of the activity of the Great Silk Road. During this period, the cities of Mowarounnahr and Khorasan played a major role in international economic and cultural relations along the central routes of the Great Silk Road. The main directions of this developed trans-regional communication in the Middle Ages, which went through several historical stages, played an important role in the implementation of internal and external economic and cultural relations of the region.

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SOCIAL NORMS RELATED TO THE ACTIVITIES OF PRIMARY SCHOOL CHILDREN

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ABSTRACT

A special place in introducing students to social and legal norms is occupied by general education institutions. Activities professionals-teachers, specially mastered pedagogical – psychological and social knowledge in the institution ensures correct students understanding of the essence of the socio-legal norms, their understanding of the social, moral and legal significance, as well as serial mastering the skills of those norms in their daily activities.

KEYWORDS: *Socio-Legal Norms, Children, Primary School, Psychological Knowledge, Interpersonal Interaction*

INTRODUCTION

Primary school students learn the simplest concepts of social and legal norms, their content in the family and preschool institutions. However, the initial stage of training is considered to be a certain period in the life of students. The child will be fully prepared to receive an education in accordance with their physical and mental maturity. The position of gaming activity as the main way of life is occupied by reading activity. Reading activity has a strong influence on the further improvement of the psyche of students, the formation of character traits. Interest in acquiring knowledge and studying the environment. All these phenomena help students to adequately understand the essence of social and legal norms.

MATERIALS AND DISCUSSION

Even the emotional approach to cognition manifests itself as one of the features of primary school students. Therefore, it is interesting to describe the information provided when introducing them into social and legal norms, imaginative interpretation with the help of as many

life examples as possible will help to achieve positive results. Due to the peculiarity of excitability in the expression of their feelings, as well as the power of imitation of their peers, it is possible to achieve a sufficient level of their imagination, highlighting cases of non-compliance or non-compliance with social and legal norms by the example of their actions, behavior, habits.

Even in the minds of younger students, due to the predominance of objectivity, they pay attention to the image (form or image), and not to the meaning of the concepts given by the teacher. And this in itself means the need to convey information about social and legal norms through visual means. The image of the teacher's speech, the richness of feelings and the fact that the information is interesting, serve to actively organize the cognitive activity of students.

The education of primary school students in general education schools of a sense of respect for social and legal norms is an important component of educational and spiritual-educational work. The study of social and legal norms in the structure of educational work is mandatory. This obligation is explained by the fact that the teaching of "education" as a subject is established in grades 1-4. It is taught in primary classes “

On the basis of the science of "Upbringing", students get acquainted with the essence of social norms, in particular, legal norms.

Spiritual and educational work, which is an important structural direction of the pedagogical process organized in an educational institution, will consist of a complex of various types of activities and have wide opportunities for educational impact on the child ". It is known that spiritual and educational work is organized on the basis of a plan developed taking into account the issues of social significance, pedagogical significance, the interests of students, and the tasks facing the Educational teaching staff. In this regard, in the plan of spiritual and educational work, it is possible to introduce measures that promote the assimilation of social and legal norms by primary school students.

In philosophical, sociological and legal sources, it is noted that social norms, which are "general rules of behavior that regulate relations between people and their associations", "regulate relations between people". In some sources, however, the "standards of activity", along with social norms, are "Rules of Conduct" (<http://www.glossary.ru/cgi-bin/gl>) is also underlined.

Accordingly, primary school students must adhere to certain rules in the family, Educational institution, as well as in the relationships they form with their parents, all family members, classmates and peers in the microgroups to which they belong. It is necessary to know the types of social norms so that students understand exactly what rules of behavior they should follow in their relations with social actors.

Existing sources suggest that social norms are grouped into the following types:

- 1) moral norms;
- 2) norms of public associations;
- 3) the national customs;
- 4) specific habits of different peoples;
- 5) traditional norms;

- 6) norms of political activity;
- 7) legal norms;
- 8) religious norms

The grouping of social norms in this way gives rise to some reasoning. That is:

1. At the same time, it should be noted that certain mistakes were made when grouping social norms in this order. After all, "habits characteristic of different peoples" are exactly the same "national customs". Because, in Latin, "transference" translated from Arabic, the concept of "tradition", which means "the rule of transition from generation to generation", is directly translated into the Explanatory Dictionary of the Uzbek language "rules, customs and other actions that are decided (met) in life".

2. In addition, as one of the types of social norms, it is necessary to define the phrase "norms of tradition", which is presented in this place in terms of content. It is known that traditions are inherently related to a particular society, people or social group (Family, Community, union). If the authors had indicated what subject the phrase "norms of tradition" refers to, there would have been no misunderstanding. If the norms of tradition were applied to a certain people, then it also, without a doubt, represents the essence of national customs. After all, "traditions are formed and polished in the process of the historical development of peoples. Traditions that meet the requirements of the era are not forgotten, are inherited by generations, and become part of the life of the people. Tirade every people or nation develops its own traditions, save. Traditions reflect the level of genius of the people, the way of life, cultural perfection.

3. A group representing the types of social norms:

- aesthetic norms;
- organizational norms;
- it is necessary to enrich the organization of activities with such concepts as the norms of the cultural approach.

Results

In our opinion, it is necessary to rely on the opinions expressed, as well as to distinguish the following types of social norms from a pedagogical point of view (Fig. 1):

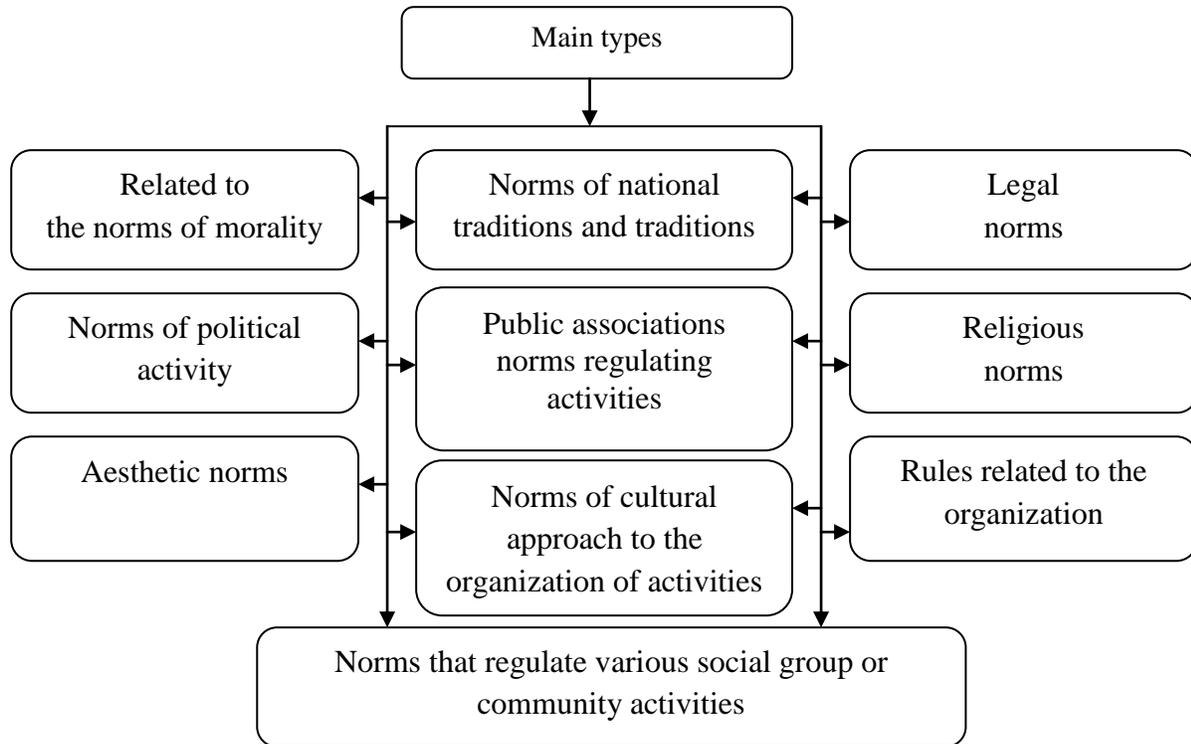
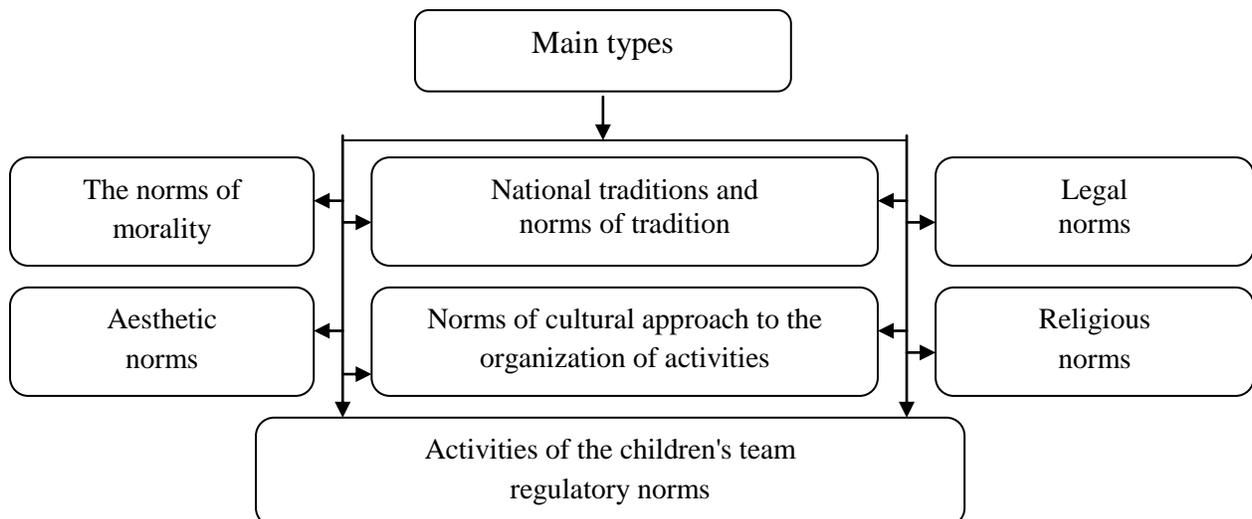


Fig. -1. The main types of social norms

Based on the essence of the subject under study, it is necessary to identify the above-mentioned group of social norms that are important for the daily lifestyle of the primary school students under study. Taking into account the level of cognitive abilities, worldview and thinking of these young students, it was concluded that there is a pedagogical need to familiarize them with the following types of social norms (Fig. 2):



2-Fig. Daily routine of Primary school students social norms that are important for its activities.

Well, how the above social norms play a role in the daily activities of primary schoolchildren. Below is a brief overview of ana shular?

Moral norms serve to ensure that pupils of primary classes understand the moral essence of social relations, to educate them about the habits of formation, circulation of moral concepts, observance of moral requirements in behavior, behavior and behavior. As a result of the understanding of the essence of the moral norms of these young students and the ability to behave in accordance with these requirements and organize actions, all social events in them are formed evaluation skills in the style of "good", "bad", "right", "wrong", "possible" and "impossible".

The norms of national traditions and customs help to educate primary school students in the spirit of the national (Uzbek) way of life, in which they evoke a sense of respect for the national history, culture and values. The education of primary school children in the family, neighborhood and educational institutions based on national traditions and traditions teaches them to live and work in harmony with family members, relatives, aries and peers in the process of life.

Primary school students, getting acquainted with the essence of legal norms, realize their importance in regulating public relations, their moderate organization, are convinced that laws are an important factor in protecting the interests of every citizen, in protecting his life, health, rights and property, as well as in preventing the occurrence of cases of offenses. It remains to say that the consistent acquaintance of primary school students with legal and moral norms guarantees them a positive character in the content of public relations, as a result of which they will be able to highly appreciate their role in creating the necessary conditions for the development of society in all social spheres.

Aesthetic norms help primary school students to be educated in the spirit of aesthetic evaluation of social events and phenomena, understanding the aesthetic value of personal and common property, compliance with aesthetic requirements in the organization of treatment, walking, dressing, behavior, preservation of the beauty of nature and the environment, intolerance to aesthetic dissatisfaction with any appearance.

The norms of the cultural approach to the organization of activities teach you to evaluate your attitude, management and behavior in the performance of certain functions (for example, the period of visits by primary school students to cultural institutions (including museums, cinemas, concert halls and circus booths), which serve for catering, public dinners, volunteer holidays).

Religious norms help to educate younger students in the spirit of the national religion. Through understanding the hadiths, their spiritual and moral essence, students acquire the skills of positive attitude to the environment and nature, preservation of natural and material goods, gratitude for their existence, assessment of social behavior and behavior based on the criteria of reward and sin.

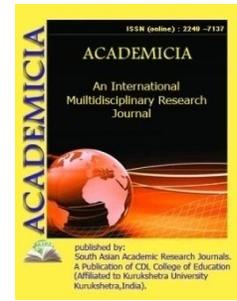
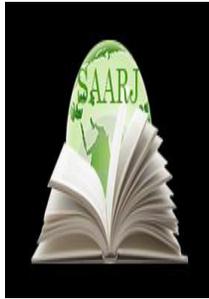
Familiarity with the rules governing the activities of the children's collective of primary school students serves to develop their skills of teamwork, mutual assistance, mutual support of each other by teammates, joint organization of certain social activities (for example, games, studies and work)and development.

CONCLUSION

In summary, social and legal norms ensure the formation in primary schoolchildren of the concepts of social behavior, treatment, attitude and the basis of activity. As a result of mastering their content, students will understand how to live in society, how to organize a relationship with those around them, as well as the need for a positive approach to nature, social subjects, events. Therefore, in the primary classes, special attention is required to ensure consistent, systematic and continuous acquaintance of students with the essence of social and legal norms.

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COMPARATIVE – DIALECTOLOGICAL COMPARATIVE AND ITS USE IN THE COMPORATIVE ASPECT

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ABSTRACT

This article explains the meaning of the concept of "competence" and its general types in the pedagogical environment. Russian has a very broad meaning of the concept of competence and its subtypes in the field of pedagogy, as well as the basis for the development of comprehensive knowledge of students studying in national groups of the Russian language, that is, future teachers of the Russian language on comparative dialectological competence. In long-distance areas dialects, dialect systems and folklore still exist. Improving the system of comparative dialect competence of the Russian and Uzbek languages at present can give a methodical direction to students of the national group. A competent approach to the study of the dialect system develops the knowledge of future Russian language teachers in national schools. Dialect words in both the Uzbek language and the Russian language are considered in a semantic aspect.

KEYWORDS: *Competence, Type, Pedagogy, Integration Knowledge, National Group, Subtypes, Comparative-Dialectological Competence, Pedagogical Sphere, Concept, Concept, International, General And Professional Competences, Knowledge, Effective.*

INTRODUCTION

The requirements for the competence of faculty are changing with the advent of new components in terms of the demands of the times. In addition, the qualification requirements for the competence of teachers are set out in international legal documents, and their creative and effective use plays an important role in improving the competence of education managers in accordance with international requirements [8, p.40]

“The Concept of development of the higher education system of the Republic of Uzbekistan until 2030” defines that “improving the quality of training highly qualified personnel, developing human capital based on the requirements of the labor market for modernization and stable socio-economic development of the country” [1, p. 7]. In the regulation of the Cabinet of Ministers of the Republic of Uzbekistan on measures to improve the system of professional training of qualified personnel in demand in the labor market, it is determined that, at the same time, solving the problems in this area necessitates the creation of an effective system for training highly qualified blue-collar professionals, taking into account the needs of the labor market, including large enterprises and clusters created locally”[2].

Currently, a professional teacher is required with highly developed educational-key competence, freely orienting in different circumstances, contributing to the addiction of students to an international culture, by promoting their awareness of their own national culture.

THE MAIN PART

In the sphere of his activity, every teacher or teacher faces such problems, sometimes in schools there are students, and in higher educational institutions when students receive an assignment, but after reading it, they cannot understand what its essence is; cannot apply a certain set of facts. This is a typical situation for students from a national group, when students can master a set of theoretical knowledge well, but experience significant difficulties in using this knowledge to solve specific problems, to extract the main thing from what they have read or listened to, and others require a transition to a new degree of competence-based learning.

Competence is a characteristic of a person, and competence is what he already owns (ability, skill). It is what he owns that defines his characterization as competent. We can use these two terms as synonyms in two basic meanings - knowing, in the sense of being able and in the sense of the skills that he possesses, and also capable, in the sense of having a certain potential, the ability to carry out his actions.

The Council of Europe identifies 5 basic competencies required today by any specialist, including a teacher: political and social; competencies related to life in a multicultural society; competencies related to the emergence of the information society; competencies that realize the ability and desire to learn throughout life; ... [10, p.5].

Competence is the ability to successfully respond to individual or social requirements, to conduct activities. From the text, we can understand that competence must meet individual and social requirements. In other words, it should allow one to obtain individually or socially significant knowledge or results.

Competence is:

1. Knowledge, experience, skills.

2. The circle of problems and problematic issues in which the knowledgeable can have information about everything.

3. A set of problems in relation to which a person has wide knowledge and experience in solving.

The focus on competence-based education was formed already in the 70s. XX century in America in the context of the concept of "competence" proposed by N. Chomsky in relation to transformational grammar. Chomsky writes: "... we make a fundamental distinction between competence (the speaker's knowledge of his / her language) and use (the actual use of the language in specific situations). Only in an idealized case ... use is a direct reflection of competence. " Let's pay attention to the fact that "use", according to Chomsky, is a manifestation of competence as something potential, that is, use is associated with skills, thinking, the speaker himself, his experience [6, 240 p.].

In dictionaries and scientific literature, "competence" is explained in different ways: theoretical and applied readiness to use knowledge; knowledge, skills, experience, the range of issues in which the individual is well aware; collection of questions in which this person has knowledge and experience of his own activities.

Competencies are interpreted as a single (coherent) language to describe academic and professional profiles and levels of higher education. It is sometimes said that the language of competences is the most appropriate for describing the results of education. The orientation of standards, curricula (educational programs) on educational results makes qualifications comparable and transparent, which cannot be said about the content of education, which is strikingly different not only between countries, but also between universities, even when training in the same specialty (subject area) ... So far, no more modern methodological tool for "Bologna" renewal has been found in European universities of curricula and programs. The results of education, expressed in the language of competencies, according to Western experts, are a way to expand academic and professional recognition and mobility, to increase the comparability and compatibility of diplomas and qualifications. In the conditions of Russia, the implementation of the competence-based approach can act as an additional factor in maintaining a single educational, vocational qualification and cultural value space [3, p. 6.]

General and professional competences form a kind of complementary unity. General (key, universal) competencies, according to prof. Yu. Kohler, should be a pedagogically expedient tool for increasing employability and didactic quality proper [5].

Today, there are many basic concepts of "competence", "key competencies". Therefore, the problem of studying various approaches and their systematization is actualized.

Studying the comparative-dialectological competence of the future, teachers get the opportunity to master the methodology of working with dialectal speech, learn to distinguish between dialectal and individual characteristics of speech, develop the ability to see dialectal and dialectal - individual characteristics in the speech of representatives of the younger generation.

".....at the same time, it is necessary to deeply study the features of the Uzbek language and its dialects, issues related to its history and development prospects, increase the efficiency of specialized scientific research, and radically improve the quality of personnel training" [ShavkatMirziyoyev, Gazeta.uz.].

Thus, comparative dialectological competence is aimed at solving a number of educational and pedagogical problems.

What is a dialect? What is the history of the dialects of the Uzbek and Russian languages? Scientists studying dialect systems of Russian and Uzbek languages?

All natural languages existing in the world have national borders, therefore, one of the main in modern linguistics is the concept of a national (common) language, which is the language of a particular people in the aggregate of all its inherent features that determine it as such and differentiate it from other languages [7, 416 p.].

Dialecticism can be interpreted as a word used only in a certain territory within the boundaries of any adverb and absent in another dialect and in the literary language. Modern dialectology distinguishes the following types of dialectisms: a) grammatical dialectisms - words that have different grammatical characteristics from the literary language, manifested in a different declension, a special formation of forms of parts of speech, the transition from one grammatical gender to another, etc.: past the hut (instead of past the hut), in the steppe (instead of in the steppe), wide steppes (instead of wide steppes), weaker (instead of weaker). The whole face seems to have become blue (I. Bunin). The cat smells whose meat it has eaten (A. Sholokhov); b) phonetic dialectisms - words with a different pronunciation of certain sounds and sound combinations than in the literary language: girl, shout, tsai (tea), nyasu, ball, chicken (chicken), barrel (barrel); c) semantic dialectisms - general literary words with a different meaning than in the literary language: much (very), impudent (sudden), flood (drown), guess (recognize by sight), top (ravine); (side); e) lexical dialectisms - local names of objects and phenomena that have other names in the literary language: bases (covered yard for cattle), beetroot (beet), veksha (squirrel), gashnik (belt), deja (kvashnya), zakut or zakuta (small cattle shed), at once (now), cochet (rooster), stubble (stubble); g) ethnographisms - local names of local objects: a diner, a coastal worker, a midwife, a shalonik, (names of winds among the Pomors), a crane (a lever for raising water from a well), cats (birch bark bast shoes), novina (a stern canvas) [9, p. 119-120].

Complex concepts also exist in the system of Uzbek dialectisms. In a comparative aspect, it is possible to create a system of dialectological competence.

The Uzbek dialects are subdivided by researchers into three main dialects, which were given different names: 1) Middle Uzbek (southeastern, Chagatai, or Karluko-Chigile-Uighur); 2) South Khorezm (southwestern, or Oguz); H) northwestern (Kypchak, Sheybanidouzbek, OR dzhekaye). E. D. Polivanov, who was the first to outline this division, marked the difference between these adverbs with three phonetic signs using examples of two words: 1) tag, sart, q •, 2) daq, sarb (sa: rb) •, H) daq, sarb ... A. K. Borovkov, keeping basically the same division, lists the features of each adverb separately. To demarcate the "Sheibanid-Uzbek, or Jacking, dialect", he gives eight signs, two of them are morphological [4, p.55].

Scientific and practical features of comparative - dialectological competence is primarily in the accumulation of valuable materials in Russian and Uzbek dialects. This information is not only of its own interest, but also serves as an important source for studying the history of the Russian and Uzbek languages, the history of the people, the ethno-dialectal division of the Russian and Uzbek territories.

As a result, the future of Russian language teachers should know: the peculiarities of the dialectal division of the modern Russian and Uzbek languages; linguistic features of the system of Russian-Uzbek dialects; the originality of the material and spiritual culture of the population in a comparative aspect.

Tasks of comparative dialectological competence:

- Educational and methodological tasks - mastering the methods of analyzing dialectal phenomena; deepening and expanding knowledge of Russian and Uzbek dialectology;
- Professional tasks - acquisition of basic skills in comparative dialectology;
- Scientific and practical tasks - the development of future teachers of interest in research work; formation of a scientific approach to working with linguistic material.

RESULTS AND DISCUSSIONS

A competent approach to improving the comparative-dialectological system has an important place in the integration of future teachers of the Russian language.

Thus, comparative-dialectological competence is aimed at solving a number of educational and pedagogical tasks.

CONCLUSION

The improvement of the system of comparative-dialectal competence of the Russian and Uzbek languages at the present time can provide a methodological direction for students from the national group. A competent approach to the study of the dialect system develops the knowledge of future teachers of the Russian language in national schools. Comparative - dialectological competence is interconnected with both linguistic (linguistic) and communicative competence. The main direction of sociolinguistics.

Comparative dialectological competence gives a certain direction in training personnel for further professional and pedagogical activity, since knowledge of dialects, on the one hand, helps to develop ideas about the richness and diversity of the Russian and Uzbek languages, and on the other hand, it allows to carry out productive work on reporting errors in speeches of representatives in the local dialect of Russian and Uzbek languages.

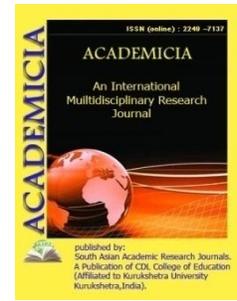
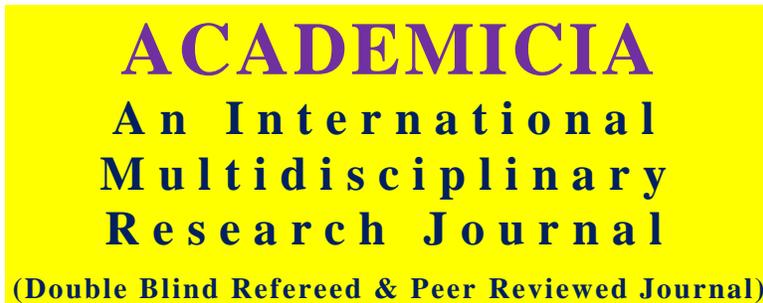
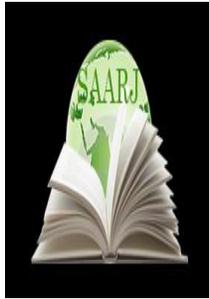
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MODERNIST TRENDS IN THE LITERATURE OF THE TWENTIETH CENTURY: FEATURES OF FUTURISM AND ITS VARIETIES

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ABSTRACT

In the article, the author reveals futurism as one of the contradictory avant-garde trends in literature, new phenomena in language and literature, connected by the poetic views of the futurists, their theoretical platform. In the first decades, many masters broke with the established traditions: various directions of the avant-garde appeared (French "cutting edge", "advanced department"). In terms of formal stylistics, the poetics of futurism developed and complicated the symbolism for the renewal of the poetic language. They very vigorously used compositional and graphic effects, updated the meanings of words and changed semantic relationships in the text.

KEYWORDS: *Modernism, Futurism, Avant-Garde, Mission, Outrageous, Rebelliousness.*

INTRODUCTION

The absence of intentionality in the content, the theory of "free" combination of lines, sounds or words without internal content (moreover, they ricocheted to the point that they began to expel literature even from ... literature) - these are the features due to which genuinely new people consider futurism for a decrepit thing, for an ultra-refined dessert after bourgeois menu, fruit emasculated by bourgeois culture, supplying nightingale tongues, because everything else already seems insipid and banal.

The Russian poetic "Silver Age", traditionally inscribed at the beginning of the 20th century, actually has its origins in the 19th century and all its roots go back to the "golden age", to Pushkin's work, to the legacy of Pushkin's pleiad, to Tyutchev's philosophy, to Fet's impressionistic lyrics, into Nekrasov's prose, into foreign lines, full of tragic psychologism and vague forebodings, lines of Konstantin Sluchevsky. ... As one of the researchers of Russian poetic "silver" criticizes: "in the ninetieth the draft letters had been begun studied, and they soon

assembled the library of the twentieth century..... From the ninetieth the literary action that brought coming ups... "

"Innovation in all fields of the arts", "Renewal of the art" - these are the slogans of the young Russian rebels from the art, creators of experimental aesthetics, creators of "art of the future." In the 10s of the twentieth century, artistic experimentation in different types of the art was surprisingly synchronous. The main reason for this synchronicity lies in the obvious mutual attraction of artists, poets, actors, musicians, in the community of their creative and sometimes vital interests. A generation of innovators searched and found in their midst like-minded people and associates, "fellow believers".

Avant-garde is a collective concept of the most "left" experimental creative trends in the art of the "Silver Age". In the avant-garde trends, despite all their diversity, they shared novelty and courage, which were considered the measure of creative talent and the standard of modernity. Common was the naive belief of artists in the advent of a special and unusual historical time - the era of miracle technology, capable of changing the relationship of people with each other and with the environment. Succession problems for avant-garde supporters however exist. To the young nihilists, nineteenth-century realism seemed to be a "dilapidated yardstick" that constrained freedom of expression.

The twentieth century not only brought previously unseen opportunities, but also forced people to abandon their usual view of the world. Already at the beginning of the century, science revised most of the "indisputable truth" of modern times. The humanistic values of the Renaissance and Enlightenment no longer served to support man. Now he himself had to protect them in the nightmare of world wars and totalitarian regimes. The achievements of the past seemed useless, and humanity was left alone with a formidable and mysterious world, as if in primitive times.

At the same time, some in spite of everything looked for a way out in the continuation of the cultural tradition of the past, others - in gaining lost ties with nature, others - in scientific and technological revolution, the fourth - in nihilistic self-assertion ... All this was realized in its own way in art and literature.

A variety of trends is a characteristic feature of the 20th century: Symbolists, Acmeists, Futurists and many others. In the first decades, many masters broke with the established traditions: various directions of the avant-garde appeared (French "cutting edge", "advanced department"). However, not all modernists lived in denial of the past: in their work, there are examples of deeply individual and full-blooded implementation of the old established truths of the Renaissance. ...

The avant-garde of the beginning of the twentieth century in most cases rebelled against traditional forms, but was related to the classics in that it also sought to creatively embody the features of the material or spiritual world - it is not without reason that its legacy has recently been recognized as an equal part of world literature.

Futurism (from Latin futurum - future) is one of the most controversial trends in the art, originated simultaneously in Italy and Russia. Russian futurism first showed itself in 1910.

Literary futurism is genetically associated with the avant-garde. Many futurists combined literary activity with painting (V.Mayakovsky, A.Kruchenykh, The Burliuk brothers, etc.). Just like the

avant-gardists, the futurist poets tried to find forms of artistic primitiveness, they believed that it was necessary to free the word from non-literary tasks, resorting to formal experiments.

The grandiose mission of the futurists was of utopian nature, they dreamed of creating a super-art that could change the world. Their aesthetic trend was based on new inventions in science and technology. Relying on the fundamental sciences - physics, mathematics, philology, they tried to popularize their creativity, and this became the main difference from other modernist movements. For example, Veniamin Khlebnikov intended to improve a new universal language and tried to discover the "law of time." Futurists believed that the universe in all the infinity of space and time is perceived as a kind of giant stage. They were adherents of the revolution, because they perceived it as a massive artistic action that was supposed to involve the whole world in this non-childish game. After 1917, avant-garde artists formed, in modern terms, the virtual "Government of the Globe".

The Futurists systematized their behavior as a challenge to society, shocking, a striking example of which is the emergence of the futuristic almanac "Slap in the face of public taste." For futurism, as for any avant-garde phenomenon, indifference, stiffness, phlegmaticness were unacceptable. The movement needed the atmosphere of scandal and ridicule. They tried to evoke a reader's reaction not in the form of praise and sympathy, but aggressive rejection and hysterical protest, deliberately provoking the audience with extreme behavior. Futurists showed their performances defiantly: the beginning and end of performances were accompanied by gong strikes, unacceptable attributes of clothing, appearance, which aroused condemnation in society and at the same time, as everything forbidden aroused endless interest. In terms of formal stylistics, the poetics of futurism developed and complicated the symbolism for the renewal of the poetic language. They very vigorously used compositional and graphic effects, updated the meanings of words and changed semantic relationships in the text. Technically, they have resorted to the "shear" principle, the "sheared structure" rule. And this principle was introduced into the literature of the modern futurist avant-garde painting. In the literature, the principles of "shifted construction" were extended to the vocabulary, semantics and syntax of works. The vocabulary renewal was achieved through the use of stylistically "inappropriate" words, vulgarisms, technical terms, and depoetisation of the language. The word among the Futurists ceased to be sacred, it could be split up, altered, it was objectified, and new morphological and phonetic combinations were created. There are many examples of the word-creation of the futurists; sounds had an independent function of significant units of speech, i.e. endowed with their own semantics. One of the radical participants in the movement A. Kruchenykh proposed the word "eyy" constructed by him instead of the "worn out" word "lily". The novelty in the attitude to the word, as to a constructive material, led to the appearance of neologisms, a new combination of words, re-decomposition, which is characteristic of the work of V.Khlebnikov and V.Mayakovsky.

Neglecting the law of lexical collocation of words, syntactic shift and rejection of punctuation marks, led to the emergence of unusual word combinations. The innovative poets introduced the "telegraphic" syntax; excluding prepositions, use musical and mathematical symbols in speech. They attached great importance to the visualization of the text impact, which helped them to diversify experiments with the figured arrangement of words and particles, they widely used a multi-scale and multi-colored font, an unpredictable texture of printing (publishing of poems on wallpaper, the arrangement of lines by a "ladder" (poems by V.V. Mayakovsky), highlighting

epithets, internal rhymes, and the most important words in an unusual font). The phenomenon of futurism was unusual, therefore it was often perceived as an era of "new barbarism". N.Berdyayev believed that with this direction came the crisis of humanism in art "in futurism there is no longer a person, it is torn to shreds." However, V.Bryusov said that "language is the material of poetry and that this material can and should be worked out in accordance with the tasks of artistic creation, this is the main idea of Russian futurism; the main merit of our futurists lies in putting it into practice".

The inconsistency of neighboring stanzas, semantic displacement, the desire to "turn out" the meaning, substituting the meaning of the opposite word in place of the implied word "shiftology".

The use of the principle of reorientation from readable to spoken text gave new aesthetic opportunities for the development of futurism. Futurists believed that the book keeps poetry locked up, that it must break free from darkness, i.e. sound in the square. The further this trend developed, the more intense became the search for new rhythms, bizarre rhymes and forced instrumentation. This tendency united genre reforming of futuristic rhetoric, actively drawing on elements of popular print poetry, ditties, folklore motives. Artistic primitive and folkloric genre incited the aesthetic rebellion of the Futurists.

Futurism has productively influenced and forced to change the view of art as a problem, changing the attitude towards the problem of comprehensibility and incomprehensibility in art. Futuristic experiments have proved that the realization of misunderstandings in art are not always disadvantage, and sometimes even necessary condition for full-fledged perception. Initiation into art is understood as co-creation, it rises from the level of passive consumption to the level of existential and worldview.

Futurists called for the destruction of the forms and conventions of art in order to conjugate the forced life process of the twentieth century. They are characterized by admiration for action, movement, speed, strength and aggression; self-exaltation and contempt for the weak; the assertion of the priority of force, the rapture of war and destruction (verses by I. Severyanin). In this regard, futurism in its ideology was very close to both right and left radicals. Here is one of the points of Marinetti's program: "A person completely spoiled by the library and the museum <...> is no longer of absolutely no interest ... We are interested in the hardness of the steel plate itself, that is, the incomprehensible and inhuman union of its molecules and electrons .. ". The warmth of a piece of iron or wood now excites us more than a woman's smile or tear."

Russian avant-garde artists of the beginning of the century entered the history of culture as innovators who revolutionized world art - both in poetry and in other areas of creativity. In addition, many have become famous as great brawlers. At its core, Russian futurism was still predominantly poetic trend: in the manifestos of the Futurists, it was about the reform of words, poetry, and culture. And in the rebelliousness itself, shocking the public, in the scandalous slogans of the futurists, there were more aesthetic emotions than rebellious ones. Russian futurism has not become an integral artistic system; this term denoted the most diverse tendencies of the Russian avant-garde. The system was the avant-garde itself.

Moreover, futurism was dubbed in Russia by analogy with Italian. Moreover, this direction turned out to be more syncretic than the symbolism and acmeism that preceded it.

Russian futurists tried to comprehend the world around them in a new way. They understood it as a macrocosm, and man as a microcosm. The development of the world was seen as a movement towards reunification. The existence of civilized mankind acted in unity with the Universe, and cosmism gave a holistic perception. For Russian futurists, the modern world is movement, striving for the future. They literally lived it. Going into the future meant creating it.

The February revolution gave rise to the illusion of unprecedented creative freedom and the coming Lodomir among the futurists. "Today, to the last button in our clothes, we will remake life again," Mayakovsky exclaimed in the Poetochronicle. Radical writers and artists protested against the creation of "department of art" under the leadership of Gorky and Benoit. They sought to preserve autonomy from any power, arranging, in Malevich's words, their own "state of artists".

This is how the ten-year path of Russian futurism ended. "Whence and how?" - asked the former participant of "Poetry Mezzanine", the theorist of Radical Front of the Arts Sergei Tretyakov, emphasizing that everyone who wants to define futurism as a literary trend, connected by a common method of processing material, a common style, is in an extremely difficult situation.

They have to wander helplessly between dissimilar groupings - to classify the EGO and KUBO-futurists, to look for once and for all established feelings and the canon of art forms associated with them, and stop in bewilderment between the "archaic songwriter" Khlebnikov, "the tribune - urbanist" Mayakovsky, "esthete - agitator" Burliuk, "zaum - growling" Kruchenykh.

And if we add Pasternak's "specialist in indoor aeronautics on the Fokker of syntax", the landscape will be full. Even greater bewilderment will be introduced by those who have fallen away from futurism - Severyanin, Shershenevich and others. Nevertheless, the organizational and creative diversity and variability of Russian futurism turned out to be, in the end, its strong point. Such different poets as Osip Mandelstam, Mikhail Kuzmin, Sergei Yesenin, Nikolai Zabolotsky, Daniil Kharms and others did not pass by his experience.

Futurists in a new and bold way used the possibilities of syntax, stylistic properties of language, the laws of word formation, rhythm, rhyme, instrumentation, etc. After them, it was no longer possible to write in the old way. The experiments of the futurists, of course, were a stimulus for the development of artistic language, including the realistic one.

The revolution was hailed by most futurists as a step towards the future to which they aspired, but the renewal of the old group was no longer possible. The most politically active part of the pre-revolutionary futurists entered the "LEF" ("Left Front of the Arts") organized in 1912, headed by Mayakovsky, and, consequently, into Soviet literature.

For all its internal contradictions, futurism played a certain role in the formation of creativity principles of such major Soviet poets as Mayakovsky, Khlebnikov, Pasternak, Aseev.

In many ways, the negative essence of Italian futurism was manifested, although some of its artistic achievements were included in the fund of world art.

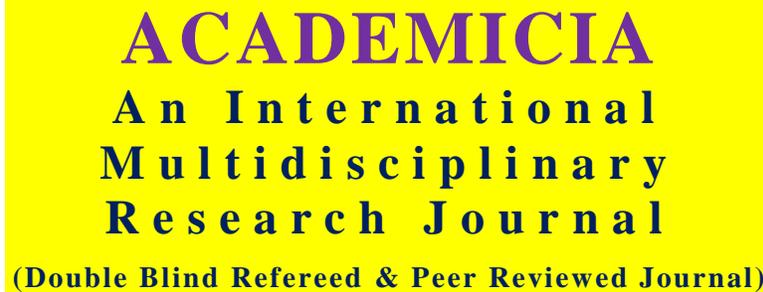
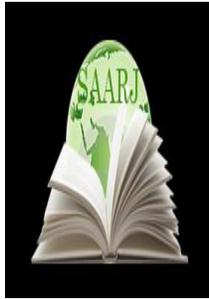
For example, the desire for the synthesis of arts (especially the mutual influence of literature and painting), the search for new means of poetic expressiveness, attempts to create an unusual type of book that would affect the reader not only by its content, but also by its external form.

The further development of Russian futurism underwent some cyclicity: if the 20-60s in Soviet art it was not customary to express one's thoughts openly, demonstratively, then the end of the twentieth century provided the creative person with freedom to express their thoughts, feelings and desires.

The end of the XX century, the beginning of the XXI century is a new stage in the development of futurism.

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USE OF LANDSCAPES IN URBAN PLANNING

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ABSTRACT

This article describes the ecological principles of urban planning, the optimal use of landscapes in urban planning. In urbanized cities, such an opportunity is very difficult to realize, and large areas are occupied by industrial enterprises, warehouses, housing, road facilities, cultural, educational, medical and sanitary facilities. Such areas create a very large man-made pressure. cities meet more economic needs. Such potential will be focused on performing more economic functions in cities. This is because many facilities, such as workplaces, markets, transport systems, and service facilities, are primarily economic processes. Cities consist of a landscape-urban environment.

KEYWORDS: *Urban Landscape, Hierarchical Systems, Urbanized Areas, Landscape Design, Landscape Architecture.*

INTRODUCTION

Population areas created as a result of human activities - cities - create a distorted, altered appearance of the natural landscape. Due to the growth and development of cities, such areas create a completely new image - the image of the urban landscape. Urban landscapes are the areas where the most strongly altered technical coverings, structures occupied by anthropogenic landscapes.

According to the definition of A.P. Vergunov: the most distinctive among cultural landscapes is the urban landscape, which is the main object in urban planning and design. It is a very complex balance of natural and artificial components, all the elements that make them up - homes, businesses, institutions, roads, modes of transport, communications, consumer services, parks, recreation areas, etc. create the appearance of the urban landscape [1].

The following features need to be taken into account when studying the urban landscape as a very complex system.

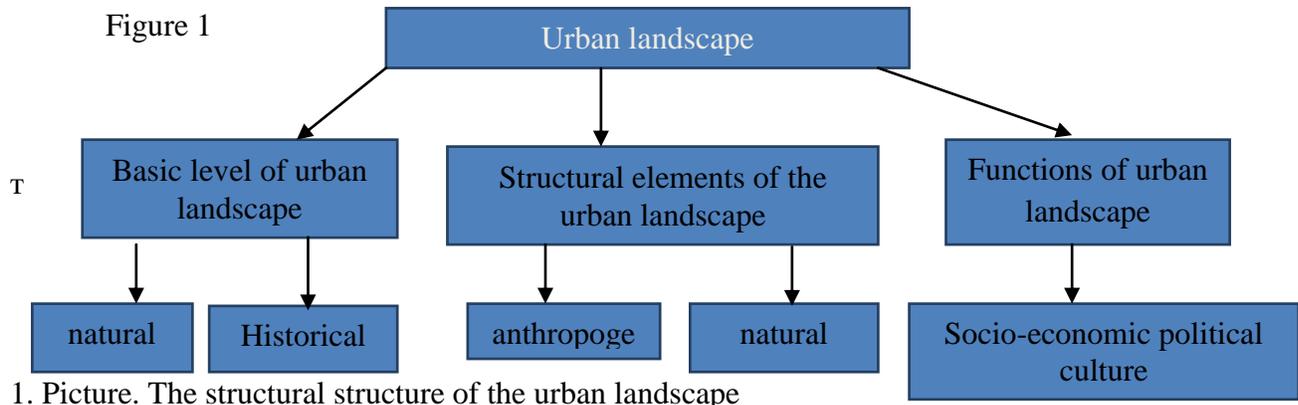
1. Divide cities into subsystems;
2. Determining the hierarchical order of the system of urban landscapes;
3. Generalization of the elements that make up the city system;
4. Calculate the existence of direct and inverse relationships between natural and artificial objects in the structure of cities;
5. Obtain continuity of development;
6. Consideration of systemic, organizational structures, management processes.

The following levels of hierarchical systems associated with their development in the urban landscape are distinguished;

1. Macro-level - this includes urban agglomeration, urbanized area, regional industrial complexes.
2. Meso-level includes seliteb landscapes, industrial landscapes (industrial zones), agrolandscapes (parks, gardens, squares, green areas, protected areas).
3. Micro-level - it consists of courtyards, sports fields, sidewalks in the city, occupying small landscapes.

THE MAIN FINDINGS AND RESULTS

The direct and inverse relationships between artificial and natural objects in the urban landscape are, for example; the relationship between climate and urban design, between relief and area scale, and many others. The continuity and continuity of development is an integral part of the urban landscape. But the continuity of development can also occur in the case of harmonious development or degradation or improvement or deterioration for the urban landscape. The harmonious development of an urban landscape depends on the extent to which it is formed. According to the analysis, it is determined that the developmental harmony of the urban landscape is related to the functional state of the cities at the meso level. The urban landscape at this level will have some stable dynamic features. Through the structural analysis of the urban landscape, the following cases were identified.



It is clear from the drawing data that the structural structure of the urban landscape is divided into natural, historical, anthropogenic, cultural elements. Urban landscapes create regional differences according to the function they perform. This leads to functional divisions depending on the size of the urban area, the position of the location (elongated ribbon, circle, oval, etc.). The presence of natural objects in the landscape of any city is clearly visible in urban landscape design. For example, rivers and streams, lakes, high hills have a special appearance in the urban landscape.

Cities change the natural landscape with the onset of its initial construction and disrupt its natural structure. Cities create an imbalance between the area they occupy and the geographical area. The architecture of the cities consists of 2 interconnected spaces. This space consists of a natural environment and an artificial environment.

As the territory of cities expands, so does its dominance over the natural environment. Natural landscapes are beginning to be affected by man-made pressure. Due to the change of the territory to natural landscapes, the ecological environment changes, the mental, psychological, spiritual aspects of the population change dramatically.

In urban landscapes there is an accumulation of matter and energy, as well as information. Cultural and household facilities, museums, libraries, educational institutions perform the functions of storage and transmission of cultural and scientific information [3].

One of the important aspects of urban development in recent years is the preservation of natural objects in urban areas. In urbanized cities, such an opportunity is very difficult to realize, and large areas are occupied by industrial enterprises, warehouses, housing, road facilities, cultural, educational, medical and sanitary facilities. Such areas create a very large man-made pressure. cities meet more economic needs. In this case, the expansion of cities at the expense of reserve areas can preserve the balance of natural and artificial objects in the urban landscape by preserving natural objects in the buffer zones around them or by balancing them. In this case, urban landscaping will have the potential to meet the different needs of its residents.

Such potential will be focused on performing more economic functions in cities. This is because many facilities, such as workplaces, markets, transport systems, and service facilities, are primarily economic processes. Cities consist of a landscape-urban environment. As cities grow and expand, this environment becomes an environment of human activities and needs. The most important as natural objects in the urban area are plants. But in the territory of modern cities, cultivated plants form the main landscape background.

Accordingly, the urban landscape consists of ornamental plants rather than fruit as gardens, parks, green areas, alleys, sanitary protection zones. Established in the world urban planning experience, parks and parks combine a number of unique styles.

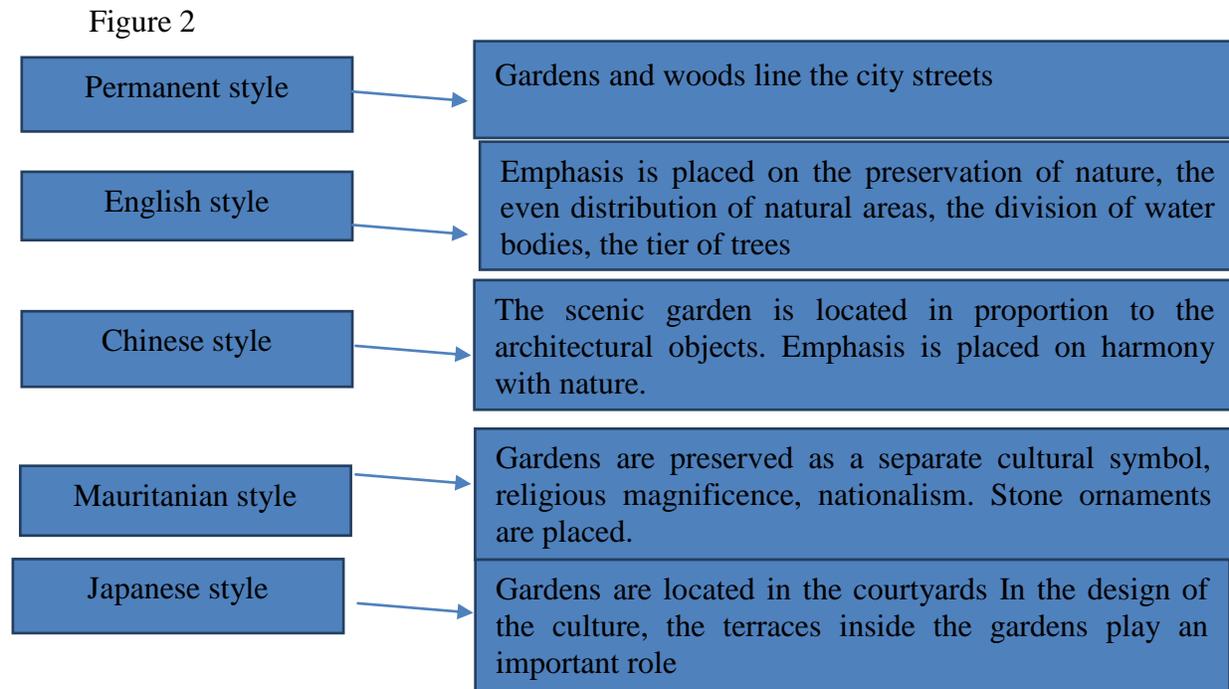


Figure 2 Ways of organizing parks in the world experience

Establishment of orchards instead of decorative gardens in urban landscape design. It was restored in Russia 200 years later, at the end of the 19th century. They took the name of economic gardens and were planted by mixing some ornamental plants into orchards. This is considered to be the restoration of the ancient Russian tradition in urban planning.

Recently, the modification of natural and anthropogenic objects in urban landscape design has begun. Such modification objects include the following.

1. Alpine slides.
2. Tree - sculptures
3. Curbs
4. Living walls
5. Vertical hanging gardens
6. Topiaries

Alpine slides are called rock gardens. The green lawn is flat trimmed, several decorative stones are placed on the lawn, one or more shrubs or ornamental trees are planted on the lawn, and a beautiful landscape design is created.

Tree sculptures, on the other hand, are given a special shape in the care of ornamental trees, and various figures are created.

Curbs are slow-growing and hedge shrubs planted on the edges of sidewalks, flower beds, lawns are given different shapes and get a unique look.

Living walls are created for architectural-artistic decorations. Living walls cover the courtyard boundaries, the walls of the buildings, and protect them from noise and dust. Vertical hangers are grown on the castle walls and create a landscape.

Topiaries are called ornamental or fantasy gardening. The shape of the animals is given by a special bush of ornamental plants. In addition, the plants are given different geometric shapes. This method was practiced in Rome and Iran 1000 years ago. Today there are 3 types of topiary methods used in urban planning: 1. Classical topiaries, 2. New topiaries. 3. American (carcass) topiary methods are developed.

In urban planning, landscape architecture and design have always been closely linked with the customs, professions, culture, religion, history, ethnography of the peoples. In particular, the construction sites, their location, the structure of the neighborhoods have always and all the architecture, urban planning today, that is, the advanced civilization: customs, traditions, styles. Analyzing the state of urban planning and urban area, its architectural structure, landscape design and its compatibility with natural and artificial objects, we consider it appropriate to distinguish the following aspects.

1. Preservation of the primary landscape in urban planning, placement of artificial objects in proportion to natural objects. This rule is in line with environmental principles in urban planning, ensuring the sustainability of the urbanized urban landscape. The natural landscape environment is guaranteed not to be disturbed;
2. The loneliness of cities and surrounding green spaces, green areas, for example; Ensuring the preservation of a permanent view of the population from the top of the residential area to the city park and from there to the suburban park zone, increasing the ability to perform functional tasks aimed at nature protection;
3. Establishment of multi-level and targeted open spaces in urban areas, ensuring air circulation, the use of proportionate methods in the construction of buildings and structures;
4. Placement of recreation areas, parks, gardens, alleys and cultural and residential facilities built in and around the cities in proportion to the needs of the population, to prevent excessive distances between them;
5. It is necessary to place green spaces in harmony with the expansion of cities, their development, to implement expansion.

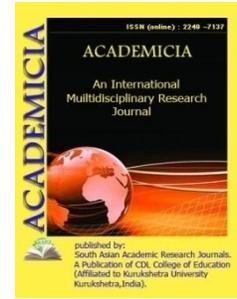
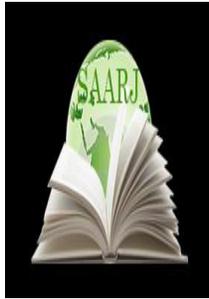
CONCLUSION

Accordingly, in urban planning, it is required to match the minimum area of green areas to the maximum area of houses, buildings and various objects, to maintain the optimal size of open areas, e.g. when crossing open areas of transport roads. 0.2 km for noise protection. A distance of 0.1 km is required to protect the population from transport waste. The open areas will be 0.4 km wide.

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IN THE PRACTICE OF PLAIN AIR, THE FINE ARTS OCCUPIES AN IMPORTANT PLACE AND PRIORITY

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ABSTRACT

This researcher has been working on the "Graphic arts and chemistry graphics" for the students, who reflected on the idea of plenerering in painting of Uzbekistan, about the works of artists and their ability to shape their rankings. Methodological techniques are used to apply the methods of the Mustalah, which deals with organizational issues, knowledge, tension, and skills of drawing art lessons. Students from the higher educational institutions, vocational colleges, and art teachers can use this academic discourse.

KEYWORDS: *Composition, Genre, Gamma, Harmony, Baget, Item Image, A Visual Representation Of An Object, Scene Or Person Produced On A Surface.*

INTRODUCTION

The plain air of the Uzbek national fine art was firstly developed in the miniature paintings that were done in the Middle Ages. In these miniature paintings one could see the nature, trees, ditches, mountains, animals, and people created or painted on the basis of certain rules. The art of miniature painting has its aesthetics and it describes the meaning of the painting in its own way. The objects described in the miniatures were presented conditionally.

Realistic painting in the territory of Uzbekistan appeared in the XVIII-XIX centuries and began to develop. During this period, artists worked in accordance with the creativity spirit of the European art traditions, they used European methodologies. We can almost see the landscapes or the images of architectural monuments in more than half of the works created in those years. The images that were based on some events were associated with the nature in these paintings, and we can say that the development of the plain air painting's principles were associated with the same period.

There were also the representatives of the plain air at that time. Such as S.P.Yudin, R.K.Zommer, L.L.Burewere some of them. In S.P.Yudin's works we can see mountain and village views, as well as the panorama of the nature described in the dramatic circumstances of World War II.

In R.K.Zommer and L.L.Burelar's art one can see the monuments, the streets of that period, teahouses and other similar works done in plain air post. We may be able to learn from these paintings about the people at that time, the warm sunny nature of Uzbekistan.

P.P.Benkov was a remarkable artist and one of those artists who represented our sunny country with a high spirit in his works. He created his own school in Uzbekistan that was unlike than others.

In 1930, Pavel Petrovich Benkov moved to Samarkand that was the capital of Uzbekistan at that time. Describing architectural monuments, streets, gardens, the people of this land he made a great contribution to our fine art. P.Benkov was as well as busy and interested in educational activities. He was the founder of the current republican college of the Arts in our country. He did his best in upbringing the new artists and painters. He shared his experience with them and taught them with care and love.

Working hardly at "Plain air" painting he created a number of works. The creation of his works, their color palette, the composition are one of the best samples of the traditional fine art methodology. The work called "Grape harvesting" (Friends) was done at the plain air, there was presented a group of grape collectors, and the sun's rays that were coming through the grape leaves and illuminating on the grapes were depicted with high mastership. Coming close to this painting one can feel a sense of real vineyard. P.P.Benkov trained Z. Kovalevskaya, L.Abdullaev, A.Abdullaev as a future painters. The next generation of artists carried out the same artistic heritage by Benkov. They studied these methodologies on their primary school days. One of the creative artists O'.Tansiqboev also worked at "plain air". Working he depicted landscapes, mountains, rivers of our country in his paintings. As well as he chose the right colors in vivid style. He left a lot of "Plain air" paintings that were unique in their own way and unlike the other works. The painting named "My Song" can be the best sample in the landscape genre and can be called the symbol of this genre.

N.Qo'ziboev, M.Saidov, R.Ahmedov worked at the same period as O'.Tansiqboev did. Their works were connected with plain air painting too. Academic painter Rahim Akhmedov's portrait work "Maternity Homes" had a significant role in the fine art. He described the image of a woman sitting outside in the shade of a tree. The work was done very accurately, colors were chosen professionally. As he once told he had created this work while teaching his students during practical process. One of the masterpieces of the fine art was the result of that lesson. Here below we would like to say a word about the practical moments of the student teaching process.

After being independent, at the result of the economic and social development in our country the computer art developed rapidly and even not professional art designers were involved and interested in the field of design work. That caused the things turn wrong, we could see some mistakes in coloring the advertisement objects, choosing not correct colors in decorating the internal and external parts of the houses. Modern coloristic increase and development demand from us for high qualified and skilled specialists. For this reason, the students should be taught the ability of seeing, feeling and choosing the colors in the right way.

The issue of developing the ability to see and notice the color of the painting is the most important task of teaching process. In educational system upbringing independently creative, goal-oriented, the young talented painter is very important. Increasing one's ability to work with colors can't be carried out without learning. He should be taught to observe the environment, to feel the aesthetic of an object, to notice the sense of colors of the world. The theoretical and methodological issues connecting with the landscape genre and developing the students' coloristic skills are not fully solved. We can't say that enough much specific issues were solved yet in this field. Therefore, many teachers mainly focused on teaching the students to notice the shades of the object. At the result the natural colors of nature stayed unnoticed and not taught fully. This problem is reflected on the works of the students. Because the students' ability to perceive color and the art of choosing the colors is not enough. This can be seen in the landscape painting practice in the plain air. The mistakes can be noticed in the light, sun rays and colors given to the objects, in the colors used to depict the changing process of the nature. From this idea we can conclude that the educational and training process held in plainair has enough problems to be solved. In teaching process there are still some methodological problems that demand a solution to develop the students' color abilities. This process demands to develop and increase the students' abilities to choose, notice, feel the accent or the colors professionally.

Well-known Russian artists and art critics N.N.Volkov, G.Shchegol, K.F.Yuon, B.V. Ioganson firstly established the theory of accent or coloring and made their great contribution to the fine art.

For example, A.A.Vasilev in his book "The bases of the theoretical and educational principles of the teaching artists to plainair he focused on the "theory of accent", he clarified the difference in his workshop painting conditions. He advised to go to open air conditions from workshop conditions. As we know the shades of the objects move quickly as the sun moves. According to this fact furthermore, he worked out some methodological advice to study the short-term and long-term exercises. For example, as a training exercise he recommended nature mort, in his exercise he used the objects related to landscape (earth, sky, water). The importance of this task was to see or notice the common objects in nature with one glance. It is very difficult for the students to distinguish and memorize all little objects in one glance. Therefore, the first task in describing the landscape should be not a large space, but a small part of it. He also recommended his methodologies in portrait work, he worked and conducted his research in landscape, nature mort genre. Many scientists believe that the students should work much in the nature to develop their painting skills.

V.M.Sokolinskiy also worked to solve one of the problems associated with the composition of the landscape. V.M.Sokolinskiy offers to carry out regular tasks such as: to have additional classes in the workshops, to paint etudes under the guidance of a teacher, to let the students implement their independent self works, to copy the works of the masters of landscape, to memorize the view and others. But the research work to develop the students' ability to see the colors was not enough.

In his research S.E.Tokarev conducted and worked out the system of methods to improve their ability to see the colors. In his scientific work he offered the following methods: to have practical research, to analyze them, to observe them, to organize a speaking or discussing period, to use pedagogical experience, to develop the ability to see, to demonstrate. In this stage, the teacher himself should be an example for the students in carrying out their tasks. S.E.Tokarev's proposed

system consists of two parts: the first is a short-term practical work. This process was developed and analyzed in details by him. The second system had complex devices that included a performance of space character and landscape composition. He developed the general ideas, but it was still less clear guideline on the issues of accent teaching.

In N.Ya.Maslov's work the teaching methods of accent was not clearly defined. He gave his points for the first year students to teach "The landscape pieces". He gave his advice in nature composition. But the focus on the colors of the objects was less given. No exercises on the bright, dark, light colors were given.

The main purpose of E.A.Khijnyak's research was to talk about the concept of harmony of color and flavor. He recommended the students theoretical knowledge, gave information about the coloring the size, space and recommended his methods. The aim of his research was to reveal the easy ways to color portraits, nature mort in workshop conditions. He paid little attention to landscape painting, that could have taught the students more about the state of nature (morning, evening, dawn, morning, rain, lightning), the change of the light elements. These details were not worked out in his research.

The analysis of the sources in the above example shows, in the authors' works the ways of working in plain air condition were not fully worked out yet. The complex excises to notice the colors, shades of the objects, to differ light and dark colors in the nature were not fully conducted by them yet. The main basic methodological rules were not still implemented by the scientists yet.

One of the main obstacles to improve the skills and practices of higher education institutions (Bukhara, Namangan, Samarkand, Gulistan) is that only one summer months and even less time is given to work in plain air. To develop the coloristic skills of the students it would be appropriate to spend the fall and spring seasons in the plain air. It would be possible to complete the study during the year to get a complex theoretical knowledge about the color gammas. At the moment, during the academic year students will not even think about landscape theme study till the end of the semester, clearly till the summer time. The Future teachers' ability to take the best view should be highly developed, because they'll work with the students at schools, at secondary schools, vocational colleges. They should have some skills to explain the picture of the program. In this case, the problems can be solved through the practice out of doors in plain air, but not on the basis of computer technology, with modern educational tools.

Scientific and educational study and analysis of the experience of the famous artist-teachers revealed to us the essence of the historical study of the problem in terms of "plain air" painting. As a result, we can say that the history of the formation and development of plain air as the fine art is closely related to the development of the landscape genre.

The landscape painting is one of the most spread genres of the painting. Studying its steps of development we can be sure of this. But during its development less attention was given to the accent or coloring and it was natural, the attention was given only to the little objects and elements of the nature. In that way several generations of artists made their contribution to the development of the landscape painting.

"Plain air" practice is an integral part of the educational process, and important aspect in preparing of the artist-teacher. Enjoying the nature and its performances, drawing, painting out

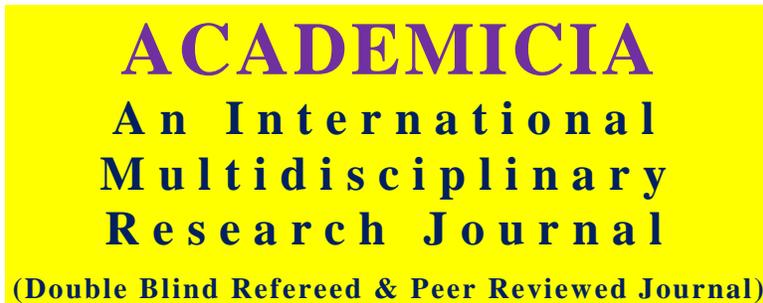
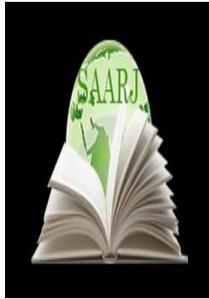
doors will develop students' skills and strengthen the knowledge that was given in the conditions of workshops.

During the observation period the students develop their observing skills. They will analyze the construction of the specific nature elements, their structure, they will learn about their color, they will clarify the knowledge about the air, sun rays, daylighting in the environment. Alternatively, they'll get to know about the materials, tools to use. Thus will develop the student's world of view and skills in landscape painting.

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MODERN TECHNOLOGIES TO INCREASE THE EFFICIENCY OF ROAD REPAIR IS

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ABSTRACT

The article presents theoretical and practical research results in the development of highway repairs and their implementation. that is, Modern high technology of road repair in hot climates, improvement of efficiency of repair works by means of introduction of bitumen emulsion in milling for road repair in hot climates of the republic, the economic efficiency of road repairs by introducing portland cement with milling bitumen emulsion to milling for road repair in hot climates of the Republic. In other words, I introduced the bitumen emulsion to improve the efficiency of repair and construction of roads in hot climates of the country, and to improve the quality of roads, thus reducing the number of road traffic accidents.

KEYWORDS: *Bitumen Emulsions, Hot Climates, Highway, Asphaltobone, Asphaltobone Granules, Emulgator, Cement, Technology.*

INTRODUCTION

Today the total length of the road network of the Republic of Uzbekistan is about 184000 km, of which 42654 km of public roads, 71324 km of domestic roads, cities, district centers and the population 69929 km of roads and streets of residential areas.

Relevance of the research: The urgency of increasing the efficiency of repair work, taking into account the operational condition of roads in hot climates of the country, is to ensure the smoothness of roads throughout the year, to eliminate congestion, improve traffic safety and improve road use. Road repair work places a great responsibility on passengers. Improving the efficiency of road repairs in hot climates, taking into account the operational status of roads, the definition of standards for the use of road construction materials, equipment and labor, changing the form of work organization are among the most pressing issues today.

Brief analysis of the literature on the subject: Much research has been done on the repair of roads and the management of the transport network and its individual sectors. Foreign scholars, A.Moskalenko, V.Alferova, V.Astrov, V.B.Babkova, V.Rezvantseva, D.F.Moore, D.R.Lemba, E.Popova, Z.S.Bitkinashvili, I.N. Petukhova, K.Y.Lobzova, M.V.Nemchinova, N.V.Vorelysheva, N.F.Khoroshilova, Nguen Van Lokga and, A.X.Kuchimov, I.S.Sodiqov, Z.X.Saidov, E.N.Garmanov A.I.Kazarnikov, B.D.Mahmudov, A.D.Melnik, V.D.Furasov, YU.K.Ponosov, L.YA.Prunseva, D.M.Magdiev (quality management of road construction), M.A.Gasanov, D.M.Magdiev (financial management of road use), D.A.Endovitsky, M.I.Ivanov, B.A.Volkov, SH.A.Shakarbekov, E.A.Fomina, YU.Y.Shneider and other scientists.

Research objectives: Analysis of the quality of work carried out to improve the efficiency of repair work, taking into account the operational condition of roads in hot climates;

Study of the composition and classification of repair work;

Selection and justification of the research object in hot climates;

Study of modern repair technologies;

Determining the periodicity of repairs;

Development of recommendations for improving repair technology.

MATERIALS AND METHODS

The scientific significance of the works is that the application of bitumen emulsion in order to increase the efficiency of repair of roads in hot climates of the country. Achieving cost-effectiveness as a result of the preparation of bitumen emulsion and asphalt cement mixture for asphalt granules and its application in repair works;

Use of modern road equipment and technologies in the repair of roads;

The main results of the research were presented, discussed and positively evaluated at seminars at the scientific-practical conferences. "Implementation and solution of current issues on roads" at the Department of Motor Roads of Jizzakh Polytechnic Institute

RESEARCH PART

The use of recycled materials in asphalt coatings is generally mixed with the bitumen emulsion and deposited in cold asphalt surfaces after smoothing uneven surfaces. Liquid material, consisting of bitumen or resin and water, is an emulsion, and the emulsions can easily save up to 30% of the organic product by rapidly spreading on the surface of the mineral material.

Bitumen emulsions are environmentally friendly and water environments and bituminous particles play a role. Bitumen in road emulsions is approximately 1 microns and is 50-60% of the structure of the environment. When 70% of their content is emulsion with high concentration. Bitumen is a polar substance and does not dissolve in the polar fluid (water). Therefore, it forms a callous environment with high water.

The main advantage of emulsions, especially direct, is that they have very low values compared to bitumen. In addition to heating stone materials, emulsions and mixtures, it allows them to work with cold mixing, which speeds up road construction and repair and simplifies their technology.

There is a strong connection between the old surface and the asphalt concrete layer, which is used by most adhesive layers for many types of roads and is used to treat the entire surface with a thin layer. Depending on the type of coating and surface conditions per square meter, it is recommended to use 0.25 to 0.7 liters of bitumen emulsion. The emulsion acts as an over-lubricant and forms a plane between the two layers. When applied under the layer, when the traffic is stopped or the speed is reduced to 40 km / h, it is necessary to wait for full emission of the emulsion before applying the top layer [2].

Highway repair with the use of bitumen emulsion is effective. This method can create one or more layers. This method is used to repair old asphalt concrete coatings for various defects and oxidation, breakage and repair of cracks or open surface coatings. The emulsion easily penetrates the surface of the cracks, penetrates to the surface and covers the mineral aggregate, thus increasing the life of the coating and increasing the lifetime of the coating. The technology uses fine sand coating when the coating is repaired.

The granulometric composition of the asphalt granule from the work of the freeway simon section is shown in Table 1

The granulometric composition of the asphalt pellets scraped with the help of the working piece of freeway simon. Table 1

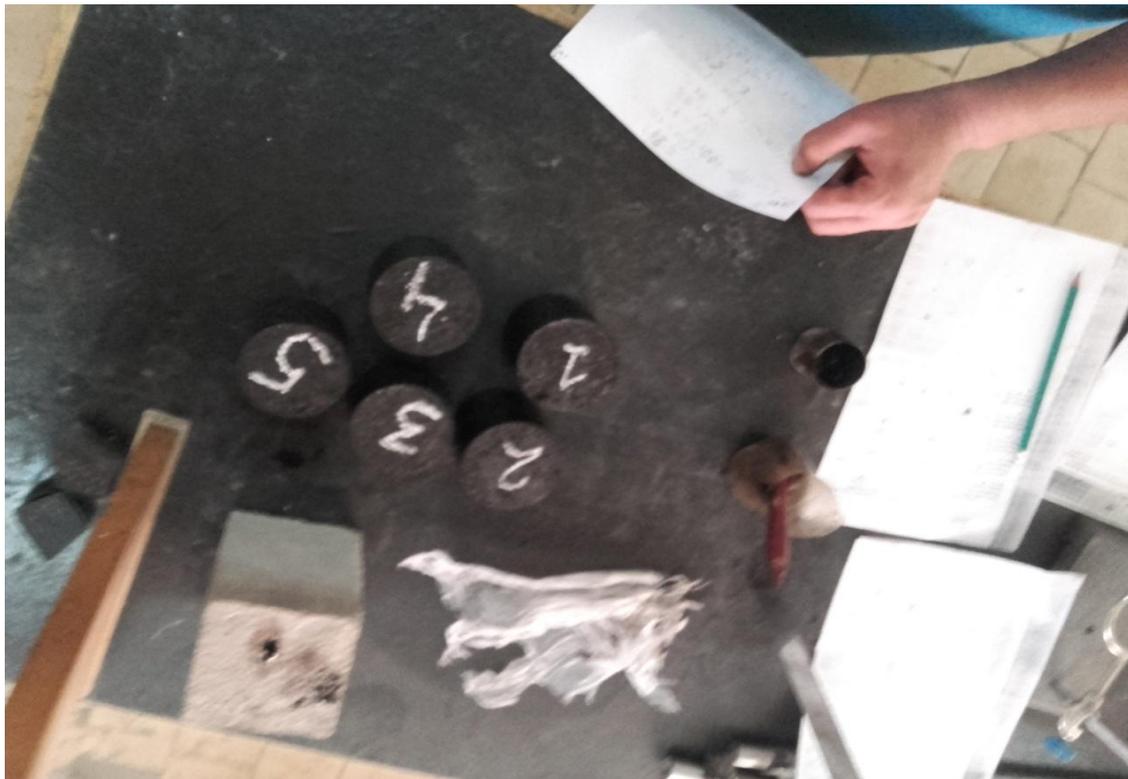
Name of the parameter	Sieve size (mm)									
	20	10	5	2,5	1,25	0.63	0.315	0.16	0.071	<0.071
Total balances (gr)	6	14	38	34	20	82	138	86	28	24
Full jump gr(w1*w2)	464	450	412	378	358	276	138	52	24	0
Full jump % = w2/w1 *100	99	96	88	80	76	59	29	11	5	0

S/N	Composition of the mixture	The age of the samples	The average compressive strength limit of the resulting sample. samples filled with water 60 C° (P ₁ , MPa)	Average compressive strength of the sample to be compressed (dry sample) (P = P ₁ * 1,3) MPa
1.	Asphaltobone granules 50% (<10mm) Emulsion 3% Cement - 5% Water - 8%	3 day	1,16	1,508
		7 day	1,53	1,989
		28 day .	1,67	2.171
2.	Asphaltobone granules 45% Emulsion-5% Cement - 5% Water - 8%	3 day	1,16	1,508
		7 day	1,2	1,56
		28 day	1,39	1,807
3.	Asphaltobone granules 50% Emulsion 7% Cement - 5% Suv - 10%	3 day	0,89	1,157
		7 day .	0,89	1,157
		28 day .	0,98	1,274
4.	Asphaltobone granules 45% Emulsiya 10% Cement - 5% Water -8%	3 day .	0,54	0,702
		7 day .	0,71	0,923
		28 day	0,8	1,04
5.	Asphaltobone granules 50% Emulsion 10% Cement - 5% Water - 10%	3 day	0,89	1,157
		7 day .	0,89	1,157
		28 day .	0,98	1,274
6.	Asphalt granules 45% Emulsion 7% Cement - 3% Water - 5%	3 day	0,62	0,806
		7 day	0,71	0,923
		28 day .	0,89	1,157
7.	Asphalt granules 45% Emulsion 10% Cement - 3% Water - 5%	3 day	0,45	0,585
		7 day	0,89	1,157
		28 day .	0,98	1,274

The dependence of samples on the strength and content of the samples. Table 2



Picture 1. Process of verification of prepared asphalt concrete in hydraulic press.



Picture 2. The process of making asphalt concrete samples

ANALYSIS OF RESULTS

As a result of my research lab, the following results emerged: Of my asphalt coconut samples, the sample had a hardness of up to 14 tons when I took 2% of the optimal bitumen emulsion. If the bitumen emulsion percentage was greater than 4%, the sample did not reach the specified strength. To reduce the viscosity and viscosity of the mixture, I added 400 Portland cement and achieved the desired result. The bituminous emulsion caused the coefficient of strength of the sample made of Portland cement. The increase in the emulsion percentage reduces the compression resistance of the samples. With the introduction of bitumen emulsion at 3%, the power was about 2.17 MPa and 15% decreased to 0.92 MPa.

As a result of better adhesion of bitumen emulsions to the bottom coating, their better use in repair and construction.

TABLE 3

Type of material	Material consumption at 1000 m ²		
	Laying of hot asphalt concrete mix (%)	Cold asphalt concrete mix laying (%)	Laying of coating based on bitumen emulsion (%)
Cement	-	-	3
Sand	16	24	-
Bitumen	5,5	6	2 (for the preparation of emulsions)
Diesel fuel	-	3	
Rocks	78,5	67	27
Water	-	-	2 (for the preparation of emulsions)
Asphalt	-	-	66
Emulgator			0,05(for the preparation of emulsions)
Total %	100	100	100

The average coating life of 5 years is based on the latest hot and cold asphalt technology, and the use of this technology significantly increases the economic efficiency.

The use of bitumen emulsion based compositing techniques is important for increasing the cost-effectiveness of bed coverings.

Bitumen emulsion composite technology will be used within 2 hours upon completion of the coating, which will be repaired especially on high-density and passable roads.

Road repair technology using bitumen emulsions is well suited for internal mechanics because of coarse-grained durations, even at 2 h.

CONCLUSION

In summary, the results of research on automobile roads in hot climates of the Republic of Uzbekistan have demonstrated the use of bitumen emulsions and asphalt granulation technology to construct upper layers. Constructive layers of materials allow to increase the efficiency of reconstruction and repair, better adapt to the lower floors, which increases the service life of the coating, increases the safety of transport and reduces production costs. It has also been used in conjunction with emulsions and mineral binders to fill asphaltogranulas (milling) in internal repair work.

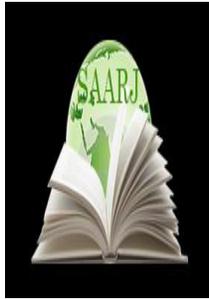
RECOMMENDATIONS AND SUGGESTIONS

For further improvement, this technology has also been proposed for laying on the highways. This reduced the time of road construction and repair and saved the bitumen.

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MEANS OF INNOVATIVE DESIGN IN MODERN FUR CLOTHING

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ABSTRACT

New methods of fur processing are considered. A comparative analysis of traditional and innovative technologies for the manufacture of fur products is carried out using an example from the Fashion House. In order to determine trends in the development of fashion and improve methods for designing clothes from natural fur, taking into account innovative design, an analysis of known fashion collections by compositional and constructive features, reflecting the shape and design of models of fur clothes, was carried out.

KEYWORDS: *Fur Products, New Processing Methods, An Assortment Of Fur Products.*

INTRODUCTION

At present, Uzbekistan is experiencing the restoration and growth of domestic fur production of fur products based on astrakhan sheep breeding. The fur of the Karakul fur is thick, shiny, flexible, silky and has its own unique pattern created by intricate curls. The best Karakul fur is fur with curls of a special shape - roll, that is, the pattern is laid out in straight rows, parallel-concentric circles. It is important that karakul is resistant to frost and moisture, it is very warm, which makes it very popular. The unique properties of astrakhan fur make it possible to use it both for sewing clothes and for finishing. The use of an expensive semi-finished product, the originality of the methods of constructive modeling and manufacturing methods, the great variability of the physical and mechanical properties, determined by the natural and biological characteristics of animals, require comprehensive research on the development and formation of initial information for the design of fur products.

The use of an expensive semi-finished product and manufacturing methods, a large variability of physical and mechanical properties, determined by the natural and biological characteristics of animals, require comprehensive research to develop and form the principles of domestic design of fur products.

Innovative design of fur clothes implies the inclusion of new methods of design of a semi-finished fur product [1] and is focused on the creation of high-quality and aesthetically beautiful fur products made in a small batch production and being the objects of the developed design of outerwear with highly functional, ergonomic, indicators. World experience confirms that the relevance of their silhouette and style solutions plays an important role in the global promotion of fur products from well-known fashion houses and brand manufacturers [2].

In order to determine trends in the development of fashion and improve methods for designing clothes from natural fur, taking into account innovative design, an analysis of well-known fashion collections by compositional and constructive features, reflecting the shape and design of models of fur clothes, was carried out. The results of the analysis made it possible to identify the main style-forming elements and establish the trend of their development. The object of the study was 180 models of the fashion house "Fendi", "Gianfranco Ferre", "Versace", "Chanel"; "Gucci" ("Gucci"); "Jean Paul Gaultier"; "Prada"; "Moschino" ("Mochino") and many other foreign publications for 2018-2020. [3].

For the study, we chose models that have both traditional and original design solutions and the shape of the product.

The analysis showed that in the structure of foreign fur production and trade, finished products (outerwear) account for approximately 100% (Fig. 1).

Type of fur product

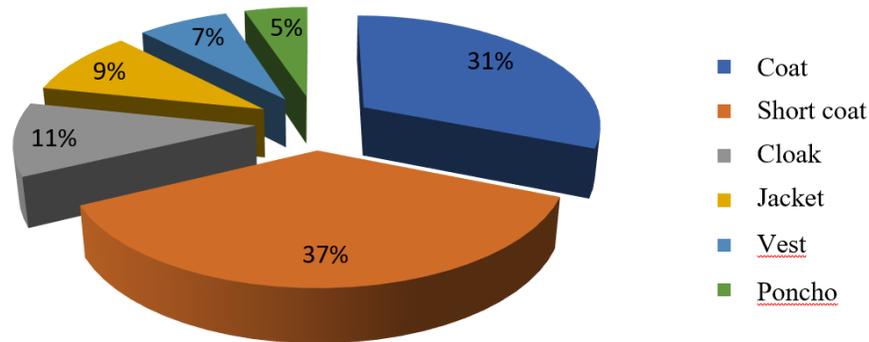


Fig. 1. Diagram of the occurrence of models of fur clothing in the collections of world brands

In the collections as a whole, various types of fur outerwear were presented (Fig. 1): coats (31%), short coats (36%), cloaks (10%), jackets (9%) vests (7%) and ponchos (7%). Unlimited opportunities for updating and expanding the range of fur products are provided due to the annual release of semi-finished fur products of new color imitations, textures, an expansion of the color range of fur, the use of complex cutting methods and a diverse arrangement of skins in products, the combination and use of different types of fur in one product, combining fur with leather, knitwear and other materials.

The most trendy types of fur: astrakhan fur (5%), broadtail (6%), muton (8%), mink (17%), arctic fox and fox (32%), nutria (3%), rabbit (8%). Also, textured combinations of different types of fur (16%) from mink, chinchilla, rabbit are widely used in the design [2].

Studies have shown that in modern collections of famous designers there are many models of clothing, combined from leather and fur, innovative methods of design of a semi-finished fur product [4]. Clothing models made of leather and fur, consisting of many small parts with a predominant use of flap and waste, have become examples of the modern approach to the design of fur products. Designers masterfully make up a mosaic, combining pieces of leather or fur both with each other and with fur flaps of different type, color, hair height and density. Fur clothing collections also include multi-piece models of leather and fur [5], models of clothes processed methods of flat decoration of skins [5,6,7,10]: inlay, perforation, applique, interspersion, fringe decoration, intarsia, patchwork technique, embroidery on leather, skin, etc. (Figure 4).

For example, inlay consists in decorating products with patterns and images that are cut into the surface and differ from it in color or material, filling it with other material (leather, suede, furs, etc.). It should only be borne in mind that the cutting of the fur for the ornament must be designed from the same topographic areas of the skins, since the unequal height of the hairline will noticeably distort the pattern on the product [8, 9] (Figure 3).

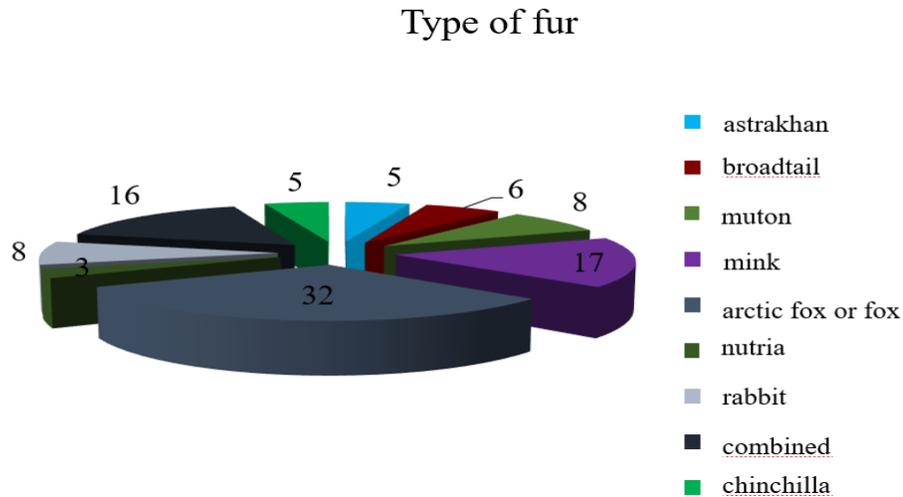


Figure: 2. Characteristics of the investigated models by type of fur

Innovative methods in this case are simple, logical, cost-effective techniques for cutting and additional processing of semi-finished fur. These methods allow transforming the surface of the fur, improving its aesthetic and operational qualities, increasing the usable area of expensive fur raw materials and creating a fur product that meets the requirements of modern design.



Figure: 3. Models of fur clothes, decorated with inlay from SagaFurs [10].

Crushing skins (skins) into parts with the formation of a pattern makes it possible to use not only individual sections of the cut, but also the entire surface of a semi-finished product that has hair defects. In this case, parts of the same shape and size (for example, squares, circles) can be arranged in a cut so that the direction of the hairline in each square of the longitudinal and transverse row or circle is opposite. In this case, the figures in which the direction of the hairline and the ray of light coincide will look light, shiny, and the rest will look matte, with a thicker tone. Methods of flat decoration of skins are actively used in the development of foreign designers, for example, in the ZUKI brand, the international design center SAGA FURS and others [8]. The elements of the pattern can be very different: geometric shapes (squares, rectangles, triangles, circles, etc.) and bioforms (Fig. 4).



Fig. 4. Samples of decorating products by inlay by SagaFurs [10]

The external shape of a fur product is influenced by the density and rigidity of the leather tissue [11], the elastic-plastic properties of which allow furriers to create spatial forms from fur due to residual deformation and changes in the structure of the leather tissue during stretching [12]. Inappropriate and irrational use of these properties of fur skins leads to distortion of the shape, violation of the composition of the product as a whole, to weighting the product. The designer must apply a delicate taste and sense of proportion, which are necessary when creating a fashionable and beautiful image.

It is known that the shape and direction of constructive and constructive-decorative lines in clothes made of natural fur depend on the type and size of the skin, fashion trends, and trend recommendations [11]. The properties of the leather fabric of natural fur determine the main manufacturing feature - the absence of wet heat treatment to create a shape. When obtaining a fashionable spatial form of fur clothing, one should take into account the size of skins and flaps, height, color, plasticity, softness and density of the hairline.

Modern designers offer various cutting methods (Fig. 5), the number and shape of fur clothing form divisions. The choice by manufacturers of options for the location of skins in the product, cutting methods is determined by the model, type of fur, long hairline.

Silhouette

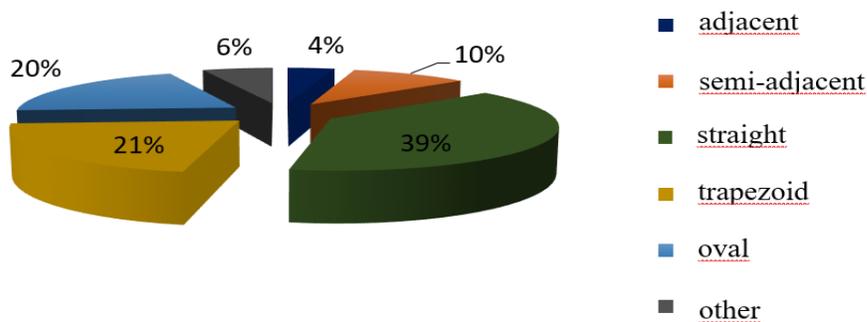


Figure: 5. Characteristics of the sample of the investigated models of fur clothes according to the used methods of sewing

In modern trend models, visualization of articulations is popular, which is achieved by combining short-haired and medium-haired fur in products, using manufacturing techniques (for example, embroidery with leather or suede), which enhance the visualization effect. Structural articulations in such models carry a compositional load and are structurally decorative. As an additional technique for visualizing the compositional and constructive solution of the model, they use a haircut, color, leather (suede) embroidery of a fur semi-finished product in certain areas. The analysis revealed the location of the shaping articulations in fur products. The most popular trend models with a combined arrangement of skins in the product (Figure 6.7.).

According to the research results, it can be concluded that trends in fur clothing are provided due to the annual production of fur semi-finished products of new color imitations, textures, an expansion of the color range of fur, the use of complex cutting methods and a varied arrangement of skins in products, the combination and use of different types of fur in one product, combining fur, leather, knitwear and other materials. The main factor that determines the choice of a design solution when designing fur products is the principle of shaping.

The increasing importance of innovative design in fur garments has been revealed. The use of innovative methods for the design of semi-finished fur products will allow domestic fur enterprises to reach a new progressive level of development, to create aesthetically perfect and competitive domestic fur products.

View of the arrangement of skins in fur coats

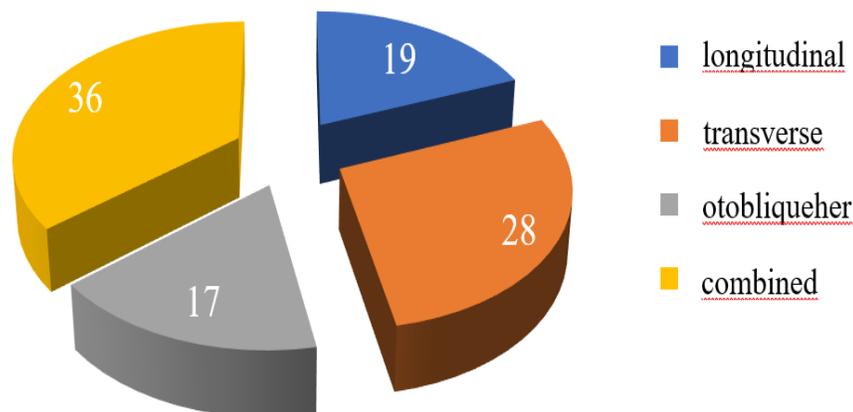


Figure: 6. Arrangement of skins in fur coats

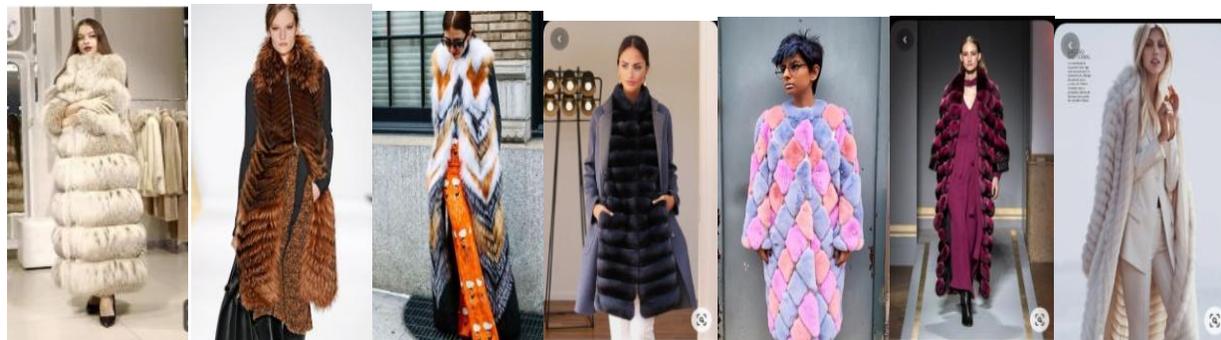


Fig. 7. Models of fur clothes with different arrangements of skins in products [13].

The noted design features of fur products are the initial information for the automated visualization of the graphic image of a product from a fur semi-finished product and made it possible to form an information fund for the sketch design of fur products.

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THE TECHNOLOGY OF TEACHING SPEAKING IN ENGLISH AT SECONDARY SCHOOLS

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ABSTRACT

This article describes the technology of teaching speaking in English classes at secondary schools of Namangan region, aimed at creating such an environment for students not only during classroom activities, but also during the break time between classes in order to master speech skills in English more successfully.

KEYWORDS: *Technology, Speaking, English Classes, Speech Skills, Classroom Activities, Secondary Schools*

INTRODUCTION

The graduates of secondary school education specialized in the study of a foreign language should be A2 level according to the modern requirements in accordance of CEFR levels in Uzbekistan. To reach the outcome of the objectives the state curriculum in secondary schools, we need to create an artificial language environment, both for the purpose of motivation and for the purpose of faster and better mastering of all types of speech activity of our students.

MATERIALS AND METHODS

Many scholars argued about the need to create a language environment. According to D.N. Asanova, artificial linguistic educational environment includes a set of components: spatially-subject, technological and social, which ensures the activation of the subject activity of students, both in English lessons and after school hours, creates an appropriate emotional mood and contributes to mastering the skills of foreign language communication.

Based on the goals of teaching a foreign language, it is necessary to take into account that the language environment should be educational in nature, i.e. we need to create an educational language environment. All methodological techniques, teaching aids, visual and handouts,

manuals and equipment used must create and support the teaching and developmental nature of the foreign language environment.

To create an educational language environment outside the classroom during breaks between lessons, the model of the language environment proposed by D.N. Asanova, and this model of the language environment is based on such components as:

1. Subject-spatial component includes objects, furniture, room, external environment. All surrounding objects participate in the creation of a language developmental environment. In addition to bright educational posters in English, books in English, educational language games, there is a special corner on the wall where you can place language material: fairy tales, poems, phrases. The material is designed in such a way as to attract the attention of students.

2. The technological component includes the content of the program, methods, forms and teaching aids. When selecting the lexical material used during the break, we were guided by the principle of expediency, choosing the material that is necessary for successful smooth communication in the lesson, as well as the principle of the frequency of the use of individual phrases and expressions. We try to bring all language material as close as possible to the natural language environment. The teacher works with this material not only in the classroom, but also outside the classroom, in our case at recess. Games (including finger games), songs and nursery rhymes help create a favorable atmosphere and recreate a piece of the English-speaking world both during recess and in class. The types of objective activity, in the process of which, within the framework of our experience, learners master a foreign language culture, are the following: manipulation games, drawing, sign language and musical activity.

3. The social component includes various forms of interaction between subjects in the educational process. The center of this environment is the learner as a linguistic person. We try to help the child master social norms, create an educational language environment in which he can realize himself as a person.

4. The developmental block includes tasks and exercises, as a result of which children learn English lexical units in the flow of speech, listen to English speech, see the whole English word.

RESULTS AND DISCUSSIONS

Our concept of creating an extracurricular English-speaking environment is based on some simple and practical ideas.

1. Student-centered nature of the process of mastering the English language. As a rule, when learning a foreign language, students are forced to be guided not by personal interest, but by the requirements of the teacher. If we talk about creating an extracurricular language environment, then it is much easier and simpler to “tune” it to the range of topics that are understandable and interesting to students. Let us explain this idea with a specific example. Currently, we observe that students during recess do not communicate with each other, but take their gadgets and play various games of a “non-educational” nature. We want to direct the interest in modern devices and games into the educational mainstream. To do this, we can select a number of Internet sites with interactive educational games in English, which allow us not only to organize the educational process during breaks, but also to show students that there are interesting educational games in English. It is noteworthy that the interest of students is not limited only to the time

allotted for recess, many have written down the addresses of the sites in order to be able to continue learning while playing at home.

2. Restricting the use of "translated materials" and creating an English-language learning environment. We assume that if you use as many phrases in English as possible during breaks and lessons, this will help you quickly master a foreign language to an appropriate extent.

We can say some instructions in English; try not to translate them into Uzbek, explaining them with gestures and facial expressions.

3. Language is a "working tool". One of our tasks as English teachers is to show students what the real need for learning English is, point out the area in which their knowledge can be applied. At the junior level of education, we pay attention to the fact that English is around us: on the labels of their favorite products, in the names of their favorite toys and cartoons, in computer games. At the intermediate level, we pay attention to the fact that there are children's English-language podcasts (educational cartoons, recordings of video dialogues, flash games, etc.).

4. Language is a means of communication. Observations of recent years show that today a serious problem for students is that it is difficult for them to competently express their thoughts even in their native language, let alone a foreign language. From our point of view, within the framework of our technology, communication games can be an effective teaching element.

5. Formation of educational autonomy. By the formation of educational autonomy, we mean the formation of the need for self-development in general and the skills of learning a foreign language using all available resources in particular. In other words, it is important and necessary to teach students to learn, learn new things, seek and acquire knowledge.

In this regard, we would like to introduce the innovative technology "English every minute" or "educational change". To create an artificial educational language environment within the framework "educational change" technology and relying on the above-mentioned components of the language environment model we will choose in the followings:

1. We need to develop a set of entertaining educational lexical games in English: dominoes, loto, bingo, crosswords, "magic letters", board games.

2. We will analyze the English-language educational Internet resources and, on their basis, created a bank of developing materials, which included: phonetic books, fairy tales for children in English, a dictionary in pictures, coloring books, applications, and crafts.

3. We will pick up developing speech outdoor games using rhymes (Hand Rhymes), songs based on video (cartoons, videos);

4. We will compile a list of educational Internet sites with interactive games.

5. We can regularly arrange classrooms with various language, linguistic and cultural materials.

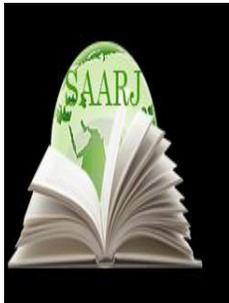
The organization of educational activities at recess will began with the fact that when students are offered various language games, participation in which will be voluntary. At this time, the teacher is next to the children, gives instructions in English, helps to cope with emerging difficulties and monitors whether the task is completed correctly.

CONCLUSION

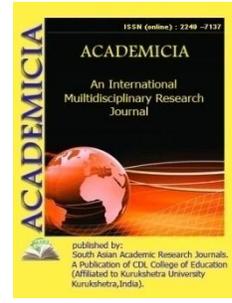
In conclusion we can recommend using the "educational break" technology. With the help of this technology, the oral and speaking skills of students will more effectively formed: understanding of the English speech addressed to them, the active use of words and phrases, the ability to recite poetry by heart, match a word on a card with a picture or say it yourself.

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**HEALTH CARE OF ELDERLY TRIBES: A STUDY ON THE LODHA
 WOMEN OF JHARGRAM DISTRICT, WEST BENGAL, INDIA**

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ABSTRACT

Elderly tribal women experience physical illness, economic insecurity, social isolation and mental instability. Although they are aware of these, they have hardly any resources to get out of their trap. Most often than not, they do not want to be a burden to their children. In some tribal families, the children also prefer to live separately after marriage. As a result, elderly tribal women become increasingly helpless. The present study has attempted to analyze the socioeconomic background and related problems of the elderly Lodha women. Forty-four elderly Lodha women (age-60 years and above) were selected from four villages under Jhargram and Nayagram block of Jhargram District for this. The data were collected through structured and unstructured interview. It is observed that most of the Lodha respondents suffer from various health problems such as malnutrition, loss of vision, loss of hearing, arthritis, etc. Their living conditions were unhygienic and unhealthy, and they drink unsafe drinking water from the village wells. It is also found that other members of their family are also indifferent to them. The elderly Lodha women expect a little care from their family members and also some support from the government.

KEYWORDS: *Burden, Elderly, Health, Helpless, Lodha.*

1. INTRODUCTION

Health is a prerequisite for holistic development and is an essential component of the general well-being of human beings. The health problems truly speaking is not at all solely biological but are caused by the complex and multi-layered interplay of various factors not excluding the social, economic and political ones. The common beliefs, customs, practices are directly or indirectly related to peoples' health. Some practices are suggested to avoid illness or diseases, and some practices unconsciously directed to illness or diseases.

The term Lodha is possibly derived from the Sanskrit word '*Lubdhaka*', meaning a trapper or fowler (Bhowmick, 1979). The Lodhas prefer to call themselves as 'Savaras' or 'Lodha-Savaras' which has a reference in the *Ramayana* and the *Mahabharata*.

They lives in the jungle-covered tracts of Paschim Medinipur of West Bengal, Singbhum of Jharkhand and Mayurbhanj of Odisha. Some of them are found in the district Hoogly of West Bengal. Other tribal communities like the Santals, Mundas, Koras, etc. live along with them. The Lodhas have no language of their own. They speak in rural Bengali dialect. According to P. K. Bhowmick,

The Lodhas differ physically and culturally from these groups of people; added to this is the stigma of criminality imputed to them by the local people, as well as by the government. Even now, they are deemed as such, and in the event of any theft or dacoity in this area, they are instantly suspected and harassed, both by the people of the locality and by the administrative authorities (ibid, p. 37).

The Lodhas is one of the most Primitive Tribal Groups (PTGs) of India. They were designated as one of the 'criminal tribes' according to the Criminal Tribes Act, 1871. In 1952 of Government of India revocation of the criminal tribes' act and the Lodhas are now treated as the 'denotified' tribal community. Now they are called 'Particularly Vulnerable Tribal Group' (PVTG) earlier terms as Primitive Tribal Group (MoTA, 2012). The Lodhas have an existence of a pre-agricultural level of technology, stagnant or declining population growth, extremely low level of literacy, a subsistence level of economy and having low health indices.

The scheme Particularly Vulnerable Tribal Groups indicates that PTVGs have not attained a considerable level of educational, economic growth and are having low health indices. They depend on agriculture, minor forest products like fuel woods, *sal* leaves, etc. and daily labour for livelihood.

2. REVIEW OF LITERATURE

Older women experience a higher burden of chronic illness and infirmity. This burden is highest among socio-economically disadvantage women (Sonwane, 2015). They are more vulnerable to illness and diseases in any social strata because of decrease physiological controls and any other capacities (Arlappa, 2006). Santhosam and Samuel (2013) showed that most of the older women do not get the care and concern their families. They think that they have become a burden on their children. They use traditional medicine during illness.

3. OBJECTIVES

- I. To know the socioeconomic background of the elderly Lodha women.
- II. To find out the health problems (physical and psychological) of the elderly Lodha women.
- III. To understand the factors of problems found among the respondents.
- IV. To evaluate accessing of health care facilities done by the respondents.

4. RESEARCH METHODOLOGY

4.1. RESEARCH DESIGN

For this study, descriptive research design has been adopted. The purpose of this research design is to describe the socioeconomic background and other parts like the health problems, factors of problems of the respondents. And, reveal new information about the elderly Lodha women in the study areathrough the objectives as mentioned above.

4.2. AREA OF THE STUDY

The present study was accomplished in four villages named Kalajharia, Rajabasa, Shital Pura and KalmaPukhuria. These villages are tribal dominated villages where most of the people are belong to the Lodha community. First two villages are situated in the Jhargram and next two villages are situated in the Nayagram block in the Jhargram district which is located in forest fringe area.

The unit of the study has been the individual. All the elderly Lodha women of these four villages have been selected as respondents for this study. (Table-1).

TABLE-1: DISTRIBUTION OF RESPONDENTS

District	Block	G.P.	Village	Total no. of elderly Lodha women
Jhargram	Jhargram	Manikpara	Kalajharia	18
			Rajabasa	7
Jhargram	Nayagram	Nayagram	Shital Pura	11
		Malam	KalmaPukhuria	8
Total				44

4.3. RESEARCH TOOLS

The present study mainly relies on direct intensive observation and interviews with the villagers. The demographic and socioeconomic surveys were conducted among the forty-four respondents of the Kalajharia, Rajabasa, Shital Pura and Kalma Pukhuria villages with the help of structured and open-ended questionnaire schedules. The questionnaire included information on their socioeconomic background, various health problems, factors of health problems and accessing the health care facilities done by the respondents. The qualitative information on the feeling and attitude of the affected persons were collected through repeated conversations over one month during June-July 2019. The qualitative data were presented with the help of some representative of them. The respondents were selected for this study by stratified random sampling. The present study was based on the fieldwork carried out in Kalajharia and Rajabasa villages, which comes under the jurisdiction of Manikpara Gram Panchayat of Jhargram block, and Shital Pura and

KalmaPukhuriavillages come under the Nayagram and Malam Gram Panchayat of Nayagram blockin Jhargram district, West Bengal.

5. MAJOR FINDINGS OF THE STUDY

5.1.SOCIOECONOMIC BACKGROUND OF THE RESPONDENTS

The data were collected fromforty-four elderly Lodha women ofKalajharia, Rajabasa, Shital Pura and KalmaPukhuria villagesof Jhargram district. West Bengal, India. The role of age is an important factor for an individual in the performance of socioeconomic status. Regarding age-wise classification of the respondents, a good number (61.36%) of them belong to the age group between 60-70 years. 34.09% of them belong to the age group of 70-80 years. And 4.55% of them belong to 80 years and above (Table-2).

TABLE – 2: AGE-WISE CLASSIFICATION

Age group (years)	No. of respondents	Percentage (%)
60-70	27	61.36
70-80	15	34.09
80 and above	2	4.55
Total	44	100.00

Most of the respondents (52.27%) are a widow. Some of them live with their children, and others are separated from their children. In the studied areas after the son is married, they begin to live separately without the mother due to their economic crisis. In this situation, older Lodha women become very helpless. Rest of the respondents (47.73%) are married, and they were living with their husbands (Table-3).

TABLE-3: SOCIOECONOMIC BACKGROUND OF THE RESPONDENTS

Socioeconomic background	No/ of respondents	Percentage (%)
Marital status		
Married women	21	47.73
Widow	23	52.27
Total	44	100.00
Source of Income		
Agriculture	7	15.91
Collecting forest products	29	65.91
Govt. pension schemes	8	18.18
Total	44	100.00

One of the basic objectives of the present study is to understand the economic condition of the elderly Lodha women inhabited in Kalajharia, Rajabasa, Shital Pura and KalmaPukhuria villages. In this connection, the role of occupation has to be taken into consideration in economic sources as it constitutes the important criterion in assessing the economic condition. In this study,

it has been found that 65.91% respondents were collecting fuelwoods in the nearest jungle in a whole year except the rainy season. Many of the respondents are not able to do any hard work. They are relaxation in a whole day in their house.

Few of the respondents are engaged with agriculture. By doing this, they earn Rs. 150-200 per day. They do not get this job for a year. They do this for only 3 to 4 months (June-July at the time of planting and November-December at the time of harvesting) a year. The rest of the time, they do not get a chance to work that way. Some of them collect fuel woods within the nearest jungle at that time, and a few of them stay home as unemployed.

In this study, it has been observed that the widow does not get any financial support from their family members. They live with their own income. 18.18% respondents get financial support from the government allowances such as West Bengal Old Age Pension Scheme or West Bengal Widow Pension Scheme. In this scheme, they get financial assistance of Rs. 750/- per month.

5.2. HEALTH PROBLEMS AND RELATED FACTORS

Based on the objectives, health problems among the elderly Lodha women, the researcher finds major problems of the respondents in respect of their age, marital status, occupation, etc. and also respect of their economic dependency, supporting persons at aged, physical immobility, etc.

The tribal widows are dependent on their sons. Some of them are self-dependent. When they get older, their physical problems also increase, but at the same time, they become economically weaker. Because of their physical ability is decline during old age. As a result, they become dependent on their children at this time. Children also do not want to take the responsibility of treating them as being economically weak. Those who get widow pension (West Bengal Widow Pension Scheme, 2010) or old-age pension (West Bengal Old Age Pension Scheme, 2010) from the government, they are in an advantageous situation, but those who do not receive the same they are the most sufferers. They cannot afford the necessary treatment due to their financial inability to treat the diseases. In this study, it has been observed that some of the elderly Lodha women cannot access the modern health services due to their poor economic condition. In Kalajharia, 64 years widow Lodha woman named Sarala Bhakta (name changed) stated that she does not receive any pension from the government. Her primary sources of income are collecting fuel woods, and *sal* (Shorea robusta) leaves from the nearest jungle and sells its Manikpara market. By doing this work, she earns 30 to 40 rupees a day. With this low income, she is living simply. She cannot afford the necessary treatment. Her two children live separately after getting married. Sarala does not live with her children. She thinks that her children are economically fragile. They cannot run their own family well. As a result, they can not take responsibility for their mother.

Another reason for not accessing medical treatment is the distance of the health centres. Few respondents cannot access the health services due to the distance of the health centres. In Rajabasa, Jhuma Bhakta (Name changed), 68 years Lodha woman stated that she has been suffering from knee pain for a long time. She received an old-age pension, but still, she could not get the necessary treatment. Firstly, she went to the Manikpara Primary Health Centre for treatment. But there she was not cured. Then she decided that she would go to the Jhargram District Super Speciality Hospital for treatment. However, once she left from the primary health centre, she could not go to the district hospital for treatment, as the distance from his village to

the district hospital was about 20 km. At an old age with physical problems, he can not go to 20 km. away for getting government health services.

All of the respondents were suffering from some kind of physical problems such as chronic headache, cough, joint pain, low back pain, loss of hearing, loss of vision, low blood pressure etc. They have been suffering from all these diseases for almost three to five years. Age factor and dietary habits can be considered as the causes of all these diseases. Lodha respondents of these studied areas had to do the household works, and they take lunch or dinner after eating by all family members and sometimes they could not eat sufficiently due to the insufficiency of foods.

It is also observed that the level of support and care from the family members are limited. During the illness, some of the widows have said that they become dependent on their children. They try their best to overcome from illness without the help of their children. They try to become self-dependent. Some older Lodha women do not live together with their children, because after their children marry, they start living separately.

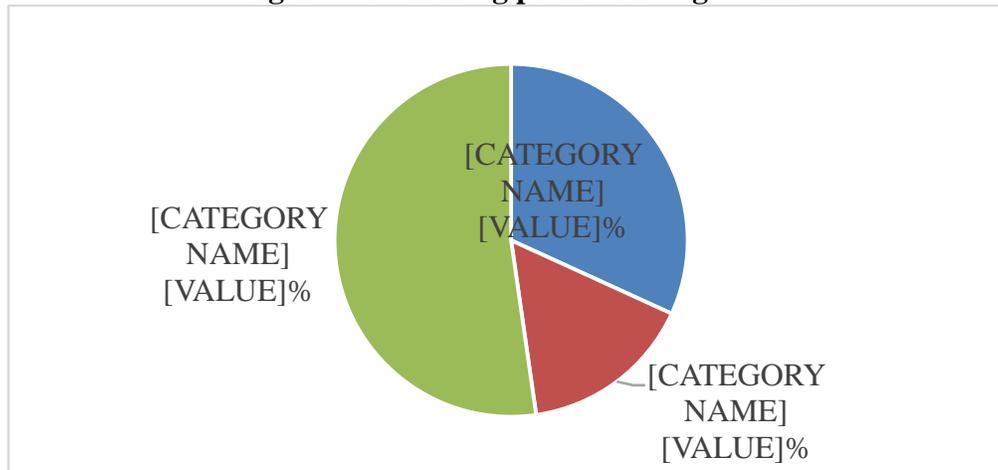
Moreover, all these ageing women become economically, socially and emotionally helpless, and they have a feeling of isolation. After their husband died, they become very lonely, and their children also think that they are a burden to them and treated as an unwanted one. As a result, they are unable to eat sufficient food due to their psychological loneliness and economic distress.

In this study, it has also been observed that almost all the Lodha women are addicted to *bidi*, *gudakhu* (smokeless tobacco) and *hanria* (country liquor), this may be a contributing factor of their illness and chance to infection among them. They drink *hanria* more than once a day. Even some of them are found drunk in the morning. They are also chewing *paan* (betel-leaf with betel-nut) 2-3 pieces in a day. All of these have harmful effects on their health.

It has also been observed that most of the respondents feel uncomfortable with their family members regarding respect and love. They think that their inability to work is the main cause of loss of respect by family members. At the time of serious illness, nobody helps to take them to the hospital or private doctor. Moreover, they also perform their daily activities with physical illness.

5.3. ASSISTING PERSON DURING ILLNESS

During illness, tribal women cannot access proper treatment from their family members due to their negligence about the illness. Widows are more sufferers than married women. In this study, it has been found that most of the respondents (52.27%) are care self-treatment during physical illness. Only 31.82% Lodha respondents stated that their husband cares for them during illness. They think that their husbands are going out of the house whole day for work, so they do not have time to taking care of them. Women complete all household work throughout the day with their illness. When they get sick, they have to serve themselves. However, if they have a painful disease or suffers from a prolonged illness, their husbands take the responsibility to treat to the doctor. Few of them (15.91%) are dependent on their son and/or daughter-in-law for livelihood. Some of the married sons take the responsibility of their elder mother (Diagram-1).

Diagram-1: Assisting person during illness

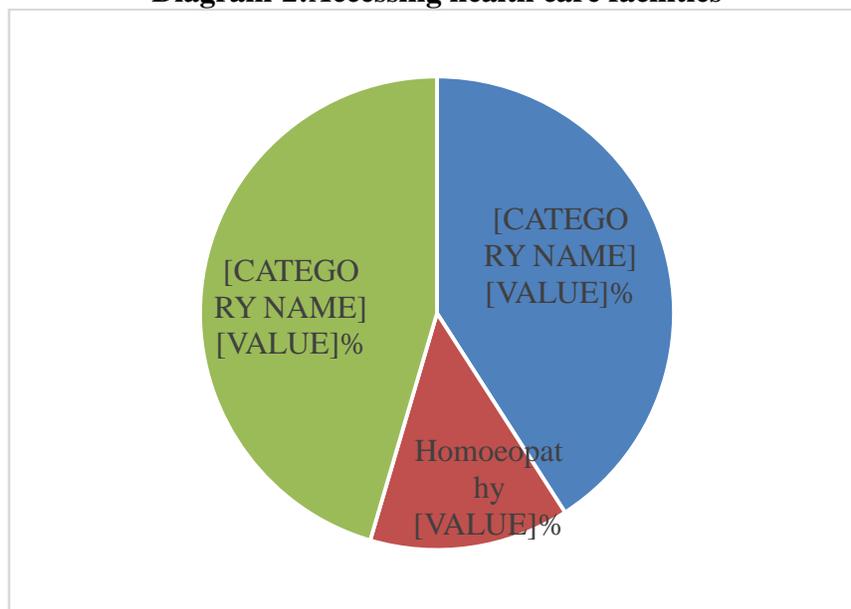
In Lodha community, if an older woman becomes ill, her son and/or daughter-in-law do not want to take full responsibility for her treatment. An older woman name Asha Mallik (name changed) from Kalajharia village stated that her husband passed away five years ago. But she does not live in a house with her son and daughter-in-law. She collects fuel woods, and *sal* leaves from the jungle and sells it to the nearest Manikpara market. Many times, she cannot do her treatment due to economic insufficiency, and no one assists them to go to the nearest Manikpara Primary Health Centre. Furthermore, no one assists during her illness. As a result, she had to fasted for much time.

5.4. ACCESSING HEALTH CARE FACILITIES

As age increases, health problems also begin to increase, but this time income is slowly declining. As a result, they cannot afford to spend money on treatment. They (40.91%) are dependent on the nearest Manikpara Primary Health Centre for their treatment, where the treatment is fully free of cost. Sometimes they cannot go to the hospital due to their physical weakness, and no one helps them during this time for treatment. Their family members not willing to pay for their health problems. They often use a home remedy for their ailments. They could not gain medical care due to underdeveloped communication and lack of transport facilities. Because the distance from Kalajharia village to Manikpara Primary Health Centre is about 5 km. and the road is un-metalled. As a result, it is very problematic towalk or to by-cycle on this road during the monsoon season. Also, there is no transport facility, and at old age, it was almost impossible to get medical treatment for them after walking of 5 km.

Some of the respondents go to the private doctor for their treatment, because they believe that a private doctor's treatment can be improved quickly from illness. Few of them (13.64%) consult with the homoeopathy physician for treatment. A homoeopathy doctor in Kalajhariavillage visits with patients every morning. Two respondents from this village take homoeopathy treatment because the homoeopathy doctor offers a little cost (twenty to thirty rupees per patients) treatment. Another two respondents from Rajabasa village visited a doctor at Manikpara market for homoeopathy treatment. Majority of the respondents (45.45%) apply home remedies during illness (Diagram-2). They used various plants as traditional medicine.

Diagram-2: Accessing health care facilities



Both the central and state government have implemented various welfare programmes for old age women to improve their economic condition as well as a health condition. Older Lodha women are unable to earn money and unaware of their health condition. Level of awareness about old age pension and widow pension exposed that out of forty-four respondent's most of the respondents stated that they have not known about old age pension and widow pension scheme.

The following case study deals with the treatment procedure of a 61 years old Lodha woman named Asha Nayek (name changed). She lives in Shital Pura village (G.P.- Nayagram, Dist.- Jhargram). She is a poor agricultural daily labourer. Since 2018, she was suffering from gastric and chest pain. She also suffered from low blood pressure. She visits the nearest Kharikamathani Rural Hospital. Then she was admitted to Medinipur Medical College and Hospital for ten days. The doctors recommended a healthy diet and prescribed a huge number of medicines for her treatment. But due to her poor economic condition, medicines could not be continued, and the patient again started suffering from the same symptoms. In March 2019, she went to the local quack doctor for a checkup and took medicine prescribed by the doctor at a low cost. She was, till the time of data collection, under her treatment, but her physical condition had not been improved.

TABLE-4: NATURE OF TREATMENT OF DISEASES

Diseases	Treatment
Cold and cough	Lodhas make a paste of 45-50 leaves of <i>tulsi</i> (<i>Ocimum sanctum</i>) with ginger (15g) and <i>jaggery</i> or honey and take orally two or thrice daily.
Constipation	Elderly Lodhas make juice from the stem bark of <i>ulatkambal</i> (<i>Abormaugusta</i>), mixed with water and take it daily within the early morning. Sometimes they chewed leafy twigs once in the morning to relieve from constipation. Sometimes they also prepare <i>sarbat</i> from the ripe fruit of <i>bel</i> (<i>Aegelmarmelos</i>) and take it orally daily to relieve from constipation.

Dysentery	Lodhas make paste or juice of <i>kalmegh</i> (<i>Andrographis paniculate</i>) leaf and take once a day preferably empty stomach. Sometimes they take boil stem bark (20-25 g.) of arjun (<i>Terminalia arjuna</i>) orally twice a day for 2-3 days. They also took paste of <i>thankuni</i> (<i>Centella asiatica</i> L.) in the early morning for dysentery.
Fever	Lodhas prepare leaf juice of <i>manasa</i> (<i>Euphorbia nivulia</i>) and mixed with common salt or honey and take it orally in the morning for 3-4 days. Lodhas make leaf juice of <i>sheuli</i> (<i>Nyctanthes arbor-tristis</i>) and mixed with common salt or honey, take it twice or thrice daily for 8-10 days.
Headache	Lodhas make a paste with leaves of <i>uchchhe</i> (<i>Momordica charnita</i>) with common salt and applied externally on the forehead.
Malaria	Lodhas take the decoction of stem bark of <i>bilatibabla</i> (<i>Acacia farnesiana</i>) once a day with an empty stomach. They also take the decoction of leaf and stem bark of <i>neem</i> (<i>Azadirachta indica</i>).
Piles	Lodhas make <i>sarbat</i> from leaves of <i>saibani</i> (<i>Lantana camara</i>) and take it orally in the early morning preferably empty stomach.
Ringworm	Lodhas apply leaf paste of <i>charla</i> (<i>Holoptelea integrifolia</i>) externally on ringworm. They also use <i>neem</i> (<i>Azadirachta indica</i>) leaf for the ailment of any kind of skin diseases.
Scratch of dog or cat	Lodhas take the juice of <i>apang</i> (<i>Achyranthes aspera</i>) and apply the paste on the scratch portion of the patient.
Toothache	Lodhas boil stem bark of <i>bakul</i> (<i>Mimusopselengi</i>) in 400-300 ml water and gargle it in toothache. Sometimes they apply latex and tender stem of <i>bherenda</i> (<i>Ricinus communis</i>) in toothache for consecutive 10-15 days.

Elderly Lodhas have their own methods of treatment. They use various ethnobotanical plants as traditional medicine for their ailments (Table-4). These plants or medicinal herbs are collected from their residential areas at any time. In this study, the older Lodha men and women are the main source of information about traditional medicines. The older women were freely shared their traditional knowledge about remedies for common cold and cough, fever, headache, toothache, skin diseases, etc. The older men freely talked about their traditional knowledge regarding remedies, and they accompanied that they were collect traditional plants from nearest forest.

They make juice, paste or *sarbat* from the roots, leaves, stems, flowers, fruits and seeds of these herbs to prevent the diseases. They used these medicines orally or externally according to the diseases. The Lodhas have certain beliefs and taboos about medicinal plants. 1) they were beliefs that medicinal plants should not be collected in the afternoon. 2) the medicinal plants are more effective for them if salt, long pepper or black pepper is added. 3) roots are considered more effective than the outer parts of the medicinal plants. 4) they believe that deities have the power to prevent and cure of diseases and the think that if any person not properly prayed to the deities, the diseases not to be cured.

Traditional and modern health care practices of the Lodhas are closely interrelated with the religious beliefs and rituals. They were accessed to traditional medicines based on medicinal herbs, roots and tubers. Similarly, they also receive modern health care systems. They utilize the basic facilities of the primary health centres, block primary health centres—rural hospitals, etc. The Lodhas have their own traditional knowledge to treat the various diseases. For these, they prepare medicines from locally available medicinal plants. These medicines are prepared by the older men and women of the communities for some common diseases such as cold and cough, constipation, dysentery, fever, skin diseases, etc. They believed that their home-made traditional medicines are easily available and economical for the cure from any kind of disease or illness. They think that modern medicines cannot cure some diseases like chickenpox, smallpox, mumps. Therefore, they worship goddess *Sitala* to protect them from these diseases.

6. CONCLUSION

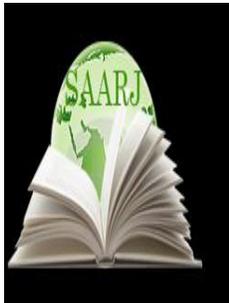
In-depth analysis of the present study findings reflected the fact that elderly Lodha women are more prone to be affected by economic, physical and as well as psychological problems. Sources of livelihood, ignorance and lack of health consciousness make these people more prone to increase illness. Even though they do not get government facilities, they are living their life as themselves. Sometimes they go to the local hospital for treatment, and sometimes they apply for traditional medicine as their knowledge. The problems of aged women are unavoidable. But the quality of life can be enhanced by their inner will and active involvement by the local governmental administration.

ACKNOWLEDGEMENT

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PREPARING STUDENTS FOR PROFESSIONAL ACTIVITIES BASED ON A COMPETENCY APPROACH

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ABSTRACT

The article presents an investigation of the issue of proficient competence; a methodological premise of shaping proficient competence of college understudies as future teachers is set up. The pith of proficient competence is characterized. The structure has been tentatively demonstrated and created, the substance, criteria and levels of proficient competence have been characterized. The adequacy of the distinguished methodological premise of proficient preparing that gives the shaping of proficient competence of understudies. A methodological show of shaping of proficient competence of college understudies as future instructors has been hypothetically demonstrated, for all intents and purposes created and tentatively approbated.

KEYWORDS: *Methods, Professional Competence, Students, Forming, Methodological Basis, Professional Competence of Students as Future Teachers, Forming Of Professional Competence.*

INTRODUCTION

According to the priorities of state youth policy and modernization of education, the development and improvement of forms of student youth participation in social, political, economic and cultural life of the country, is a particularly relevant task at the present' stage of development of Uzbek society, characterized by the transition to a democratic and lawful state, the need to overcome the danger of lagging behind the country from the world trends in economic and social development.

The factors of value changes are the practice of life, traditions of social value consciousness, elements of cultural borrowing, which have become quite widespread in recent times. Under these conditions, the cultural socialization of the individual as a way of transferring and preserving the values of society, the possibility to integrate young people into society, the establishment of dialogic interaction between the bearers of different values acquires primary

importance. Students, youth as a special socio-demographic group¹ is the most sensitive to the changes taking place in society. The years of studentship is an independent' stage of human life, during which he has and forms his own environment of development, and participates in such activities, which today act as personality-forming factors and determine the model of social behavior of this social group. A new generation of young people with higher education who rely, first and foremost, on their own strength when building their vision of future life is entering the arena of life.

It is within the university self-governance system that a student finds himself or herself in an environment which is not only close to pedagogical activities, but rather to creative, innovative activities modeling in three basic respects the reorganization and transformation of the educational process and the entire social environment of education at one's own university.

It should be about a more perfect and responsive to modern conditions and requirements of the educational process in which self-government, based on the principles of democracy, humanism, continuity, -cooperation, cultural appropriateness, takes a leading reasonable place in this process. It is especially important to realize it in pedagogical educational institutions that train teachers, because the teacher needs to perfectly know the organizational skills and abilities, to be a carrier of ideas, to be able to support and develop students' initiative, to promote their independence; free choice and- professionally lead children's public organizations, to provide practical assistance in their formation and development.

However, the organizational-pedagogical functions required by the changing conditions of modern society have not been adequately reflected in the professiograms used by universities to prepare specialists for pedagogical activities at university departments, and the goals of teacher training for work in the modern rapidly changing system of general (secondary) education have not been incorporated. There are still unresolved contradictions between: modern requirements for innovative professional pedagogical activity of a student and insufficient activity of university structural divisions in preparation for such activity; potential desire of young people studying at university for professional self-realization and satisfaction of this need on the basis of student self-government; objective need of modern education practice for innovative organizational and managerial activity of young specialists.

In view of these contradictions we made the choice of the topic of the present study, the problem of which is formulated as follows: what are the pedagogical conditions that ensure the effectiveness of students' self-management activity as a means of their preparation for professional activity? The solution of this problem is the purpose of our research.

The leading idea of the research lies in the predominant implementation of the integrative approach in training students of pedagogical higher education institution on the basis of student self-government, which involves the formation of their special competences: cognitive, diagnostic, design, creative, communicative, organizational and reflexive, which contributes to the development of activity, independence, creativity and responsibility of students.

METHODS

To solve the set tasks and verify the hypothesis a complex of methods was used: the analysis of philosophical, socio-pedagogical; psychological;, literature on the problem of research;, analysis of regulatory documents on the organization of self-management activity; observation,

interviews, questioning, testing, modeling; educational experiment; methods of mathematical and statistical processing; qualitative, and quantitative analysis of the data of the educational experiment.

The author's concept of educational activity of a pedagogical university, the program of student self-government organization can provide quality preparation of students for further professional activity. The developed collection of normative documents on the organization of educational work in a pedagogical university makes a certain contribution to the further development of the content and structure, student self-government* as a condition of professional training of students in the modern system of education: Diagnostic methods and sociological studies presented in the thesis are successfully implemented in the preparation of student teachers for practical activities.

Reliability and validity of the obtained results and conclusions are ensured by using holistic, systemic, activity-based, personality-oriented, competence-based, environmental, axiological approaches; combination of theoretical and empirical methods* of research adequate to their subject; analysis, real pedagogical practice and innovation apparatus; versatile approbation and implementation of research results in practice; level of student readiness for professional activity based on student.

Currently, there is a need to restructure the existing system of professional and pedagogical training of a future teacher taking into account the need to implement multifunctional organizational and pedagogical activity within the framework of professional work. This requires directing the whole pedagogical training not only at the study of individual subjects, but also at the formation of readiness for integral professional activity.

1. The notion of "preparing students of pedagogical university for professional activity on the basis of student self-government" is clarified, which is considered as a process of professional practical training aimed at developing competencies that contribute to manifestation of leadership . qualities, organizational independence, activity and creativity of students; a set of provisions and ideas of integrative approach that constitute the theoretical and methodological basis for forming students' professional competence on

2. The model of students' professional competence training in a pedagogical university on the basis of student self-management is substantiated from the position of interrelation of goals, objectives, approaches, principles, components, content areas, subjects, stages, criteria, indicators, levels and expected results.

The structure and content of pedagogical university students' training in the process of preparation for professional activity on the basis of student self-governance in higher education institution are substantiated and tested.

The criteria, indicators and levels of students' preparation of pedagogical university for professional activity on the basis of student self-governance - in university conditions are determined:

- Motivational-valuable, including indicators: the focus on educational and research pedagogical activity; independence in goal-setting and its achievement; the idea of themselves as a professional;

- Subject-activity, containing the indicators: communicative and intellectual competence; project-organizer competence; orientation to the creation of the environment, contributing to the establishment of dialogic relations between the subjects in the process of student self-government; the need for creativity;

- professional and personal, evaluated by the following indicators: constant striving for professional perfection; striving for creating conditions for personal self-development and working out an individual style; possession of pedagogical reflection and perfection of the mastery, in the process of student self-government; levels set: low, average, high.

5. Theoretically" and experimentally substantiated. Pedagogical conditions (external and internal)^ ensuring students' training efficiency in pedagogical higher education institution for professional activities on the basis of student government: external: creating conditions for effective training of students to organize pedagogical activities on the basis of using the opportunities of student life self-organization; organization^ of student government^ in the dormitory and conducting activities under the work plan of the dormitory student council; student participation in: scientific meetings with representatives of state, socio-political and administrative structures of the city, district, region, national diasporas; holding ecological events, mass health-improving physical and sports events, organizing leisure time of students, etc.-; internal: model justification of student government organization, educational work plans for faculties, internal university integration, ensuring a systematic scientific-theoretical and applied competencies of students, as well as their personal development.

6. In the course of the study, educational and methodological support for the preparation of students of pedagogical university for professional activity on the basis of student self-government (the concept of educational activity; methodological guide for the organization of student self-government in the university; collection of normative documents; course program "Organization of work to develop self-government") was developed.

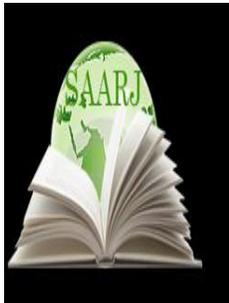
CONCLUSION

Thus, the results of the pedagogical experiment in general confirmed the hypothesis put forward, the set tasks have been solved. The conducted research allowed us to formulate the positional questions, the solution of which would contribute to the improvement of self-management activity as a means of preparing a future teacher at the university. The topic of our research is extensive, we did not claim to solve it completely. In our opinion, further research requires the following issues: justification of youth self-government in educational institutions of various types in the conditions of continuous education; formation of students of primary and secondary vocational education a culture of self-government activity; methodological support of the educational process and training of pedagogical staff of these institutions to implement self-government activity in study groups.

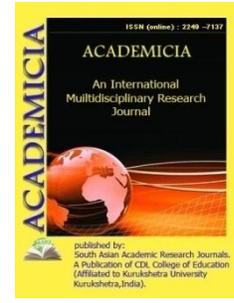
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THE ROLE OF ECO-CULTURE IN THE DEVELOPMENT OF HISTORICAL AND RELIGIOUS VALUES

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ABSTRACT

The article gives brief information about the role and tasks of ecological culture in the development of historical and religious values, the importance of integration and differences between other religions. On the second hand, the functional harmonization of the divine and scientific truths within the framework of the common goal only helps to maximally solve the problems of the ecological environment. Religious values are becoming an integral historical companion of human life, an attribute of social reality, as a distinctive form of spiritual values, also of varying importance in modern societies.

KEYWORDS: *Ecological Norm, Ecological Culture, Religious Values, Ecological Value, Ecological Problems, Natural Need, Universal Values, Cultural Traditions, Ecological Content.*

INTRODUCTION

In every historical period, as there are specific ecological norms in any society, in turn, they are dynamically changing, that is, as production grows developed today, when social life is complicated, the ecological culture of the individual also changes historically, constantly in proportion to them. However, a certain static state is also characteristic of the individual's ecological culture. That is, no matter how different societies, cultures, religious confessions are, but at the same time it can not be denied that there are also general parameters in the activity of mankind aimed at preserving nature. Otherwise, ecological culture would be an abstract of Infinity. In other words, no matter how complex the structure and shape of the individual's ecological culture is, it is necessary to recognize its static "core", its "rational core", as well.

Therefore, in the history of mankind, it is possible to determine the development of ecological culture of a person on the basis of certain static and dynamic laws through material needs,

spiritual forces, methods of production. In the system of ecological cultural factors, religious values play a special role.

For example, the features of ecological culture of the ancient Turanian peoples, the ecological values of the countries where the religion of Zoroastrianism was spread, have been preserved so far in the minds of our people. Preserving the four elements of nature with pride (fire, air, water and soil), reverence, incontinence deeply absorbed into our living culture. According to it, such values as the care of the earth, saving water and preventing pollution, the preservation of the flora and fauna, as well as non-cultivation of plants and crops, the care of seeds, crops, gardens, teaching of the land to children have become a tradition, spiritual value of our people from the ancient past [1;198-199]. Religious values are becoming an integral historical companion of human life, an attribute of social reality, as a distinctive form of spiritual values, also of varying importance in modern societies. In this regard, the role of religious values in the formation of an ecological culture of a person is one of the topical, scientific issues.

In the place, religious values also develop at every stage of socio-historical development – “self-constantly creating”, “exploring”, otherwise it will inevitably become a historical anachronism. Religious values, as indicated above, in a broad sense, cover such axiological processes as the creation, improvement (“value creativity”) of ideological-divine values for a person and acceptance (value acquiring) by an individual. Moreover, its role and level in the formation of an ecological culture of a person does not mean that religious values do not necessarily play a role in social life, although they are constantly changing in different historical periods, depending on the complex character combinations of factors of different objects and subjects. If, in Western Europe, Catholicism in the Middle Ages, scholasticism established strict control in all spheres of social life, then M. Luther and J. Calvin's reformation, religion began to lose its dominant role in the society, in the axiosphere, especially in the influence of the trends of the object from the era of enlightenment in the XVIII century (and some Eastern countries, where modernized, from the XX century).

However, in modern societies, where religion and state are separated, and in the process of secularization in general, it is understandable that religious denominations take a clear constructive position on ecological issues, seeking to maintain their position in the system of spiritual culture by tolerating religious norms under the influence of democratic values. In this regard, even if the genesis of religious values is the product of the long-standing “yesterday's” social evolution, it still maintains its value as one of the effective instrumental tools for the optimization of the ecological reality of the individual and for the expression of ecological reality in religious concepts, values.

Abstract-theoretically, the role of religious values in the formation of the ecological culture of a person is manifested mainly in two directions:

1) local, regional and global complexity of ecological reality and in all directions; (therefore, even in a concrete confessional framework, the generality of their object is observed when the ecological content of the species of religious value is compared to each other).

2) in connection with the sensitive-emotional perception of nature by an individual, the degree of awareness of the need, the need for the protection of nature of the methods of expression of the characteristics;

From the epistemological-psychological point of view, religious eco-values play an important role in the formation of a person's conscious attitude to the problems of natural existence, his personal position by influencing the psycho-emotional state of the individual, regardless of beliefs. That is, religious eco-values influence a person's activities through their enlightenment and psychological compensatory functions.

In a concrete historical approach, the system of spiritual and moral values, rituals, holidays, stereotypes of behavior are adapted (or recreate) in accordance with the norms of the process of the emergence of religion, the formation of stable structures, the creation of dogmas, the development of methods of practical influence on the thinking and activity of people, proceeding from their needs. Through this function, religion is directly integrated with cultural traditions, striving to carry out ideological control through its regularization.

Although, according to the general meaning, purpose and functions of ecological values inherent in different religions, they do not differ sharply, they also have their own peculiarities. Because, *first of all*, the ecological "burden" of various confessional values will be historically formed due to a certain reality and religious-cultural originality. *Secondly*, the perception of the problems of nature, society, mankind by different religious thought determines its significance to a different extent in its impact on the ecological culture of the individual. For example, in the western world at the present time, Christian values are relatively devaluated, but they are trying to fill this vacuum in the aksiosphere with all sorts of unconventional religions. *Thirdly*, depending on the methods of influence, the means of which are specific to each religious eco-values, the concrete character of the ecological culture of the individual is manifested. *Fourth*, the acceptance of religious eco-values, the motivation of activity is manifested by the state of the individual in the social stratification, its main character, worldview, the level of knowledge. *Fifth*, the ecological content expressed in religious values can be interpreted and perceived differently in different types of personality.

In addition, religious values generalize activity in the following directions, which are interrelated:

- ✚ *firstly*, any religious value is a complex product of religious consciousness and socio-historical processes, at the same time it is their factor.
- ✚ *Secondly*, in the current period, under pressure on the consciousness of the individual from various totalitarian sectors, religious extremist and fundamentalist ideologies, humanistic trends in the system of classical religious values are reacting to them. That is, in religious confessions, which have historically fully recognized and accepted the rule of democratic principles, individual rights, conscience are recognized as real, which in this case gives life dynamism to the traditional religious values.
- ✚ *third*, in religious values, the natural need of man and society in relation to ecological culture is concretized, selected, accumulated, concentrated and transformed.
- ✚ *Fourth*, the religious segment in the ecological culture of the individual at the present time, where universal values predominate, does not exclude, but concretize its secular (neutral) character. Therefore, it is worthwhile to look at religious values as one of the foundations of ecological culture[2;220-222].

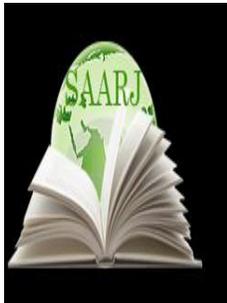
For this reason, world religions, in essence, differ little from each other, but in concrete-practical directions, religious values can not replace each other in terms of expression of their specificity

and beliefs. Because each of them is unique in time and space and reflect the problems of ecological reality in private precious orientations. Religious values play an important role in the individual's ability to express his or her feelings about nature, even though they are incredibly limited from a sociological point of view. That is, even if religious values can compete freely with science in the chapter of satisfying the needs of the emotional-spiritual and intellectual world of man, but it can not replace scientific values in the concrete-practical solution of ecological problems, of course. However, even with the complete recognition of the contrarguence of religion in relation to scientific knowledge, the extreme weakness of its evidence base, it is clear that these - the role of religious values in the mitigation of complex ecological problems through the real impact on the individual's eco-culture-can not be based even on Skepsis. But, no matter how subjective or illusory religious values are, it is an objective existent in the life of mankind, society.

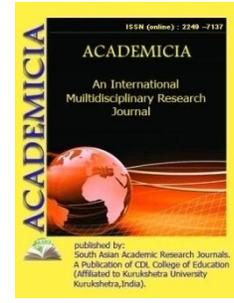
In conclusion, religious values differ from scientific knowledge in the formation of an individual's attitude towards nature. On the second hand, the functional harmonization of the divine and scientific truths within the framework of the common goal only helps to maximally solve the problems of the ecological environment. Therefore, both scientifically and pragmatically, it is not worthwhile to put religious values against secular values, especially science, in the formation of an ecological culture of a person. The activation of a subset that provides a solution to complex ecological problems is an exception to such strict dihotomies.

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**THE PHILOSOPHY OF SOCIOLOGY HARMONY OF
 NATIONAL INTERESTS AND RELATIONS**

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ABSTRACT

In this article in terms of social philosophy the essence and relationship of concepts of national interest and the international relations in the conditions of globalization of public life is investigated. And also, the social and philosophical analysis of essence of national interest as source of the international relations is considered. In article relationship of these concepts of public life and its impact on a condition of the interstate, international relations as important factor on ensuring social stability of society are proved dialectic.

KEYWORDS: *Globalization, Nation, National Interest, International Relation, Tolerance, National Development, National Conflict, Genocide.*

INTRODUCTION

As we observe the events taking place in the world's political arenas, we realize the need to think about their impact on the socio-political life of Uzbekistan and its socio-political consequences.

The problem studied in this article is the factor that has led to unprecedented conflicts and catastrophes in the history of mankind, resulting in the death of millions of innocent people - and this are the national interest and the relationship between different nations. The urgency of the issue is that this problem is mixed with political, economic, cultural and social relations, both within one country and between different countries.

National interests and interethnic relations have never been off the agenda in all periods of human history. Therefore, we found it necessary in this article to talk about a social phenomenon related to this topic.

The topic chosen as a research problem in the article is characterized by the fact that it is directly related to the socio-political life of all countries, in particular, Uzbekistan.

Today, the rise of ethnic nationalism and separatism, racism, racial discord, aggressive nationalism, chauvinism in some regions and countries of the world worries humanity, on the other hand, the idea of cosmopolitanism is growing in Western countries.

President of the Republic of Uzbekistan Shavkat Mirziyoyev also spoke about national relations in his speeches at the 72nd and 75th sessions of the UN General Assembly. In particular, "Currently, radical changes are taking place in the Central Asian region. We have managed to create an atmosphere of good neighborliness and mutual trust, friendship and respect between the countries of the region. "[1].

Proponents of cosmopolitanism argue that national and racial differences are rooted in the fact that citizens belong to certain states, and propose the theory of "world citizenship" as the main way to eliminate this and ensure peace for humanity. [6.47]. This idea is often expressed in sync with today's globalization processes.

The growing power of the idea of cosmopolitanism, the growing development of information processes in the unification of people under it, the fact that any information is delivered in seconds to any corner of the world, ensures that people are aware of any culture. It is obvious that under the influence of cosmopolitan ideas, the notion that "where it is comfortable and good for a person to live, it is your homeland" is spreading around the world, especially among those looking for work abroad. [6.48] This, in turn, leads a person to renounce feelings of patriotism, national pride, national culture and national traditions.

Today, in ensuring security and stability, first of all, ensuring interethnic harmony in the Central Asian region is of paramount importance. Ensuring interethnic peace in the region with a population of about 70 million people, the formation of good neighborly relations remain an issue of strategic importance for our country and government.

Indeed, in maintaining peace and tranquility in the region, in improving relations between the independent republics of Central Asia, the main attention is paid to strengthening good-neighborly relations, taking into account the national interests of neighboring countries. At present, Uzbekistan has a well-defined strategy in this regard.

The fifth direction of the Presidential Decree "On the Action Strategy for 2017-2021, which includes five priorities for further development of the Republic of Uzbekistan", adopted on February 7, 2017 includes the following: "Strengthening the independence and sovereignty of our state, aimed at ensuring security, interethnic harmony and religious tolerance, pursuing a well-thought-out, mutually beneficial and practical foreign policy, creating an environment of security, stability and good neighborliness around Uzbekistan, strengthening the country's international prestige" [3.], and these issues were set in accordance with our national benefits.

It is clear from the above-mentioned Presidential Decree that in Uzbekistan, even in the current period of radical democratic reforms, national interests and interethnic relations remain one of the priorities of state policy.

The head of our state stressed that "I consider it my priority to preserve and strengthen the harmony of nations and citizens, mutual respect and kindness prevailing in our country. At present, more than 130 nationalities and ethnic groups live in harmony in our country ... We will focus on further development of mutual friendship and solidarity in our society, ensuring equal rights for all citizens, regardless of nationality, religion or creed" [2.].

National interests are "a system that defines the life of a nation, a system of aspirations related to the preservation of social, economic, political and cultural relations, national needs, national consciousness and thinking, traditions and values." [5. 194.]

As each nation pursues its own interests, it first and foremost possesses material goods as well as spiritual riches.

National interests include, first of all, factors related to the fate, life and death, development of each nation. These include, first of all, the right of the nation to self-determination, the right to national statehood, opportunities for economic prosperity, cultural, national language, religious freedom, and the full expression of national values.

At present, the first and leading aspect of the 193 sovereign states of the UN is its national sovereignty. Mutually beneficial cooperation in international relations is possible only on the basis of the above factors. Otherwise, various contradictions arise in national relations.

It is well known that the national composition of most states is made up of one or more specific nations. In Uzbekistan, more than 130 nationalities and ethnic groups live in harmony. The peaceful coexistence of many nations living in one country, in turn, is an important factor in the socio-political stability and prosperity of this country. Indeed, the incompatibility of national interests, in turn, leads to national conflicts, contradictions and conflicts, and even bloody wars. As a result, on the ground where such events take place, national pride grows destruction and suffering increase. We can cite many examples from history to our opinion, such as the ongoing ethnic conflicts in Afghanistan (for about 40 years), the bloody events between Azerbaijanis and Armenians in Azerbaijan and Karabakh (the armed conflict between the two countries, which resumed in the 1990s and September 28, 2020, continues up to these days), the bloody clashes between Uzbeks and Kyrgyz (the bloody clashes of the 1990s and 2010s), the events in Fergana (1989) - the bloody clashes between Uzbeks and Meskhetian Turks are good examples. Such events have taken place in many parts of the world: in many countries, such as Africa, Asia, Europe and America, and are still going on.

The most important issue is to prevent conflicts between nations and ethnic groups in a particular region and country, to avoid making mistakes in the national issue. The interests and relations of different nations, in the history of mankind and even today, unfortunately, the interests of some nations have been trampled, and even their destruction - genocide (Greek *genos* - Latin *caedere* - means to kill, exterminate), has led to and continues to have disastrous consequences. As an example, in our opinion, the genocide committed by the Ottomans against the Armenian people in Turkey in the early twentieth century led to the extermination of more than one million Armenians. During World War II, more than 70 million people were killed as a result of the

genocidal policies pursued by German fascism against many peoples, especially Jews, Russians, French, Polish, and even their own people. Between 1975 and 1979, more than 3 million Cambodians were massacred in the state of Cambodia by fascist militias led by Pol Pot and Yeng Sari. Even during the Soviet era, which was based on the former dictatorial regime, the genocide wiped out millions of innocent people, many mass repressions against different peoples, nations. Even today, in some countries, genocide is an act against a certain people, a nation.

The escalation of military conflicts in different regions of the globe, between different peoples, nations - is a serious threat to humanity. In the Middle East, wars in Syria, Iraq, Yemen, South Sudan, Sahel, Afghanistan and elsewhere, in 2017 (Myanmar (formerly Burma)) have resulted in the shedding of innocent blood and the destruction of towns and villages.

The growing number of refugees in the world today is proof of our opinion. According to the UN, the number of refugees worldwide now exceeds 66 million. They are mainly from Afghanistan, Syria, Iraq, South Sudan and Myanmar. In Myanmar alone, the number of refugees fleeing the country to Bangladesh has exceeded one million.

Addressing the 72nd session of the United Nations General Assembly in New York on September 19-25, 2017, President Shavkat Mirziyoyev called on the United Nations to work for peace and security, development, human rights, especially the rights of young people, the sacred values of Islam, and made important suggestions and recommendations for the analysis of current problems and their solutions, such as the role and place in the spiritual development of mankind.

On this issue, President Shavkat Mirziyoyev proposed to adopt a special resolution of the United Nations General Assembly to support the efforts of Central Asian states to ensure security and strengthen regional cooperation.

Many issues related to this issue of strategic importance. A high-level international conference was held in Samarkand on November 10-11, 2017 under the auspices of the United Nations under the topic of "Central Asia: Common History and Common Future, Cooperation for Sustainable Development and Progress" which discussed fundamental issues of interethnic relations in the region.

The social significance of this international conference is that the five independent states of Central Asia and the more than 70 million people living in the region have the same past, destiny, future and take all necessary measures for their coexistence - an important basis for stability and development in the region. On the other hand, the establishment of harmonious, friendly and mutually beneficial relations with neighboring countries will serve as an important factor for their further development and prosperity in all respects.

The decree "On measures to further improve interethnic relations and friendly relations with foreign countries" of President Sh.M.Mirziyoev, issued on May 19, 2017, serves to ensure peace and tranquility in our multinational country, as well as to develop comprehensive relations with countries near and far.

In accordance with this decree, the following tasks have been identified for the gradual implementation of state policy aimed at the harmonization of citizens living in a multi-ethnic Uzbekistan, ensuring peace and harmony among different nationalities, strengthening the sense

of a multi-ethnic family in the minds of our compatriots, comprehensive support and further development of national cultural centers and friendship societies, expanding cultural and educational ties with foreign countries, achievements in various fields and the promotion of its essence, as well as the effective coordination of work and measures in this direction:

- Effective coordination of work on the establishment of friendly international relations, the development of mutually beneficial cooperation, strengthening friendship with civil society of foreign countries, including our compatriots living abroad;
- Ensuring the interaction and cooperation of government agencies with national cultural centers and friendship societies located on the territory of the republic;
- Assistance in the preservation and development of specific national traditions and customs of different nationalities and ethnic groups living in our country;
- Promoting in foreign countries the goals and objectives of Uzbekistan in building a peaceful policy of our state, a democratic state governed by the rule of law, a strong civil society, as well as the achievements in all spheres of life today;
- Assistance and direct participation in the organization of research work aimed at further development and harmonization of interethnic relations and friendly relations with foreign countries [4].

This decree will serve as an important factor in strengthening peace and stability not only in our country, but also in the region, and further enhancing the image of our country in the international arena in today's dangerous period.

At present, there are 138 national cultural centers in the country, the Council of Societies of Friendship and Cultural-Enlightenment Relations with Foreign Countries, 34 Friendship Societies - the preservation of history, culture, cultural values, traditions and customs of all nations and peoples in Uzbekistan. It is playing an important role in the development of comprehensiveness, harmonization of interethnic relations, ensuring the stability of society and the state.

Education in educational institutions of the country is conducted in 7 languages, TV and radio programs and broadcasts are broadcast in 12 languages, newspapers and magazines are published in more than 10 languages [6]. In our country, the harmony of national interests and relations is practically ensured.

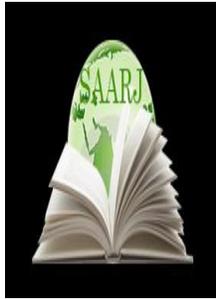
The following conclusions can be drawn from the views and comments set out above.

1. From a social and philosophical point of view, any form of interethnic relations is based on certain national interests.
2. Positive changes in national relations will take place only if national interests are fully ensured, both at the national level and in international relations. Otherwise, disagreements, contradictions, conflicts in national relations will escalate.
3. Interethnic relations based on mutual equality and mutual benefit ensures the realization of national interests. This, in turn, has a significant impact on the social uplift of society.

4. At present, the domestic and foreign policy based on the "Strategy of Action" pursued in our country serves to ensure security and stability in Central Asia, increase mutual political trust with neighboring countries and further enhance interethnic relations in the region.

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PILGRIMAGE TOURISM IN UZBEKISTAN

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ABSTRACT

The article analyzes the processes of development of visiting tourism in Uzbekistan, the factors affecting it and the conditions, gives an idea of the problems related to this sphere and their solutions. Today, a lot of attention is paid to the development of pilgrimage tourism in Uzbekistan, tourist routes for pilgrimage tourism are being developed, the necessary infrastructure for providing services to tourists is being formed, attention is being paid to the issue of Personnel Training. The article provides information on the attitude to different religions in the conditions of the policy of tolerance of religion in Uzbekistan and objects of pilgrimage tourism belonging to these religions, various problems and solutions related to this sphere.

KEYWORDS: *Development Of The Program "Small Crossroads" Consisting Of National Tourism, Visiting Tourism, Tourist Routes, Holy Shrines And Monuments, Pilgrim Visa, Ecscursion-Educational And Religious Tourism, The First International Forum On Pilgrimage Tourism, Visa Procedures, Airport, Conditions For Performing Prayer Activities In Hotels, Holy Shrines And Pilgrims, Holy Shrines And Pilgrims Of The Islamic Religion In Uzbekistan, Monuments And Monuments Of Other Religions In Uzbekistan.*

1. INTRODUCTION:

Today, large-scale reforms are carried out in all spheres of public life in Uzbekistan, and the main goal of these reforms is an indicator of further development of the country's economy and improvement of the welfare of our people. Tourism is important in the economic development and growth of Uzbekistan, and in the following years, along with other spheres of Tourism, great attention is paid to the development of pilgrimage tourism in our country.

At present, one of the promising sectors that will bring a high income to the national economy is National Tourism, says the president of Uzbekistan ShavkatMirziyoyev, – Uzbekistan is a state with great potential in the field of Tourism. There are more than 7 thousand 300 objects of cultural heritage in our country and most of them are included in the UNESCO list. At the same time, it is possible to open new tourist destinations, taking advantage of the unique nature of our country, the possibilities of beautiful recreation zones. With the active involvement of world brands in this sector, we should pay special attention to the development of tourism, environmental, educational, ethnographic, gastronomic, tourism and other sectors of this sector. In this regard, we should take into account that the application of public-private partnership relations opens wide opportunities for the development of the industry. It is necessary to develop and accelerate the program "Small Hajj", which consists of visiting holy shrines and monuments in Samarkand, Bukhara, Tashkent. It is also necessary to fully launch large-scale opportunities in the field of internal tourism .[1.128-129]

The contribution of the scholars of our homeland to the prosperity of the Islamic religion and science, their scientific and spiritual heritage, their role in the formation of the Islamic civilization of the Central Asian territory, the rich history and hospitality of our people will be the basis for the development of visiting tourism in our country. Famous pilgrims like ismailniyniy, Tsar Bakr, ChashmaiAyub, Shahizinda, Ruhabad, Imam Al-Bukhari, BahouddinNaqshband, Güri Amir, KhojaAhrur, Pahlavon Mahmud, Hazrati Imam, Zangi father, Sultan Saadat, Hakim at-Termiziy are proof of our opinion. There are some world-famous places of pilgrimage and pilgrimage in our country, the visit of which is equated with the small pilgrimage of Islam. In particular, the visit to the grave of Qusamibn Abbas in Samarkand in Central Asia is equated with the visit of Kaaba . [2. 34] mobile applications on holy shrines and pilgrims have been developed in Uzbekistan for the purpose of creating convenience for pilgrims.

Specific proposals for the development of pilgrimage tourism in Uzbekistan are being developed, and attention is being paid to the issue of informing the world community about the possibilities of visiting tourism of the Republic. Great attention is paid to the development of a new tourism brand in Uzbekistan, creation of all necessary conditions for visitors, improvement of existing tourist routes taking into account the requirements of visitors.

2. MATERIALS AND METHODS:

The main goal of the development of pilgrimage tourism in Uzbekistan is to increase the country's tourist potential and achieve international recognition of Uzbekistan as one of the Centers of pilgrimage tourism in the Islamic world. Pilgrimage tourism, that is, visiting holy places, involves two main directions, these are an expression from ecclesiastical-educational and religious tourism. One of the most valuable samples of the Islamic world, which is the basis for the development of pilgrimage tourism in Uzbekistan, is the Khazh Imam complex, where the Book of the Qur'an is preserved, the mausoleum of the great Islamic imam Muhammad Al – Bukhari, the graves of followers of the Naqshbandiya sect and many other religious centers are located, and According to the Decree No. 5611 of the president, starting from 5 January 2019, a Pilgrim visa was introduced to foreign citizens visiting Uzbekistan to study the cultural, historical and religious-spiritual heritage and traditions of Uzbekistan for a period of up to 2 months. For the smooth movement of tourists in Uzbekistan, the government has granted visa freedom to a number of countries – Azerbaijan, Tajikistan, Kyrgyzstan, the United Arab Emirates, Malaysia, Indonesia, Brunei, Turkey and other countries that make up the main population of Muslims. In addition, a special information Portal has been launched in Uzbekistan since 2018, which in several languages

is targeted at the transfer of information about visas, rights of residents, registration and tax mechanism in the country.

The number of tourists coming from Turkey, Pakistan, Malaysia, Iran, Indonesia, the United Arab Emirates and other countries has increased in the direction of visiting Uzbekistan. In May 2019 in Samarkand was held an international scientific and practical conference on the theme "renaissance of pilgrimage tourism in the Great Silk Road resort".

The religious shrines themselves are not enough for pilgrimage tourism. In order to attract tourists, promotional work should be well established, a favorable visa regime, conditions for the performance of worship activities at the airport, hotels.

In Bukhara, there are the churchyard of Tsar Bakr, prayer hall, Sayfiddin Baharzi, Kalon, Magogi Attari, piri dastgir, Khoja Ismat machites, as well as many holy places of pilgrimage and shrines. Imam Al-Bukhari shrine, "seven pirs" before going on pilgrimage and pilgrimage to Mecca and Medina, 1. Abduhalik Ghijduvani, called the world Master; 2. Among the people, Khoja Muhammed Orif Ar revgari called "Khoja Orif Mohitabon"; 3. Khoja Mahmud fig fag'nawi; Khoja Ali Romitani, whose name among the people is "Khoja Azizon"; 5. Haja Muhammad Father Samasiy; 6. Said Mir Gulal; 7. Khazrat Bahouddin Naqshbandiy, known among the people as "the Great Khoja", "the Sultan of Saints".

On February 21-23, 2019 in Bukhara, the first international forum on pilgrimage tourism, it was noted that Uzbekistan has been an integral part of world civilization for centuries, one of the Centers of Islamic culture. Such great scholars as Imam Al-Bukhari, Imam at-Termiziy, Abu Mansur Moturidiy, Abdulkhaliq Ghijduvani, Bahouddin Naqshband, Burkhoniddin Marginani, Muhammad Khorezmi, Ahmad Fargani, Abu Nasr Forabi, Abu Rayhon Beruni, Abu Ali Ibn Sina, Mahmoud Zamakhshari, Mirzo Ulugbek have left an indelible mark in the history of World Science. as a homeland of thinkers, attention was also paid to the fact that Uzbekistan is attracting tourists from all over the world as one of the important centers of Islamic Civilization. The first international forum on tourism of Uzbekistan was organized on the initiative of the president of Uzbekistan Shavkat Mirziyoyev, with the aim of increasing Uzbekistan's status in the international arena on tourism of visits. The organization of this event was carried out in cooperation with the state agency for the development of tourism, the Religious Affairs Department under the Cabinet of Ministers, the Muslim Office of Uzbekistan, the charitable foundation "Foundation", the Ministry of Foreign Affairs, the khokimiyat of Bukhara region, ISESCO (Islamic Organization for Education, Science and culture) and UNWTO (Butunjahan Tourist Organization). Within the framework of the international forum, the Bukhara declaration on recognition of Uzbekistan as one of the visiting tourism centers was signed.

Tourism in our country is often limited within the framework of our ancient cities, historical and cultural monuments, -said President Shavkat Mirziyoyev, while there is a great potential for the development of tourism in the unique nature of our country, national reserves, mountainous areas. In particular, the development of medical tourism, visiting tourism and ecotourism gives a great impetus not only to the economy, but also to the development of social spheres . [3.38]

3. Results:

In the IX-XII and XIV-XV centuries of the Eastern awakening period, Islamic sciences were developed in several directions on the territory of our country in the manner of scientific wisdom,

based on the knowledge of the word, the knowledge of narration, the knowledge of Monotheism, the knowledge of the faith, the knowledge of man with the help of the world .

The collection "Al-Jame'as-sahih", recognized as a reliable source of the collection of the hadiths of our Prophet Muhammad alaihissalom in the Islamic world, is the result of many years of selfless search for Imam Bukhari, who is the master of all the muhaddis, - said President Shavkat Mirziyoyev, - for the twelve centuries, this work remains the second reliable written source about the religion of Islam after It is not surprising that not only our country, but also thousands and millions of Muslims from other countries try to go to Bukhara Sharif, where this tabarruk breed was born and visit its grave in Samarkand.

Imam Bukhari, not only as a hadith scholar, but also as a great scholar, expressed valuable views on the existence and spiritual world of man. [4.143]

Founded by Abu Mansur Moturidi, a Samarkand thinker in the 10th century, who gained fame as Imam Al-huda (imam of the guidance path), the teaching of moturidi was widely spread throughout the Islamic world. The teaching of motoridia pays high attention to the role and importance of human intelligence on the basis of the idea of tolerance in the process of acquisition of knowledge. This, in turn, played an important role in the wide popularity of this doctrine. Even today, humanity is in great need of such ideas. In great history, nothing goes without a trace. It is preserved in the blood, historical memory of the peoples and manifested in their practical work. Therefore, it is also powerful. Preserving, studying and leaving the historical heritage from generation to generation is one of the most important priorities of the policy of our state .[5. 28-29]

There are many holy places and shrines for the development of pilgrimage tourism in Uzbekistan, in the Surkhandarya region there is a Khakim at-Termizi ensemble, the Tomb of Sultan Saadat, the Tomb of Abu Muhammad at-Termizi, the forty-girl fortress, the monument of fayoztepe Buddhist temple, zartepa, Dalvarzintepa, the old Termez, the monuments of Buddhism such as Karatepa, the Oqsaroy in the Kashkadarya region, dorutilovat ensemble, Shamsiddin Potter's Tomb, Dome sayidon, Kuk Dome Machiti, dorussaodat ensemble, Imam Ismail al-Bukhari, Mahdumi O'zam, Horn-Zinda ensemble in Samarkand region, Abu Mansur Muhammad ibn Muhammad Tomb, Imam Burkhaniddin Marginani Tomb, Khaji Abdu Darun Tomb, Khazrati Khizr machiti, Nuriddin Basir Tomb, Burkhaniddin Sagarjiy (Ruhabad) Tomb, Shepherd's father Tomb, Khoja Akhrur grave, Daniel Prophet (Holy Daniil) Tomb, religious pilgrims in Bukhara region Kalon machiti, Somoni shrine, Bolokhovuz machiti, Magoki Attori machiti, Habib Khavuz Ansanbli, Nadir Devon Begi Honaqasi, namazgah Machiti, chashmai Ayub Shrine, Fayzabad Khan, Khaji zaynuddin Machit-Khanaqasi, Khazrati bahouddin Nakshbandi shrine, abdukhalik gijduvani shrine, Religious monuments of Khorezm region are Said Alovuddin mausoleum, Juma machiti, pahlavon Mahmud mausoleum, Mukhtar Vali mausoleum and others [6. 76] places of pilgrimage are of great importance as sacred places, which embody the national values of each nation, and in Jizzakh region, sa'd ibn Abu Waqqas, Parpi Baba, Khujamushkent Baba, Rod Baba, teenage father, Said Mir Khalilullah Baba, Khujabagbun Baba, jondahar Baba, blue eldest father, Khujai Sarab Baba, Khoja Shahimardon Sherdor, Sayyid Burkhiddin Kılıç, Khoja Kahhor Vali, Chukhmozor father, sayfin father, archamozor father, chubby father, Tiger father, ladder father, Locksmith father, Changovul grandfather, Fortychilton, crustacean, sand father, grandfather, beshbulak father, Pilgrims like Hadrat Zaynulobidin are national-cultural monuments of the Uzbek people as rare examples of folk architecture . [7. 39]

The center of Islamic civilization of Uzbekistan, the International Islamic Academy, the Mir Arab High School, the international research centers of Imam Bukhari and Imam Termizi serve to study and promote the rich scientific and historical heritage of Uzbekistan. In order to develop visiting tourism in Uzbekistan, to increase its attractiveness, it is necessary first of all to draw up a tourist map of the holy shrines in Uzbekistan, to create favorable conditions for visitors, to conduct propaganda work well, to improve the service of the transport system, to pay attention to the issue of preparation of gid-translators.

A number of measures have been taken to increase the attractiveness of Uzbekistan in the direction of visiting tourism, according to the decree of the president of Uzbekistan Shavkat Mirziyoyev № 5611, from January 5, 2019, foreign citizens visiting to study the cultural, historical and religious-spiritual heritage and traditions of Uzbekistan have been granted a Pilgrim visa for a period of Since 2018, work has been carried out on the implementation of the halal standard in the catering establishments and restaurants of Uzbekistan, and since February 2018 the state standard of ISO 22000 and halal food products general guide "Oz DSt 3286:2018 has been officially introduced. A new state standard by the State Unitary Enterprise "Center for certification of tourist services" of the state agency for the development of Tourism of the Republic of Uzbekistan – its own DSt 3220:2017 "tourist services. Placement tools. General requirements " have been developed and since 2018 Year 1 January has been established that each hotel must have religious books, including Qur'an for Muslims and a place of worship (at least 10 percent of the rooms) and a sign indicating the direction of Mecca (qibla) (at least 30 percent of the rooms). At the same time, great attention was paid to the organization of prayers and cleaning rooms at international airports, railway stations and hotels. Today, there are prayer rooms at the airports in 11 cities of Uzbekistan. Tourism in Uzbekistan, along with the introduction of a visa-free regime into 45 countries for the development of visiting tourism, the number of countries whose citizens can enter Uzbekistan without a visa reaches 64, the fact that citizens of 76 countries are able to obtain an electronic entry visa has also had a positive impact.

Decree of the president of the Republic of Uzbekistan "on measures to ensure the rapid development of the tourism sector of the Republic of Uzbekistan" dated December 2, 2016, as well as consistent with the consistent efforts to develop the tourism sector in Uzbekistan, the Office of Muslims of Uzbekistan today also made a worthy contribution to the development of visiting tourism and, it serves to create suitable conditions for visitors. Development of routes of visiting tourism and kengaytirishga great attention is paid to the development of visiting tourism in Uzbekistan. The Tourist Route "7 pir" in Bukhara, the role and importance of shrines and pilgrims such as Imam al-Bukhari, Shahizinda, Khoja Ahrori Vali, Mahdumi Uzham, Abu Mansur Moturidi, Khoja Iskhak Vali, Khoja Doniyal, Sheikh Burkhoniddin Sagarjiy, Khoja Abdu Darun and Khoja Abdu Berun in the development of tourism has increased, the improvement, restoration, repair of these places, tourists a lot of attention is paid to the issue of the formation of appropriate infrastructure. But at the same time, there are problems that are hindering the development of tourism in Uzbekistan, such problems are caused by the fact that the roads leading to certain places of pilgrimage are being repaired, problems in the supply of gas and water. The fact that the pilgrims are fully integrated with modern information and communication technologies, shortcomings in the provision of electronic systems and interactive services are the most important tasks that must be performed today. Not only does one part of the pilgrims have their own website page, Wi-Fi area, traffic signs leading to the facilities and a video surveillance system, it will also be necessary to

carry out a number of works in this area. One of the important issues is the further improvement of gid-exorcism service in the objects of pilgrimage tourism. In the Republic there are many orthodox, Catholic and protestant churches, temples of Judaism, Buddhism, there are opportunities to use these temples as an object of pilgrimage tourism.

In the field of pilgrimage tourism, great attention is paid not only to the holy shrines in Uzbekistan itself, but also to the organization of tourist routes connecting holy shrines and pilgrims in the countries of the army with each other. Opening of the tourist route from Uzbekistan to the mausoleum of "Hazrati Sultan", which is located in Turkistan, south of Uzbekistan, namely Ahmad Yassavi, putting the means of transport on tourist routes, signing of state contracts and formation of necessary infrastructures are important tasks carried out in this area.

The development of tourism is also important in terms of ensuring peace and stability in Uzbekistan, beautification of certain regions, employment of its population. Today, representatives of religion other than Islam carry out their trips to Uzbekistan within the framework of visiting tourism. In the south of Uzbekistan in the Surkhandarya region there are such monuments as Fayoztepa, Karatepa, Ayritom, Dalvarzintera, which are associated with the Buddhist religion, and now tourists from Japan, Korea, China are paying great attention to the monuments and temples of Buddhism located here. At the same time, there are holy shrines in Uzbekistan, such as khazz David and Khaz Daniel pilgrims, who are revered in religions other than Islam, and these pilgrims contribute to the maintenance of peace and tolerance of the nation in Uzbekistan. In Samarkand, along with the Catholic, orthodox, protestant churches operating in the present time, in our history there are written sources and historical items indicating that the religion of qam, shamanism, fire worship, Christianity, Islam and other religions operate side by side on the basis of tolerance. The first Christian metropolis in Samarkand was founded in the 6th century and Christians played an important role in trade-economic and cultural relations between Sogdiana and Byzantium.

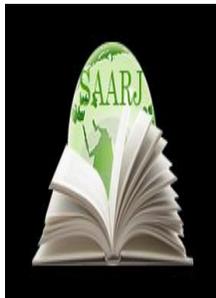
Many ceremonial items, ceramics and crosses were found in the Centers of the Christian religion in Samarkand. In Samarkand, after the entry of the Islamic religion into the country, in IX-XII centuries, there was not a single zardashtiylik temple, but Christian monasteries here continued their activities perfectly even in these periods . [8. 86]

4. CONCLUSION: The remains of the Christian monastery were found in Urgut District of Samarkand region, Uzbek scientist Amriddin Berdimurodov, French scientist Mishel Tardyu, who deals with the history of the Christian religion, French scientist F. When the grenees went and saw this monument, it turned out that Mishel Tardyu was surprised to see a picture of three crosses drawn on a rock near the monument, drawn on a stone. The crosses drawn on the rocks here are of two different looks, which are of two distinct groups of Christianity. From the rock on which the crosses were drawn, inscriptions were also found, which were studied by Mishel Tardyu and the Ukrainian scientist Alexei Savchenko. When the remains of the Christian monastery in urgut were opened in 1998 year in the village of Sufiyon and studied, the remains of a four-room building built of baked brick from here, the remains of various ceramics and glassware, magnificent bracelets made of silver were found. Scientists believe that this bracelet belongs to the X-XI centuries BC. Summarizing the above, we can say that Uzbekistan is one of the countries with a wide range of opportunities, rich historical material and spiritual heritage in the development of visiting tourism, the development of a map of tourist routes of these historical monuments, tourist facilities, the formation of the necessary infrastructure for providing services to tourists, the issue of preparation of GIDS in the

At the same time, citizens of many countries of the world use the territory of Uzbekistan as transit during their travels to other countries. Therefore, today it is of urgent importance to pay attention to the issues of further improvement of necessary infrastructure in the field of visiting tourism in Uzbekistan, attention to the promotion of existing facilities, further improvement of the service system, creative use of the achievements of Information Technologies.

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SYSTEMAL APPROACH TO THE FORMATION OF FEELINGS OF HUMANITY IN PRIMARY SCHOOL

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ABSTRACT

Although the teaching of primary school is not a very difficult situation, it is a very difficult process to form education in them. The school is an educational center, and our teachers must be able to inculcate education in the minds of students. This is one of the most important requirements, especially in the primary grades. The main task of the teacher is to awaken in the minds of primary school students a sense of humanity, patriotism and sincerity. This article discusses the systematic approaches to instilling a sense of patriotism in primary school.

KEYWORDS: *Teacher, Pupil, Elementary School, Pupil, Instructor, System, Approach, Patriotism, Sincerity, Education, Strategy, Formation.*

INTRODUCTION

Elementary school students are like little music that is stepping into life one by one, the school period is a time when they are just beginning to get an idea of life. During this period, every emotion, every thought formed in their hearts and minds is imprinted on their minds for a lifetime. From that moment on, they begin to imagine life in this way. Therefore, in such a period, the role of the teacher, along with parents, and, of course, peers is invaluable. At a time when Uzbekistan is moving towards a humane, democratic, legal state, the spiritual culture, which has realized its duty to the Motherland and the people, has become one of the main tasks of raising a high generation. At the same time, educating young people in the spirit of respect for the spiritual heritage, inculcating in them the moral and spiritual qualities, educating them in the spirit of loyalty to our traditions and historical heritage, the formation of human qualities has become the main and most pressing issue in today's society. As the first President IAKarimov said: "The development of high spiritual qualities in society, the formation of national ideology, the education of young people in the spirit of our rich cultural heritage, respect for our historical

traditions, universal values, love for the motherland are crucial for all reforms in our country factor.

The issue of morality and moral education has been a major topic in the sixty heritage of our people, as it is today. Because in any society, in any system, if the members of society are not morally mature individuals, the development of society will be in crisis. The development of any branch of scientific knowledge depends in many ways on how rich it is enriched by the legacy of the sixties. This fact is of particular importance for the science of pedagogy. While the current education system has the task of developing the child's personality, it is necessary to pay attention to the fact that the child's relationships with people are based on friendship, cooperation, compassion, kindness, humanity and respect. Therefore, it is important that in the child's personality, this quality is established from the earliest childhood, and in schools from the earliest grades. The problem of cultivating friendship, camaraderie, moral upbringing, different attitudes of the individual finds little expression. These relations are little reflected in the moral relations of the individual to work, society, life, parents, relatives, peers, and represent the spiritual world of man. Friendship, camaraderie as a moral quality is associated with the development of moral theory, and one of its important sources can be called the masterpieces of folk pedagogy.

Raising the younger generation is a multifaceted process. Priorities of education are physical and moral health of children; intellectual development; formation of personality culture and spiritual values; civic and patriotic education; aesthetic and labor education; formation of life plans of school students, preparation for family life, etc. Different forms of extracurricular educational work are used to perform pedagogical tasks: Patriotic education in extracurricular activities includes various forms:

- Class hour
- Parents' meeting
- Excursion
- Holiday
- Roundtable
- Competition, quiz, KVN
- Meeting interesting people and others.

The organization of children's extracurricular activities, including leisure, in any school has been and will remain a very important area of activity for teachers. Extracurricular activities for children, communicating with them in a more or less free environment are very necessary and often important for their development and learning. They are very important for the teacher himself as they help the children get to know each other better, get to know each other better and build good relationships, reveal personalities of teachers that are unexpected and attractive to students, and finally give them happy units, allows joint experiences, human intimacy, which is often the case. teacher and student friends for life. This makes the teacher feel the need for his work, its social significance and relevance. But an important form of education is the game. Young student games are simply aimed at imitating social forms of behavior. On the one hand, the biological nature of the child is manifested in the game, on the other - the readiness for social

adaptation. The game teaches behavioral norms from adult life, develops values for themselves. According to MB Elkonin, in the game the child enters the world of advanced forms of human activity, the rules of human relations, and the game remains a source of ethics. Educational methods are "the most common ways of solving educational problems and interacting in the field of education" or "adults and children who encourage children's lives, activities, attitudes, communication, activities and help regulate behavior. can be defined as "social methods of pedagogically compatible interaction between". .

It should also be noted that patriotic education in general education schools is the basis of music education. Although the program of music culture science presents Uzbek folk music in a certain order, in the content of each melody, national music is recommended melodies and songs about the homeland. That is why we need to teach songs about the Motherland in folklore, starting with folk music. His fiber and togri formation forms a feeling of love for the Motherland in music culture lessons and extracurricular activities by showing high examples (i.e. listening to musical works, singing songs about the Homeland, visiting historical monuments). The inculcation of patriotic feelings in the minds of our students begins with the family. This is a very difficult task that requires a lot of work. One of the main tasks of all parents, kindergarten teachers and school teachers today is to develop in children such qualities as devotion to the Fatherland, devotion through literature, music, fine arts.

Independent learning by students is important in nurturing and developing children's feelings and beliefs. Independently collect materials for reading additional literature, reviewing children's magazines, talking to family members, acquaintances, children for lessons, lesson hours, creative assignments, and research messages. A research paper by 14th graders on "My Family's Contribution to the Development of the City" describes the past and present of our city on the example of the family. Scientific works, various pictures, messages are used by children in educational and extracurricular activities.

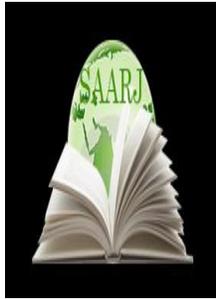
Targeted systematic work has shown that the achievements in cultivating a sense of civic patriotism, for students to get acquainted with the history of the city, region, country. recent years. The knowledge gained by students in lessons, excursions and extracurricular activities convinces children that they need to know the history of their region, preserve and protect nature, so that the population of our city, region and the whole country will live better. We need young students to work together to develop patriotism and a clear civic position - parents, teachers, school and the state. This process is complex, to implement it it is better to apply a systematic activity approach to the student rather than a knowledge-based approach that is the subject of the learning activity. It helps to shape and develop all types of universal learning movements: cognitive, regulatory, communicative, personal. All this can serve to form a sense of patriotism in primary education.

In conclusion, I would like to emphasize that first of all, a teacher should instill in himself a deep sense of patriotism, and only then to convey it to his students, to solve all problems, to keep pace with positive emotions. Then the teacher will be able to achieve the desired result, and will be able to combine education and upbringing.

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**TOPIC: INFLUENCE OF SOWING NORMS ON SILAGE MASS YIELD
OF REPLANTED CORN HYBRIDS**

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ABSTRACT

The article describes the results of the study of the growth, development and yield of maize hybrids "Uzbekistan 601 ESB" and middle-maturing "Karasuv 350AMB" in the meadow soils of Samarkand region, depending on the sowing rate and bush thickness. The results of the study show that with the increase of sowing norms, the silage mass yield increases and the sowing rate (s) is 55 thousand seeds / ha. 350 AMB in medium-early hybrids, respectively 24.5; A silage mass yield of 39.2 t / ha was obtained. Data on feed unit consumption per hectare and amount of protein digested are also described.

KEYWORDS: "Uzbekistan 601 ESB", "Karasuv 350AMB", Corn, Hybrid, Grain, Silage, Yield, Soil, Mid-Ripening, Meadow, Soil, Feed Unit, Digestible Protein.

INTRODUCTION

Relevance of the topic. Cattle breeding is one of the leading branches of animal husbandry and plays an important role in providing the population with dairy and meat products. It is necessary to increase the number of dairy cows, create a solid fodder base to increase their milk productivity, give a special place to succulents in the diet, create a reserve of quality milk-driving juicy silage and root crops in the organization of feeding dairy cows with a full ration in autumn and winter.

Preparation of silage from corn is efficient, the yield of corn silage mass is high, as well as the amount of sugar that ensures the quality of silage is high. The minimum sugar content is important in ensuring that the pH environment, which is one of the main quality indicators of silage, is sufficient, and the environment required for quality silage is 4-4.2 pH as a result of the formation of lactic acid in the presence of lactic acid bacteria [5].

At present, various varieties and hybrids of corn are grown in farms specializing in animal husbandry as the main and secondary crop for grain, silage, green mass. Although the potential yield of hybrids included in the State Register of maize is 700-800 t / ha in the main crop and 350-400 t / ha in the secondary crop, the yield of corn hybrids sown for silage on most farms is 300-400 t / ha in the main crop and 200-250 t / ha in the secondary crop. e. One of the main reasons for low yields is the lack of optimal planting norms, bush thicknesses, taking into account the biological characteristics of hybrids and soil-climatic conditions of the region. Therefore, taking into account the biological characteristics of corn hybrids and soil-climatic conditions of the region, the optimal planting rate of hybrids for silage, determining the thickness of the bush is one of the most pressing issues in forage cultivation.

LITERATURE REVIEW

The norms of sowing of hybrids of corn and the effect of bush thickness on plant growth, development, grain and silage mass yield have been studied by foreign and domestic scientists in different soil climatic conditions. [1, 3, 7, 8] According to the literature, the growth and development of corn hybrids, silage mass yield, architectonics of varieties, moisture content of the plant, fertilization rate, growth period, quality of care vary [3,5,7].

RESEARCH METHODOLOGY

The experiments were conducted in the fields of the Training and Experimental Farm of the Samarkand Institute of Veterinary Medicine (former Samarkand Agricultural Institute) in 2016-2018. The object of the experiment is a hybrid of middle-aged "Uzbekistan 601 ESB" and middle-aged "Karasuv 350AMB" included in the State Register.

The soils of the experimental field are meadow, groundwater is located at a depth of 2.5-3.5 m. The agrochemical definition of the experimental field soils is as follows: the content of humus in the 0-25 cm layer of soil is 1.20%, gross nitrogen 0.12%, mobile nitrate nitrogen 18.5 mg / kg, phosphorus 0.21%, mobile R₂O₅–24.0 mg / kg, gross potassium - 1.64%, exchangeable potassium - 245 mg / kg. In the 25-50 cm deeper layers of the soil, the amount of mobile nitrate, phosphorus decreases, and the exchangeable potassium increases. The bulk density of the soil also increased [4].

Analysis of soil and plant samples was performed at the Department of Botany and the Central Research Laboratory of the Institute [2].

When setting up field experiments, the calculated surface area of the experimental pellets was 100 m², 4 repetitions. The ratio of the width to the length of the beads was maintained at a ratio of 1: 5-1: 10. The location of the furrows is placed perpendicular to the row, one- and two-tiered irrigation shaft ditches. The past tense is wheat. The object of the experiment is a hybrid of medium-ripe Uzbekistan 601 ESB and fast-ripening Karasuv 350 AMB. 1 generation hybrid seeds were used for sowing. In the experiment, seeds of medium-ripe Uzbekistan 601 ESB hybrids 55, 65, 75,85, 95, 105 thousand seeds per 1 hectare or 18.4,21.7,25.1,28.4, 31.8, 35.2 kg, fast-ripening Karasuv 350 AMB hybrids 55, 65, 75,85, 95 , 105 thousand seeds or 17.5, 20.7, 23.8, 27.0, 30.2, 33.4 kg were sown on 30 June. The sowing rate of varieties is different in terms of kg, the same in terms of grains is due to the fact that the mass of 1000 seeds is different [6]. In the experiments, soil moisture was maintained at not less than 70% of the limited field moisture capacity (CHDNS). Before planting, irrigation is carried out at the rate of 800 m³ per hectare. All

technological methods, except for the ones studied in the experiment, are carried out on the basis of the general agrotechnics accepted in the region. In the experiment, the yield of corn was determined by threshing the crop in all variants [2].

Analysis of research results. In our study, the average maturity of Uzbekistan 601 ESB hybrid was 18.4 kg or 55,000 seeds per hectare, 50.8 thousand grasses per hectare, 21.7 kg or 65,000 seeds, 59.5 thousand grasses per hectare, 25.1 kg or 75,000 seeds per hectare, 67.9 thousand grasses, 28.4 kg of seeds or 85 thousand seeds, 76.1 thousand pieces of grass, 31.8 kg of seeds or 95 thousand seeds, 84.6 thousand pieces of grass, 35.2 kg of seeds or 105 thousand seeds, 93.1 thousand pieces of grass. Karasuv 350 AMB hybrid 17.5kg of seeds per hectare or 50.5 thousand pieces of grass when 55,000 seeds are sown, 58.4 thousand pieces of grass when 20.7 kg or 65,000 seeds are planted, 66.9 thousand pieces of grass when 23.8 kg or 75,000 seeds are planted, 27.0 kg of seeds or 85.8 thousand seeds, 75.8 thousand grasses, 30.2 kg or 83 thousand seeds, 83.8 thousand grasses, 33.4 kg or 105 thousand seeds, 92.2 thousand grasses. Fertility of seeds in the field varied from 92.3 to 88.7% with an increase in the sowing rate from 55,000 to 105,000 seeds per hectare in the hybrid “Uzbekistan 601 ESB” and from 91.8 to 87.8% in the Karasuv 350 AMB hybrid. Consequently, with the increase in sowing norms, it was observed that the germination of seeds in field conditions decreased in both hybrids.

The study found that planting norms had a significant effect on the silage mass yield of corn hybrids. Silo yield of 311 tons in the hybrid “Uzbekistan 601 ESB” with a sowing rate of 55 thousand seeds / ha of replanted corn, 47.1 tons in the hybrid of 105 thousand seeds / ha, 24.5 in the Karasuv 350 AMB medium-early hybrid; 39.2 tons of silage mass was obtained. With the increase in sowing norms, an increase in the mass yield of silage in both varieties was observed. Medium-ripe Uzbekistan 601 ESB ”was found to produce 7.4 to 7.9 tons / ha more silage than the medium-early Karasuv 350 AMB, but the mid-early Karasuv 350 AMB showed a higher grain hardening and full milk-wax ripening phase. This indicates that the quality of the silage mass is high.

One of the important indicators of fodder crops is the amount of feed unit per 1 hectare. In our experiment, with the change of sowing norms from 55 thousand seeds / ha to 105 thousand seeds / ha, the feed unit per hectare in the hybrid “Uzbekistan 601 ESB” is 6.70 to 9.89 t / ha, in the middle-early Karasuv hybrid 350 AMB these values are 5.14 to 8.23 t / ha. was observed.

The highest feed unit consumption was 9.89 and 8.23 tons / ha in Uzbekistan 601 ESB and Karasuv 350 AMB, respectively, with a sowing rate of 105,000 seeds per hectare. It was found that the amount of differences in planting norms, the increase in nutrient unit obtained with increasing bush thickness, is relatively small.

TABLE-1 DEPENDENCE OF SILAGE MASS YIELD OF CORN HYBRIDS ON SOWING NORMS AND BUSH THICKNESS IN REPEATED CROPPING, 2016-2018

№	Plant bush thickness, 1m ² pcs					Productivity, t / ha					
	At the expense of seeds, pcs	In fact				Silos		Food unit		Digestible protein	
		Uzbekistan 601 ESB	%	Karasuv 350 AMB	%	Uzbekistan 601 ESB	Karasuv 350 AMB	Uzbekistan 601 ESB	Karasuv 350 AMB	Uzbekistan 601 ESB	Karasuv 350 AMB
1	55(st)	50.8	92.3	50.5	91.8	31.9	24.5	67.0	5.14	0.57	0.44
2	65	59.5	91.5	58.4	89.8	36.3	29.3	76.2	6.15	0.65	0.53
3	75	67.9	90.5	66.9	89.2	40.7	33.9	85.5	7.12	0.73	0.61
4	85	76.1	89.5	75.8	89.1	43.1	36.6	9.05	7.69	0.78	0.66
5	95	84.6	89.0	83.8	88.2	45.3	38.1	9.51	8.0	0.81	0.68
6	105	93.1	88.7	92.2	87.8	47.1	39.2	9.89	8.23	0.85	0.70

From 1st tse tnersilos -21 o.b. and 1.8 kg of digestible protein

The amount of protein digested in silage mass is one of the main quality indicators of feed. The amount of protein digested in 1 quintal of silage mass was 1.8 kg. The amount of digestible protein varied depending on the sowing norms of seeds, and in the variant sown with 55 thousand seeds per hectare, the hybrids of Uzbekistan 601 ESB were 0.57 and Karasuv 350 AMB hybrids were 0.44 tons / ha. Control When the sowing rate was increased to 105 thousand seeds / ha compared to the sowing rate of 55 thousand seeds, the amount of additional digestible protein in the hybrid of medium-ripe Uzbekistan 601 ESB was 0.28: 0.26 tons / ha more than in the hybrid Karasuv 350 AMB.

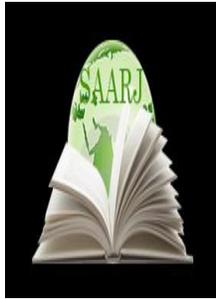
CONCLUSION

In summary, when irrigated corn is sown as a secondary crop for silage on irrigated lands free of wheat, in meadow soils the sowing rate is increased from 55 thousand / 105 to 25 thousand / hectare in mid-ripening Uzbekistan 601 ESB and mid-early Karasuv 350 AMB hybrids. provides a significant increase in mass yield, nutrient unit consumption and the amount of digestible protein. It was noted that the quality of the silage mass improved compared to the silage mass of the Uzbek 601 ESB hybrid due to the fact that the grain hardened during the re-sowing of the mid-early Karasuv 350 AMB hybrid and entered the full milk-wax ripening phase.

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IMPROVING TAX ADMINISTRATION IN ACCORDANCE WITH THE BEST FOREIGN EXPERIENCE IN THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

The article deals with the theoretical and practical aspects of tax administration in foreign countries, analyzes their effectiveness and, based on the research, provides suggestions for further improvement of tax administration in Uzbekistan.

KEYWORD: *Tax Administration, Tax System, Taxpayer Identification Number, Unified Identification System*

INTRODUCTION

The problem of tax administration in general and tax administration at the territorial level in particular is particularly relevant today, when the country is actively continuing administrative reform.

Despite the rather large volume of scientific works devoted to the study of tax administration, it is impossible to admit that all the problems in the study of the regulation of tax relations have been solved. The majority of the work is devoted to the tax laws, the examination of the subject, methods of tax administration, analysis of tax relations, the study of the mode of levying certain taxes. Issues of tax administration at the territorial level are among the least developed in the domestic and foreign literature.

The purpose of the study is to develop methodological recommendations for improving tax administration at the level of territorial tax inspections and criteria for evaluating the effectiveness of tax administration.

To achieve this goal, the following tasks were formulated and solved::

* Study of the basic principles and objectives of tax administration at the territorial level;

- * Study of the mechanism of tax administration in the territorial tax authorities;
- * Study and generalization of foreign experience in tax administration;
- * Study of the system for determining the tax base at the regional level;
- * Clarification of the concept of tax potential in relation to the territories of municipalities and development of a methodology for determining it;
- * Forms and methods of tax control are analyzed;
- * Development of a methodological approach and criteria for assessing the effectiveness of tax administration in territorial tax inspections.

Analysis of regulatory documents governing the activities of tax authorities, shows that they are not fully developed criteria for assessing the effectiveness of tax administration in territorial tax inspections amid increasing scale used by taxpayers schemes of tax evasion improvement of forms and methods of tax control. These provisions determined the relevance of the chosen research topic, its purpose and objectives.

The activities of the tax authorities are considered not only in the direction of the completeness of tax collection, but also the regulation of tax relations between the participants in this process. The regulation of relations with specific taxpayers will largely eliminate the violation of the deadlines for the execution of tax procedures and the possibility of tax evasion.

The tax system plays an important role in the development of the state and the performance of its functions, because in almost all countries taxes are the main source of revenue for the state budget. An effective system of tax administration allows ensuring the macroeconomic stability of the state, a high level of tax collection, as well as the fulfillment by the state of all its duties. As part of improving the tax administration of the Republic of Uzbekistan, it is justified to turn to the experience of tax administration in successful developed countries, such as Sweden, Denmark and Norway.

It should be noted that there are significant differences in tax administration between the countries of Scandinavia and Uzbekistan. Thus, in the Nordic countries, the tax authorities are not just limited to tax activities, but have a wide range of powers. It is the tax authorities that are the main information bureau for the life of all state bodies. For example, in Sweden, the tax authority assigns a single number (ID) to each citizen, replacing all types of state registration of the population, while in Uzbekistan, the taxpayer identification number (TIN) does not have such a wide range of uses. However, starting from January 1, 2021, it is planned to introduce a new unified identification system in Uzbekistan, which would replace the TIN and allow systematizing and combining the database of state bodies into a single network.

Moreover, in Denmark, it is the Ministry of Taxation that deals with the assessment of land and property, which reduces the cost of maintaining an additional state body, and ensures the uninterrupted flow of information about real estate and their owners, which, in turn, has a beneficial effect on the activities of both taxpayers and tax authorities. In Uzbekistan, the State Committee for Land Resources, Geodesy, Cartography and State Cadastre is responsible for the registration of real estate.

Another interesting point is the fact that in the Scandinavian countries, the functional powers within the structure of tax authorities are divided not by types of taxes, as in Uzbekistan, but by types of taxpayer activities. So, in Denmark there are departments for working with trade enterprises, with small and medium-sized businesses, as well as a department for working with tax fraud. At the same time, there are also similarities. For example, Denmark, Sweden, Norway and Uzbekistan have a department for working with large taxpayers.

When comparing the tax administration, it is impossible not to compare the ratio of the number of tax employees of the country to the total population. Thus, in Norway, for 5,477,957 people, there are 6,413 tax inspectors, which is 0.117% of the country's population. In Sweden and Denmark, this figure is 0.104% and 0.059%, respectively.¹ However, in Uzbekistan, with a population of 33,375,800, there are only 11,903 tax officers, which is only 0.036% of the total population.

In conclusion, it should be noted that, as a result of studying the theoretical and practical aspects of the organization of the tax systems of the Scandinavian countries, we propose to make the following changes in the tax system of the Republic of Uzbekistan:

1. Transfer of powers to assess and register property to the tax authorities. This will lead to the resolution of many problems in the tax system of the country, such as incorrect accounting of property, late and incomplete presentation of data on the property of taxpayers, and so on. Moreover, it will also provide convenience for the population, since instead of registering with one body and resolving tax issues with another body, they will need to visit only one state body. In addition, it will reduce public spending for the maintenance of the entire committee.
2. Development of operational and efficient electronic document flow between the tax authorities and other state bodies, as well as business entities.
3. Increase the number of employees of the tax authorities to reduce the burden on the current tax inspector.
4. Training of employees of the tax service, which is one of the main tools for introducing innovations in the administrative system and contributes to changing their organizational culture and mentality.

These measures, contributing to the development of the tax administration system, will naturally require certain costs on the part of the state, but will allow in the future to reduce the financial and time costs incurred by the tax authorities in the framework of individual tax control measures.

Based on the conducted research on the state of work on improving tax literacy and analyzing the experience of foreign countries, the level of informatization of society requires the tax authorities to use the latest technical, technological, and software developments for the effective functioning of tax administration. Information and explanatory work is a feedback tool that allows not only to solve the problems of taxpayers, but also contributes to the organization of the work of the tax authorities themselves. In our opinion, the improvement of the tax administration system can be achieved by expanding the information provided by taxpayers on a regular basis.

The problem of optimizing the list of indicators is quite complex. If there are too many indicators, the cost of monitoring may exceed the positive effect. If they are not enough, then

there may be an effect of "distorting behavior", when the activities of a civil servant will not be aimed at achieving the final results, but at meeting the estimated indicators.

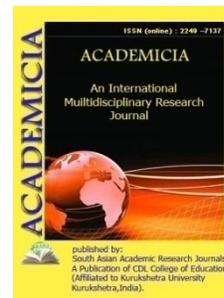
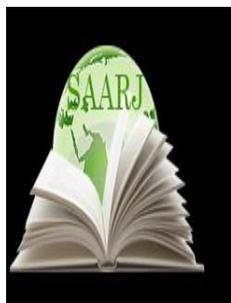
Tax revenues are one of the main sources of budget revenue generation and are designed to ensure the implementation of public obligations of various authorities to develop economic potential and solve social problems.

One of the important factors in protecting the financial interests of public legal entities is the observance of tax discipline by economic entities, ensuring control over the implementation of tax relations by specialized institutions.

Tax administration, based on the legally established rules of tax collection and compulsory motivation for their execution, is designed to implement the strategic goals of tax policy, using a set of legal and economic tools, levers and incentives.

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THE ROLE OF LOCAL HYDRONYMIC TERMS IN THE FORMATION OF OYKONIMS OF THE TAKHTAKUPIR DISTRICT OF THE REPUBLIC OF KARAKALPAKSTAN

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ABSTRACT

In this scientific article the oykonims of Takhtakupir district of the Republic of Karakalpakstan, in particular, the oykonims formed on the basis of local geographical terms were studied. The etymology of some oykonims of the district was thoroughly analyzed on the basis of scientific and historical sources. By studying the etymology of toponyms, we also gain access to a lot of historical information, including historical geography, the mysteries of our past history, and also the features of our language. At the same time, we see that the origin of many geographical names in the district reflects the natural and geographical features of the area on the basis of local geographical terms.

KEYWORDS: *Toponym, Oykonim, Geographical Term, Local Geographical Term, Local Hydronymic Term, Topotherm, Etymology.*

I. INTRODUCTION

The science of toponymy (Greek topos - place and onoma - name, noun) studies the geographical names of the earth. The science of toponymy and its study is very important, as it carries valuable information about the history, culture, language and lifestyle of the people. It is known that the role of local geographical terms in the origin of most toponyms is great. This is because local geographical terms play a key role in determining the etymology of toponyms in the area. Many famous toponymist scientists believe that it is impossible to determine the meaning of toponyms without knowing local geographical terms. Well-known geographer, terminologist E.M.Murzaev correctly assessed the local geographical terms, saying that "folk terms - the

source of development of scientific terminology" [7]. Indeed, in the origin of most of the toponyms of the world and our country, we can find many local geographical terms. The words that participate in the composition of place names and designate the object they represent are called toponymic terms (topoterms) [5].

Objectives and tasks of the research. In this research work, we study the oykonims (oykonim - the name of any place of residence) of the Takhtakupir district of the Republic of Karakalpakstan, in particular, the oykonims formed using local hydronymic terms (hydronym - the name of any water object, natural or man-made). We will focus on their geographical distribution, etymology, meaning, reasons for their origin, and the role of local hydronymic terms in the formation of district oikonims. The role of local geographical terms in the origin of most geographical names in the territory of the Republic is great. If hydronymic terms were involved in the origin of the name of the place, we can determine whether any hydronymic object existed in the area or whether it existed in history. In this regard, the study of local geographical terms gives us a basis for having a lot of information. For this reason, we set ourselves the goal of exploring the study of district toponyms in relation to local geographical terms. In order to achieve the goal, the following tasks are to be performed: 1) to determine the role of local geographical terms mainly hydronymic terms in the formation of district oykonims; 2) etymological study of toponyms based on local hydronymic terms.

II. METHODS

During our research, the scientific works of toponymists and terminologists such as E.Murzaev, H.Hasanov, K.Abdimuratov, S.Qoraev, M.Mirakmalov, Z.Dosimov, N.Begaliev, K.Hakimov, K.Seytniyazov who made a significant contribution to the theoretical and practical development of the science of toponymy, were analyzed in depth and based on their theoretical work in this field. At the same time, historical, etymological and other research methods were used based on the characteristics of the district oykonims.

III. RESULTS AND DISCUSSION

It is known that any geographical name is a product of understanding the world, in which the process of understanding the objective events in the geographical environment of mankind is sealed.. Therefore, the secret of any geographical object is embodied in its name. To determine the etymology of a name, it is necessary to first study the natural, social, economic, political, linguistic factors that formed the basis of the name, comparing it with the events of that period. Taking into account the scientific, political, practical and educational value of geographical names, the need to study them increases [11]. At the same time, we all know that local geographical terms also played an important role in the origin of most geographical names. This is because many toponyms appear using local geographical terms and indicate what object is present in this geographical area or has existed in history. As the famous geographer E.M.Murzaev wrote, "Comprehensive knowledge of folk geographical terminology facilitates the study of place names. There are probably no toponyms in any vernacular that do not include local terms". [6]. We can know this from the names of the settlements of Takhtakupir district, which is the object of our study.

Takhtakupir district is located in the north-eastern part of the Republic of Karakalpakstan. Its area is 21.12 thousand km² and its population is 40.2 thousand people. Takhtakupir town is the center of the district. According to the district administration, there are currently 1 village and 39

settlements in the area [13]. The role of local hydronymic terms (river, lake, bridge, rivulet) in the emergence of settlement names is great. Below we focus on the etymology of some of the district's oikonims.

Janadarya is a dry riverbed located in Takhtakupir district, the name of the village citizens' assembly and settlement. This toponym is made up of the word jana (meaning new in the vernacular) and the word darya (river, large stream [5]), which is a local geographical term. According to the Karakalpak toponymist K. Abdimuratov, the Karakalpaks dug the Janadarya in the second half of the 18th century and called it the newly dug river of the same name [4].

Marjankul is a lake and a settlement in Takhtakupir district. According to legend, the origin of the name is made up of the name of a woman named Marjan and the term kul (lake), which is a local geographical term. Kul is a natural body of water that is filled (covered with water) on land and consists of confined depth place around [8]. On the east side of the Mulik Village Citizens' Assembly of the district there is a tower called Sandibay. Sandibay was a herdsman, a rich man. After his death, a tower was built for him by his wife Marjan. Later, Marjan came to the south and lived along the shore of the lake, and now the lake is called Marjankul [3]. There is a second variant of the name Marjankul, which may be due to the unique geographical features of the lake, ie its color and luster [2].

Aqkul (White lake) is the name of a settlement located on the There is a phrase among our people: "Even if the lake dries up, its name will not dry up". The name of **Aqkul** Lake is based on its natural geographical features. The reason is that the lake is located in a very salty area and the main part of the lake is salt. From a distance, the lake was white conspicuous. At present, the location of the lake has become a waterless plain.

Atakul (Grandfather Lake) is a lake located in the territory of Takhtakupir district, which is the name of the Village Citizens' Assembly and the settlement. Legend has it that an educated, literate, old man, Annet-ata, who came from the Mangit clan of Karakalpak origin, lived in this area. He lived by the lake. The people called him grandfather, not by his name and later the lake was also called the lake of the grandfather, thinly later this lake and the area was called **Atakul** [2].

Pishenkul (Reed Lake) is a name of the settlement and the drying up of the lake in the territory of "Takhtakupir" Village Citizens' Assembly. In the local vernacular, the word **pishen** means a plant that grows in moist, wetlands, lakes and ponds, a type of reed at a young age, a young reed [9]. The name of the lake is based on the natural geographical feature of the lake. The role of the young reed, which is considered an aquatic plant, in the origin of the name is great. There was a lot of young reeds growing in the lake, and this led to the name **Pishenkul**. Later, the name of the lake was changed to the settlement around it.

Porkhanozek is a natural riverbed located in the territory of "Karaoy" Village Citizens' Assembly of Takhtakupir district (core, water flowing from the bottom of the cliff, river branches, stream [5]) and the name of the settlement. According to the locals, the natural riverbed got its name because of its ripples, and the name was given to the settlement around the river [1].

Sarikul (Yellow Lake) is the name of the lake and settlement located in the territory of "Karaoy" Village Citizens' Assembly of Takhtakupir district. The origin of the name of the "kul" is related

to the natural geographical feature of the lake. The reason is that the lake is located in the middle of yellow sands. The name of the lake is also given to the settlement located in this area.

Takhtakupir (wooden Bridge) is the name of Takhtakupir district, Village Citizens' Assembly, township and settlement. "Takhta" is a wood and a "kupir" - it is a device, a road, built on the depths of the water, to pass from shore to shore. A century ago, a branch of the Kuvonchjarma canal, which brought water to the **Takhtakupir** district, was called Bosay (Bozsay). People inhabited on both sides of the river. A bridge over the river was essential for the people of the two sides to come and go with each other, and the elders of the people unite and consult, and embark on this important and rewarding work. Hojamet Bolis led the construction of the bridge. All the people come to help. Craftsmen from Chimbay brought to build the bridge, mainly the long trees of Qosbauli's son Kalimbetbay were used in the construction of the bridge. Construction of the bridge took place during the winter months. Because the main building material was wood, the bridge came to be known as a wooden bridge - Takhtakupir. The bridge was built in 1904 (in some sources it was 1903. It is known that the construction of the bridge began in the winter of 1903 and was completed the following year) [3]. Takhtakupir is now the name of the district, town, Village Citizens' Assembly and settlement.

Kungradkul is the name of the Village Citizens' Assembly and settlement in Takhtakupir district. As we know that the main part of toponyms of our republic are ethnotoponyms. In particular, most of the oykonims of Takhtakupir district are ethno-oykonims. At the origin of this name, the representatives of the Kungrad tribe, who are descended from the Karakalpaks, settled around the lake for a long time, and the name of this tribe was also given to the name of the lake [10]. The lake has now dried up but its name is still preserved.

In general, the natural geographical features of the territory of the Takhtakupir district oykonims are in harmony with the lifestyle, socio-economic and cultural life of the population [12]. We can also see this from the etymology of the district oykonims. Among the oykonims of Takhtakupir district, the oykonims formed on the basis of local geographical terms have a significant place: *Balkeozek, Dauitsay, Janadarya, Marjankul, Atakul, Aqkul, Pishenkul, Porkhanozek, Sarikul, Takhtakupir, Teppekul, Shogirkul, Kungradkul*. In the figure below we can see the contribution of local geographical terms in the composition of district oykonims.

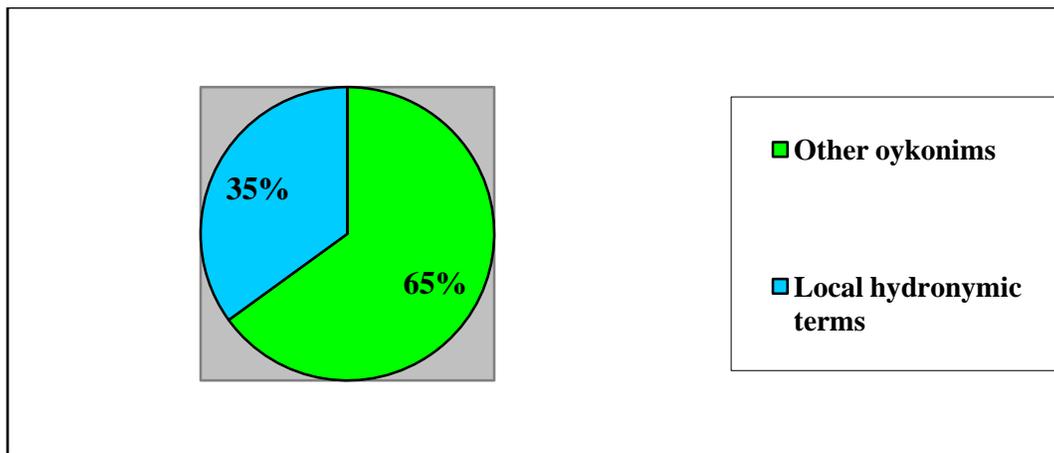


Fig. 1. Proportion of local hydronymic terms in the structure of Takhtakupir district (in percent)

Despite the fact that the main area is located in the Kizilkum desert, local hydronymic terms play an important role in the structure of the Takhtakupir district. In total, there are 1 village and 39 settlements in the district, of which 14 settlements have local hydronymic terms.

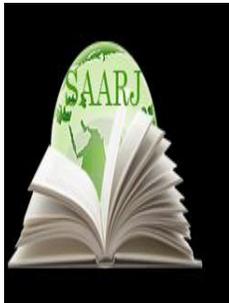
IV. CONCLUSION

We can conclude from the results of the study that the names of geographical places, which are one of the important layers of national values, understanding the true meaning of local geographical terms helps us to understand our place of birth and the nature of this region inherited. The scientific study of local geographical terms and geographical names that are our historical heritage, in-depth analysis of the etymology of toponym and geographical term, as well as instilling in the minds of future generations of young people with a sense of patriotism are among the most pressing issues facing us today. In general, I believe that the study of local geographical terms and place names, which are the product of social necessity, and the determination of their etymology is of great scientific and practical importance.

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DEVELOPMENT AND EDUCATION OF PRESCHOOL CHILDREN

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ABSTRACT

This article discusses the development of the child's personality, the factors influencing the development of the child, the importance of activities (play, exercise, work) in the development of the child, as well as the age stages of the child's mental development and about their peculiarities.

KEYWORDS: *Individual Personality, Developmental Environment, Activity, Biogenetics, Age Stages, Early Childhood, Early Childhood to Preschool.*

INTRODUCTION

A newborn baby is considered an individual for a certain period of time. Derived from the individual Latin word, it means "indivisible", "separate shahe", "single". An individual is a separate living being belonging to a biological species. Movement is unique in the development of the child. The first-year child also forms a variety of movements, which are then conditioned reflexes, not consciously but occurs in response to unconditional and conditioned stimuli.

The formation of speech in an early age child and the fact that the actions organized by the child begin to occur consciously and his participation in the process of social relations is the first stage of development of the child as a person.

Hence, development is a physical, mental, and social process in a person that involves all the properly acquired quantitative and qualitative changes. Physical development is associated with

height and weight, increased muscle strength, perfection of sensory organs, ability to control movements correctly, and the like. In mental development, on the other hand, there are significant changes in the process of formation of mental qualities and traits in the personality, emotional (volitional), being.

When a child begins to participate in social life, it is reflected in his behavior, his attitude towards the environment, and especially his participation in community work.

Biological and social factors play a leading role in the development of the child, that is, in the formation of personality, in the occurrence of such physical and mental changes in the child.

"Person" means a member of a particular society. In order to be a shahe, one must be distinguished from others by his character and qualities that are spiritually developed. Everyone manifests differently as a shahe. He differs from others in his character, interests, abilities, level of mental development, needs, and personal attitude toward work activities. These are the characteristics of a person, and only when these qualities develop to a certain stage, he will appear as a mature person.

Hence, the social being of man is important to him in the conditions of socio-economic life (environment). The improvement of the environment and upbringing ensures that a person develops and manifests himself as a person.

The formation of the child shaheen is associated with a number of factors, which are reflected in the following figure.

Research in the sciences of physiology and psychology has shown that the human child is born not with a ready ability, but with a capacity that is the source for the realization and development of a certain ability. The ability is in a state of "sleep" and requires a favorable environment and environment for its awakening and development. Man is a product of a particular social order. With this system change, the living environment in which the activity of change also takes place in a person can have a positive or negative effect on him. An environment is a set of external worlds that affect the formation of a child's personality. The formation of the individual is carried out through the assimilation and upbringing of the socio-historical experience created by human society. As a result of education, the child begins to interact or interact with the social system in the society in which he lives.

Upbringing varies depending on the child's "pre-developmental zone", ie it is determined by the child's ability to acquire more complex, meaningful knowledge. For example, the transition to walking after the baby has mastered crawling, the transition to active speech after learning to say certain joints, the emergence of play, labor activity, etc. after learning to move with objects.

Education plays a leading role in the formation of the child's personality, in the implementation of this work. This increases their responsibility in the formation of each child's personality. Education is affected in relation to all of the educational influences that come through the social environment. It uses convenient effective factors, which to some extent reduces the strength of adverse effects. The following situations occur in the educational process.

In the process of education, the human body develops, and things that cannot spontaneously provide the environment are learned through education. For example, a child may learn his or her mother tongue under the influence of the environment around him or her. But he learns to read

and write through special education. Certain knowledge, skills and abilities are acquired in the educational process.

With the help of education, some of the child's birth defects can be changed in the desired direction. For example, some children are born with certain defects. (deaf, dumb, blind, etc.).

With the help of education, it is possible to eliminate some of the shortcomings that have occurred as a result of the negative impact of the environment.

Different types of activities are formed on the basis of activity in the educational process. Their main ones are communication activities, cognition, object activities, play, simple labor and learning activities, and activities that are carried out through education and upbringing. They are gradually mastered by children under the guidance of a tutor. The successful acquisition of various activities by children depends mainly on the organization of educational work in kindergarten depends on.

The most common type of activity in a person's life is the basis for the formation of a certain relationship based on his personal abilities and characteristics. Activity develops by mastering the ways of movement. The extent to which it develops from activism depends more on heredity and the ability to imitate. One of the main tasks is to educate and train the child from an early age in the family and in preschool institutions through the child's interaction with objects and things.

In the growth activities that are important for the preschool period, children learn about things and objects under the guidance of an educator and learn about their qualities and characteristics. Through movement games performed together, children learn about people's lives, the relationships between them, and how to act in harmony. In this way, children's perceptions of the environment expand. Hence, activity plays a leading role in the upbringing and development of the child. Therefore, it is important to organize the life of the child in educational institutions and in the family in such a way that he can engage in various activities.

There are pre-school age, school age period as well as social maturity and adulthood in human life. Within each of these periods are shorter stages of age, which are distinguished by certain peculiarities in human development. For example, the task, content, means and methods of educational work with children of the first age are developed taking into account the sensitivity of children of this age, their need for help, their adaptability to life. By the age of another, children will have significantly increased resilience to independence and life. Accordingly, the methods of carrying out educational work with children of this age will change. By the end of kindergarten, the level of development of children requires a certain complication of the educational work carried out with them.

The task of determining the content and method of educational work is based on the age of the person. Early childhood children are characterized by their rapid movement, helplessness, rapid onset of illness, need for help.

Speech development in children under the age of three is one of the hallmarks of this period. Three-year-olds master all aspects of their mother tongue and use it as a tool in communication with their peers.

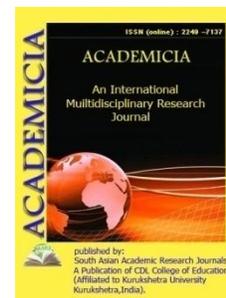
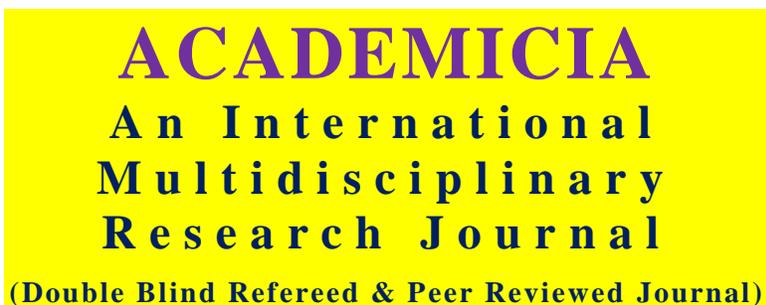
The system of early childhood education is an integral part of the upbringing of the younger generation. Physiologists, psychologists, educators contribute to the social upbringing of children around the world. By the age of kindergarten, the child's body continues to mature.

Kindergarten children begin to understand the nature of the demands placed on them. In addition to adult reprimands for misbehavior and misconduct, he also tries to draw independent and correct conclusions.

Hence, the task of upbringing is to identify the talents and abilities in the child in a timely manner and help them to develop further. In the process of education, it is possible to achieve the goals of education, taking into account the specific characteristics of each child.

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LINGUISTIC ANALYZER AND ITS TYPES

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ABSTRACT

This article discusses in detail the concept of the analyzer, the essence of the linguistic analyzer, as well as the morphological, syntactic and semantic types of the linguistic analyzer. In the world of computational linguistics, morphological and syntactic analyzers were widely studied, moroanalysts and syntactic analyzers were created, but the semantic analyzer was not a special object of research. The article also addressed this issue, and the reasons for this are scientifically justified.

KEYWORDS: *Analyzer, Linguistic Analyzer, Semantic Analyzer, Morphological Analyzer, Syntax Analyzer, Natural Language, Stemmer, Parser, Spelling Corrector, Segmmorph, Linthesis, Psian*

INTRODUCTION

General questions of the linguistic analyzer. Users use information from Internet networks for various purposes. As a rule, we will need accurate information, which is called an information object. These objects are divided into different types and are of interest to users of certain categories. In the flow of natural language texts, the search for these objects takes a long time, which slows down the solution of specific programming tasks. The need to translate texts from one language to another, deconstruction of various languages, computer textbooks, the use of bulleted text, text analysis and synthesis, the creation of annotation and abstracting programs, sets the task of eliminating the problem of automatic processing in natural language.

Computational linguistics performs the above tasks as a young branch of applied linguistics, aimed at creating models of the official language and using mathematical methods (algorithms,

models) and computer tools (programs, digital data) for automatic processing of natural languages.

The development of linguistic resources in natural language knowledge processing systems is one of the most important tasks. Linguistic resources include conceptual databases – data of the formal form of various dictionaries, paradigmatic and natural language models, as well as processors of a specialized linguistic model [8].

Automatic natural language processing has been thoroughly studied in Russian and European linguistics. In the book by T. Skrebtsov, A. Klementyev, S. Kuznetsov, S. Suvorov "Linguistic analyzer. Text conversion to a metalanguage data structure" linguistic analyzers are considered in detail [7].

The monograph offers an original approach aimed at identifying data when solving the problem of automatic text analysis in Russian. The software that implements this approach includes all the stages of natural language text processing—from the graphematics of the entire text to the communicative syntax. Any journalistic, scientific, and official styles can be used as the material of the analysis, both from written texts and from fiction.

The research conducted by the authors has a search function, which is clearly visible in the content of the work. They did not aim at a detailed description of the linguistic model, a complete list of the rules applied in each of them, and the stage of analysis. According to scientists, the basic meaning is based on the proposed approach to automatic text processing, it is characterized by fundamental (basic) prints. These principles are consistently implemented at each stage of the linguistic processor.

The analyzer is formed from the word "analysis", these two concepts are directly related to each other. Analysis comes from the Greek word "analysis", which means "separation"; a method of verification that people use in the process of knowing the world. This concept is closely related to synthesis. Analysis is the division of something / phenomenon into components in thinking or in practice, and synthesis is the combination of these parts into an idea or in practice as a whole, the study of things in a holistic form. An object that surrounds a person and has different characteristics is complex, but at the same time consists of things and phenomena. In order to learn and know them, it is necessary to disassemble them into components, that is, to make an analysis (analysis). But only with this method it is impossible to know them completely, so it is necessary to supplement it with synthesis. Analysis and synthesis are interrelated, without analysis, synthesis does not provide deep knowledge, while incomplete analysis through synthesis is also not enough [9].

O.S.Akhmanova in the Dictionary of Linguistic Terms gives the following definition of the concept of "Analysis": "Analysis (analysis) in English" analysis", in French" analyze", in German, in Spanish" analyse", that is, it has the meaning of analysis. Decomposition of complex linguistic integrity into structural elements [3]. It is clear that the analyzer is an important tool aimed at performing a specific task through natural language analysis.

A linguistic analyzer is a tool that expresses the morphological, syntactic, and semantic nature of a word in the process of natural language processing in an automated search engine.

The concept of an analyzer is used as a term in a broad sense. In particular, along with linguistics, it is used for a specific purpose and meaning in dozens of fields, such as biology, physiology, anatomy, psychology, physics, chemistry.

The concept of the analyzer was originally used in physiology and is described as follows: "The analyzer is a complex system of higher nervous structures of animals and humans. The analyzer perceives and analyzes impressions from the external environment and the body.

The concept of the analyzer was introduced by I. P. Pavlov (1909). The incoming information goes to the end of the receptors-sensitive nerves. The analyzer has a complex structure that provides the brain with detailed information about the phenomena occurring both outside the body and inside it. The task of the analyzer is to use them to distinguish between useful or harmful effects on the external and internal environment and better adapt to the conditions of life. In case of violation of one analyzer (injury, illness) during training, another analyzer is possible. For example, blind people will have an increased ability to sense hearing, touch, pressure, and temperature [9].

Apparently, the analyzer performs the main function related to the nervous system of humans and animals.

In optics, an analyzer is a tool that determines the polarization properties of light. Polar prisms, polaroids, and tourmaline plates are used to find plane-polarized light and determine its plane of polarization [13].

The analyzer is a tool that determines the physical and chemical properties, composition and structure of solid, liquid and gaseous substances [11].

The analyzer in the whole field is a leader as a tool, a tool that performs the main task. In linguistics, the analyzer occupies an important place in automatic natural language processing.

Natural Language Processing (NLP) is a general field of artificial intelligence and mathematical linguistics that studies the problems of computer analysis and synthesis of natural language texts. The solution to this problem means creating a more comfortable form of interaction between man and computer.

Types of the linguistic analyzer. The problem of automatic natural language processing has been relevant for more than half a century. The complexity of the problem and the lack of a clear idea indicate the complexity of ways to solve it. Linguistic analyzers, however, are important as tools for automatic text processing. It is desirable to divide the linguistic analyzer into the following types:

1. Semantic analyzer.
2. Morphological analyzer.
3. The parser.

Large groups receive a lemmatizer, a morphoanalyzer, a stemmer, a parser, and spelling correctors. Each of these analyzers has its own performance, purpose, and function.

A morphological analyzer is a set of algorithms that compares individual words/word forms in a dictionary and finds the grammatical properties of words. The morphological analyzer uses

morphological dictionaries to determine the sequence, morphological feature of words in the analyzed sentence. And the parser builds a family tree.

The semantic analyzer often uses a family tree, but its nodes contain universal words of subject names or semantic language (for example, table names on a given topic, table attributes, and operator symbols) [2]. The semantic analyzer is based on semantic analysis and description. Semantic description allows you to reduce the level of lexical uncertainty and completely eliminate it. If the syntactically related words are ambiguous, the algorithm performs a sequential search for all the corresponding combinatorial variants to compare the values of the semantic properties specified by it. This process is based on a certain idea, such words should not have contradictory semantics. The main purpose of semantic description is to eliminate lexical-grammatical homonymy or to reduce the number of variants obtained as a result of syntactic analysis. First of all, this is due to the uncertainty of the structural scheme of speech. Thanks to the semantic description of the words that make up this sentence, it is possible to distinguish the wrong version of the parsing. But no matter how precise the semantic description, it always allows you to choose a single structure that will allow multiple syntactic interpretations of the sentence. Syntactic homonymy is actually not uncommon [7].

A linguistic parser is a set of application modules, a sequence of a number of lexemes (words) in a text, and a source that analyzes the content of a sentence. In this case, a multi-level analysis of sentences is used, which determines the morphological, syntactic, semantic (sometimes pragmatic) characteristics. Each language level is processed and formed using the components of the linguistic parser [4].

The structure of an automatic parser (parser) corpora is one of the most important areas of computational linguistics [5].

The syntax parser effectively uses the results of morphological analysis of words when analyzing sentences. At the same time, the designation of the source text with the help of mathematical data makes it possible to formulate the rules of parsing. The parser must determine the structure of the sentence, that is, the syntactic dependencies of the words [12].

Currently, the development of the Russian language parser Dictum [6] is of interest to many. Because it collects statistics from the Internet, which solves the problem of homonymy. It also has the ability to separate elliptical structures. There is a free tool – the Linguistic analyzer [10], developed by the team of the Al-Imam Muhammad ibn Saud Islamic University; it can be used to analyze and compare the Corpus. The following properties are highlighted:

- 1) provides Arabic and English language interface;
- 2) can process any UTF-8 encoded text file;
- 3) calculates a list of frequencies for all words in the corpus;
- 4) distinguishes between keywords;
- 5) finds the difference between two words.

Among the developments of the Laboratory of General and Computer Lexicology and the Faculty of Philological Lexicography of the Lomonosov Moscow State University, the DicTUM-1 system is a complex tool. It allows you to process information from texts and dictionaries,

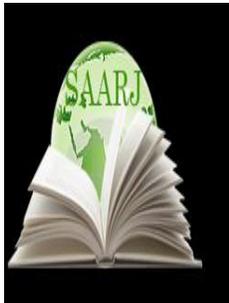
analyze them and conduct lexical work. At the same time, there are other systems of analysis, which include the following [1]:

1. Morpho-Analyzer-allows you to perform morphological analysis of tokens.
2. Segment – performs the morphemic analysis of the word forms.
3. Linthesis -performs semantic analysis of text units.
4. PSiAN-performs semantic and psychological analysis.
5. Colloq selects key words and phrases and automatically builds the thesaurus text.
6. Genre-conducts quantitative and methodological analysis.

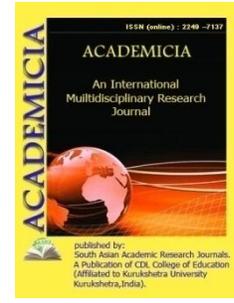
The development of the Uzbek corpus linguistics, the creation of the National Corpus is directly related to the development and structuring of the theoretical foundations of linguistic analyzers.

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VULNERABILITY OF INDIA TO FLOOD DISASTER

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ABSTRACT

Disaster is a serious disruption in the smooth functioning of a community or a geographical region which results in acute and multi-dimensional loss of people's lives and property which is beyond the coping capability of that community or region and Vulnerability is the degree of proneness or susceptibility of an area/population to the impacts of a disaster. The present study which is mainly based on secondary sources of data has tried to make an attempt in understanding the profile of vulnerability of India to flood disaster. It has also attempted to access look into various natural and anthropogenic causes that lead to this disaster as well as mapped out the flood prone areas of the country. In addition to it, the researcher has tried to highlight some of the measures of disaster mitigation.

KEYWORDS: *Disaster, Vulnerability, Flood prone, Mitigation*

I- INTRODUCTION

Vulnerability is the **human dimension of a disaster**- a serious disruption to the functioning of a community, which causes human, material, economic and environmental losses beyond a community's ability to cope- that exists as a result of the range of socio-cultural, economic, political, institutional and psychological factors that shape people's lives and the environment that they live in. It increases the susceptibility of a community to the impact of disasters and may be of different types such as Economic Vulnerability, Physical Vulnerability, Social Vulnerability, Environmental Vulnerability and Attitudinal Vulnerability.

Economic vulnerability of a community is the potential impact of a hazard/disaster on economic assets and processes. It can be assessed by determining how varied its sources of income are, the ease of access and control over means of production (e.g. farmland, livestock, irrigation, capital etc.), adequacy of economic fall back mechanisms and the availability of natural resources in the

area. Poorer families with less access to resources, for example, may live in squatter settlements in flood prone areas because they cannot afford to live in safer (more expensive) areas which makes them more vulnerable.

Physical Vulnerability is the potential for physical impact on the physical environment. The physical vulnerability of an area depends on its geographic proximity to the source and origin of the disasters. Wooden homes which are less likely to collapse in an earthquake Student Notes: are more vulnerable to fire.

Social Vulnerability represents the potential impact of events on certain groups such as the poor, pregnant or lactating women, disabled, children, and elderly. When flooding occurs some citizens, such as the elderly and differently abled, may be unable to protect themselves or evacuate if necessary.

Environmental Vulnerability indicates the potential impact of events on account of the environmental conditions (flora, fauna, ecosystems, biodiversity). Wetlands, for example, are sensitive to increasing salinity from sea water, and pollution from storm water runoff containing agricultural chemicals, eroded soils, etc.

Attitudinal Vulnerability refers to the attitude of a community in response to an event or disaster. Communities which have negative attitude towards change and lack initiative in life resultantly become more and more dependent on external support. Thus, they become victims of conflicts, hopelessness and pessimism which reduce their capacity of coping with a disaster.

II. Aims and Objectives

This study is primarily based on secondary sources of data. The main aims and objectives of the study are:

1. To highlight the Vulnerability of India to the Flood Disaster
2. To assess the distributional area of India vulnerable to flood Disaster
3. To highlight the causes and impacts of flood disaster, and
4. To provide some substantial strategies for flood disaster mitigation in India

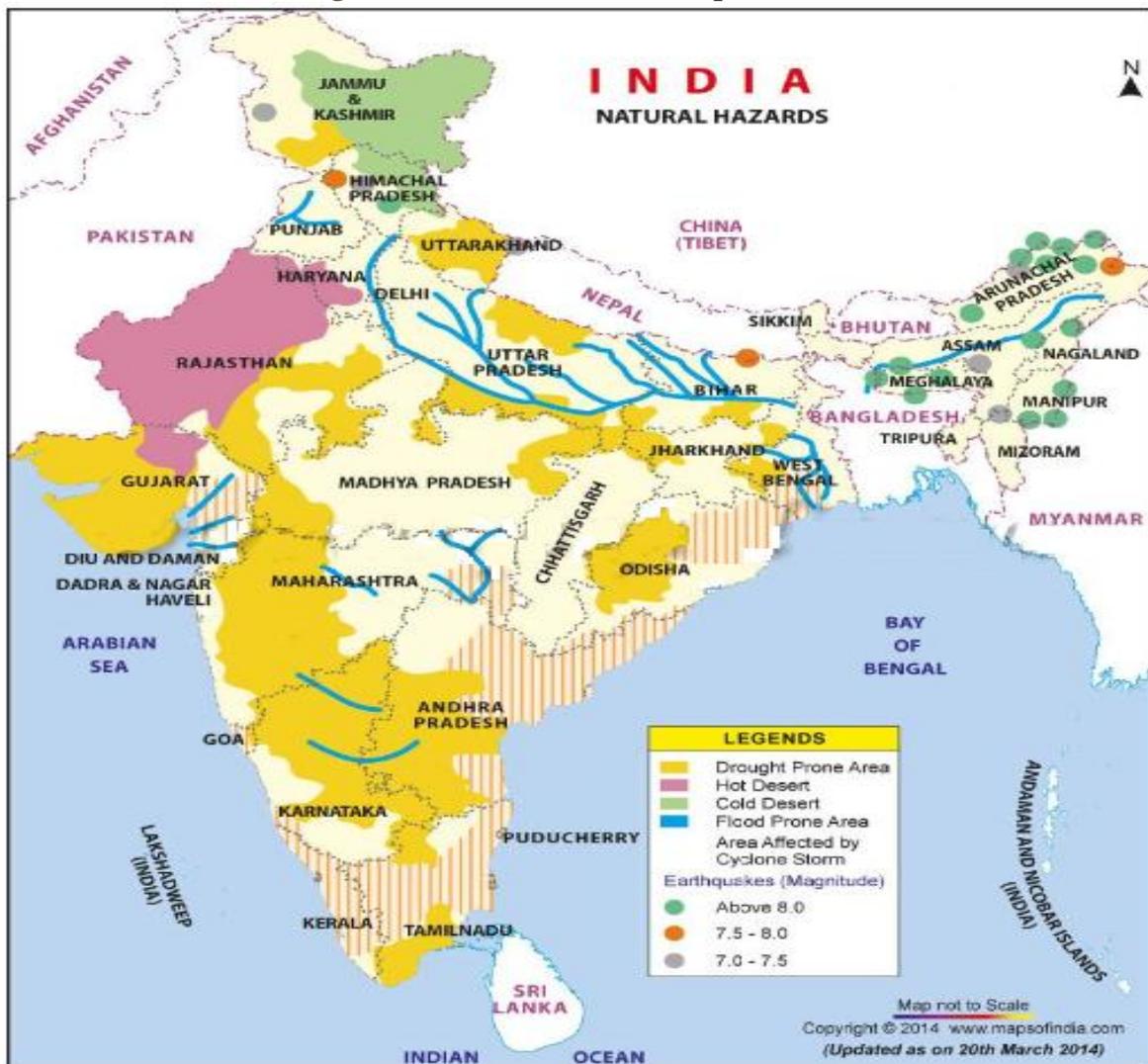
III- Vulnerability Profile of India

India is one of the ten worst disaster prone countries of the world. Disasters occur in India with grim regularity causing enormous loss of life and property. According to an UN official Report, 2017 for Disaster Risk Reduction, India has been ranked as the world's most disaster-prone country for displacement of residents. The country is vulnerable to a large number of natural, as well as, human-made disasters on account of its unique geo-climatic and socio-economic conditions. Out of the 36 states and union territories in the country, 28 of them are disaster prone. Almost 85% of the country is vulnerable to single or multiple disasters and about 57% of its area lies in high seismic zones. Approximately 40 million hectares of the country's land area is prone to floods, about 8% of the total land mass is vulnerable to cyclone and 68% of the area is susceptible to drought.

The five distinctive regions of the country i.e. Himalayan region, the alluvial plains, the hilly part of the peninsula, the coastal zone and the Island arcs have their own specific problems. While on one hand the Himalayan region is prone to disasters like earthquakes and landslides, the plain is

affected by floods almost every year. The desert part of the country is affected by droughts and famine while the coastal zone and the islands are susceptible to cyclones and tsunamis. Besides the natural factors, various anthropogenic factors like increasing demographic pressure, deteriorating environmental conditions, ruthless deforestation, unscientific development, faulty agricultural practices and grazing, unplanned urbanization, construction of large dams on river channels etc. are also responsible for accelerated impact and increase in frequency of disasters in

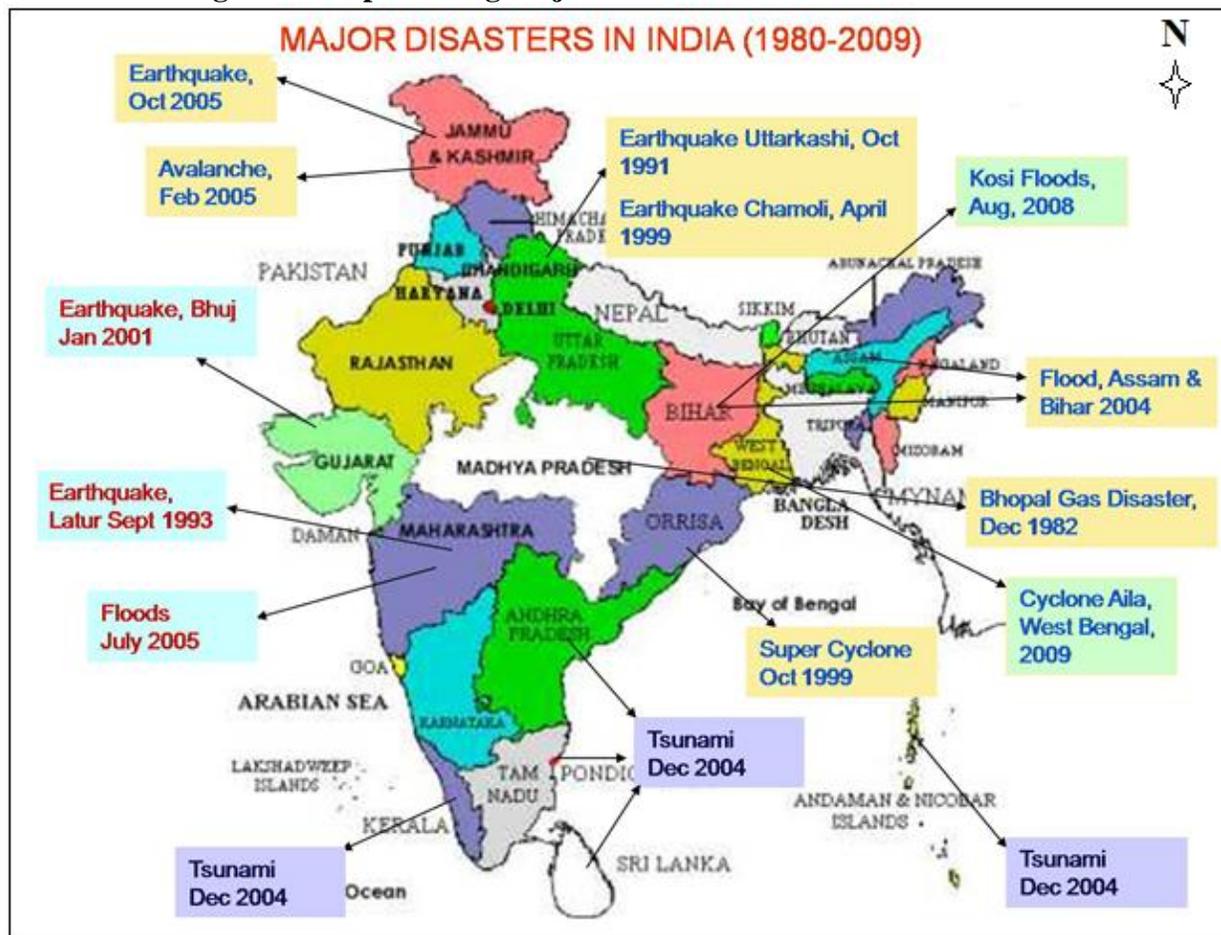
Figure 1- Natural Hazards Map of India



Source: Retrieved from <https://www.mapsofindia.com>

The country. The Building Materials and Technology Promotion Council (BMPTC) has recently released the third edition of the Vulnerability Atlas of India in 2019. It contains maps and tables for each State and Union Territory of India for the hazards like earthquakes, wind, floods, landslide, cyclones and frequency of thunderstorms. It also contains housing stock vulnerability indicating the risk for each type of house.

Figure 2- Map showing Major Disasters in India from 1980-2009



Source: National Institute of Disaster Management, New Delhi

IV- Vulnerability of India to Floods

Flood is a state of high water level along a river channel or on the coast that leads to inundation of land. It is the most prevalent and costliest natural disaster in the world which comes with little or no prior alarming/intimation and devastates both life and property at a large scale. India is highly vulnerable to floods which are witnessed in almost all the river basins of the country. Around 12 per cent of land in India is prone to floods. Our country receives an annual rainfall of 1200 mm, 85% of which is concentrated in 3-4 months i.e. June to September. Due to the intense and periodic rains, most of the rivers of the country are fed with huge quantity of water, much beyond their carrying capacity leading to severe flood situations in the region. Out of the 40 million hectares of the flood prone area in the country, floods affect an area of around 7.5 million hectare per year. Floods in the Indo-Gangetic and Brahmaputra plains are an annual feature.

Figure 3- Map showing Drainage Network of India



Source: Retrieved from <https://www.mapsofindia.com>

V- What leads to Flood Disaster?

The distribution of rainfall in India is not similar at every place. It varies with space and time. Some areas receive higher rainfall where as some others receive low rainfall. The intensity of rainfall and its distributional pattern has undergone a tremendous change during last few decades because of anthropogenic modifications of environment as a result of which river basins have developed inadequate capacity to contain within their banks the high flows brought down from the upper catchment areas following heavy rainfall which gives rise to flooding. In addition to it, ice jams or landslides blocking streams; and cyclones also cause floods. Anthropogenic activities that play an important role in increasing the intensity, magnitude and gravity of flood disasters include indiscriminate deforestation, unscientific agricultural practices, disturbances along the

natural drainage channels and colonization of flood-plains and river-beds. Let us have a cursory glance into some of the causes of floods disasters.

A. Natural causes

This includes heavy rainfall, sediment deposition, cyclones, change in the course of the river, tsunami, shrinkage of lakes and wetlands etc. Heavy rain in the catchment area of a river causes water to over flow its banks, which results in the flooding of nearby areas. River beds become shallow due to sedimentation. The water carrying capacity of such river is reduced. As a result the heavy rainwater overflows the river banks. Likewise, Cyclones generate sea waves of abnormal height which spread the water in the adjoining coastal areas. e.g., Odisha cyclone in October 1994, cyclone Thane of 2011 and Cyclone Gaja of Tamil Nadu in November 2018 generated severe floods and caused unprecedented loss of life and property. Meanders, erosion of river beds and banks, and obstruction of flow due to landslides also lead to changes in river courses and large coastal areas are flooded by rising sea water when a tsunami strikes the coast. Lakes and wetlands act as natural sponges. These store the excess water and regulate its flow. When these water bodies reduce in size due to changing land-use, their ability to regulate the flow decreases which leads to flooding.

B. Anthropogenic causes

These comprise deforestation, Interference in drainage system, International dimension, Population pressure and Poor Water and Sewage Management etc. Vegetation facilitates percolation of water in the ground. As a result of deforestation, the land becomes obstruction free and water flows with greater speed into the rivers and causes flood. Drainage congestion caused by un-planned construction of bridges, roads, railway tracks, canals etc. hampers the flow of water and results in floods. Moreover, the rivers originating in our neighboring countries like China, Nepal and Bhutan cause severe floods in the states of Uttar Pradesh, Bihar, West Bengal, Arunachal Pradesh and Assam. For flood management, cooperation with the neighboring countries is essential. Likewise, because of large amount of people, more materials like food, land, wood etc. are needed. This aggravates overgrazing, land encroachment, over cultivation and soil erosion which increases the risk of flooding. Poor Water and Sewage Management is also responsible for flooding. Old drainage and sewerage systems in urban areas have not been overhauled. During the rainy season every year, the drainage and sewer system collapses, resulting in urban flooding.

VI- Areas Vulnerable to Flood Disaster in India

Indian sub-continent has distinctive geographical location which makes its various regions vulnerable to flood disaster. The snow clad Himalayan Mountains of North comprise one of the largest glaciers of the world which are source of various perennial rivers. These rivers irrigate a large plain which habituate millions of people. These wide and vast plains are very much susceptible to the flood waters brought down by the large rivers from the torrential mountains especially in monsoon season. The average rainfall in India is 1150mm with significant variations across the length and breadth of the country. The annual rainfall along the western coast and Western Ghats, Khasi hills and over the Brahmaputra valley amounts to more than 2500mm. The vulnerability Atlas of Flood Zones in India, issued by central Water Commission, shows that Indo-Gangetic and Brahmaputra plains as well as the coastal areas in the Eastern and Western coasts of India are the major flood prone areas of the country.

National Institute of Disaster Management estimate shows that in Bihar 100 per cent and in Uttar Pradesh 82 per cent flood is caused due to depressions and well-marked low pressure. In west Bengal, the main reason for flood is cyclonic circulation. Whereas in Punjab, Gujarat, Rajasthan and Jammu and Kashmir the main cause of incessant flooding is low pressure areas. Flood in Andhra Pradesh and Odisha is caused due to Monsoon depression. Nowadays, metropolitan cities are facing repeating episodes of floods because of the mismanagement of drainage and sewerage systems. Likewise, the coastal floods occur because of the cyclones and tsunamis. Let us have a look into the distributional regions of severe floods in India.

1. The Brahmaputra River Region

This region consists of the rivers Brahmaputra and Barak and their tributaries and covers the states of Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Tripura, Nagaland, Sikkim and the northern parts of West Bengal. The catchments of these rivers receive heavy rainfall during monsoons. These rivers originate in fragile hills susceptible to erosion leading to high silt discharge. This region is subject to severe and frequent earthquakes also which cause numerous landslides and upset river regime. In addition to it, cloud bursts followed by flash floods and heavy soil erosion are also prevalent in this region.

2. The Ganga River Region

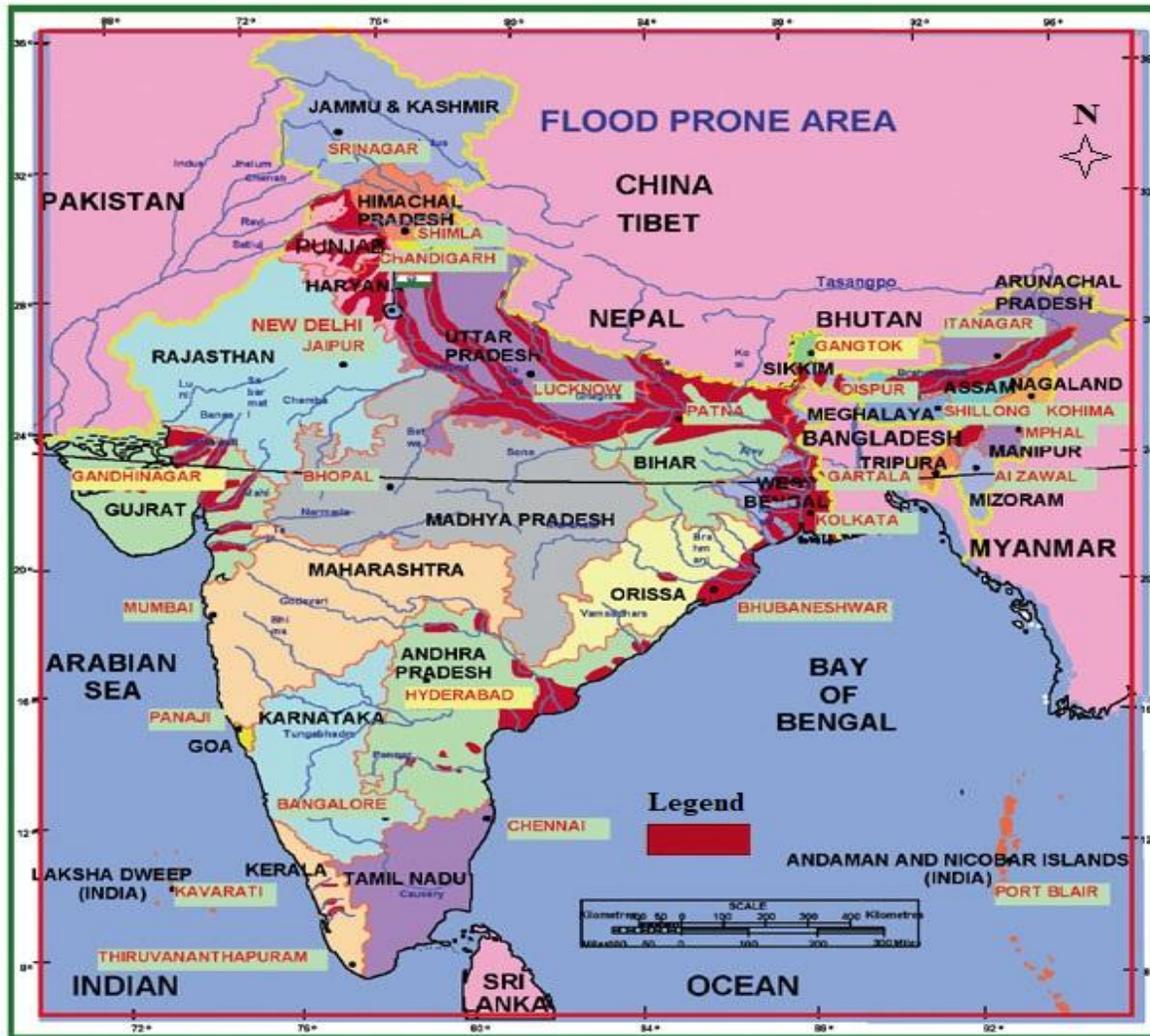
The river Ganga originates from Gangotri glacier. It has many tributaries, the important ones being Yamuna, Sone, Ghaghra, Rapti, Gandak, Burhi Gandak, Bagmati, Kamla Balan, Adhwara group of rivers, Kosi and the Mahananda. It covers the states of Uttarakhand, Uttar Pradesh, Jharkand, Bihar, south and central parts of West Bengal, Punjab, Himachal Pradesh, Rajasthan, Madhya Pradesh, Delhi and parts of Haryana. The flood problem is mostly confined to the areas on the northern bank of the river Ganga as most of the damage is caused by the northern tributaries of the Ganga.

In general, the flood problem increases from the west to the east and from south to north. In recent years, the states of Rajasthan and Madhya Pradesh have also experienced some incidents of heavy floods. Large-scale encroachment of flood plains of the rivers for habitation and various developmental activities is one of the main causes of flooding in this region.

3. The North-West River Region

The main rivers in this region are the Indus, Sutlej, Beas, Ravi, Chenab and Jhelum. This region covers the Union Territory of Jammu and Kashmir, Punjab and parts of Himachal Pradesh, Haryana and Rajasthan. Compared to the Ganga and the Brahmaputra river regions, the flood problem is relatively less in this region. The major problem in this region is that of inadequate surface drainage which causes inundation and water-logging over vast areas. Besides, indiscriminate use of water for irrigation and development of low-lying areas and depressions has created problem of drainage congestion and water logging here. These rivers change their courses frequently and leave behind vast tracts of sandy waste.

Figure 4- Map showing Area Vulnerable to Floods in India



Source: Geography of India by D.R. Khullar

1. The Central and Deccan India Region

Important rivers in this region are the Narmada, Tapi (flowing westwards into Arabian Sea) and Mahanadi, Godavari, Krishna and Cauvery (flowing eastwards into Bay of Bengal). These rivers have mostly well-defined and stable courses. They have adequate capacities within the natural banks to carry the flood discharge except in the delta areas. The region does not have serious flood problem except that some of the rivers in Orissa namely Mahanadi, Brahmini, Baitarni, and Subarnarekha are prone to floods every year. The delta and coastal areas of the states on the east coast periodically face flood and drainage problems in the wake of monsoon depression and cyclonic storms.

VII- How does Flood Disaster Impact?

Frequent inundation of agricultural land and human settlement has serious consequences on the national economy and society. According to some reports of Disaster Management, India has faced 649 disasters from 1915 to 2015 out of which, 302 were caused by flood with an average

of 3 floods per year. This amounts to 47 per cent of total disasters which took place in India in the last century. These floods can be categorized into riverine floods, flash floods, coastal floods and other types of floods.

TABLE 1- DAMAGE DUE TO FLOODS AND OTHER RELATED DISASTERS IN INDIA (1915-2015)

Flood Disaster	No. of Events	No. of Deaths	Total Affected	Total Damage ('000 US\$)
Riverine flood	143	29,810	333,442,962	41,404,929
Flash flood	23	7,436	23,443,526	416,200
Coastal flood	4	569	11,500,00	275,000
Others	132	33,611	462,703,212	11,898,059
	302	71,426	831,089,700	53,994,188

Source: Adapted from Prakash, T. (2015). Flood disaster in India: An analysis of trend and preparedness

The decadal pattern of floods shows the consistent rise of flood disasters from last five decades. The number of such disasters in the last decade was 100. Floods destroy valuable crops and also damage physical infrastructure such as roads, rails, bridges and human settlements. The cumulative economic loss in the last decade (2005-15) was nearly 2 per cent of GDP of India and the decadal economic burden increased from USD 11.6 billion in 1995-2005 to USD 34.5 billion in 2005-15. This is because the five most affected floods took place in last decade only in the states of Leh UT (2010), Assam (2012), Uttarakhand (2013), Jammu & Kashmir (2014) and Manipur (2015). Besides, millions of people are rendered homeless and are also washed down along with their cattle in the floods. The lives claimed by the floods have immensely gone up from an average of 1000 persons per year in 1965-75 to 1700 per year in 2005-15. Spread of diseases like cholera, gastro-enteritis, hepatitis and other water-borne diseases occur in the flood-affected areas. The intensity of damage done by flood disaster from 1953 to 2010 is given in the following table.

TABLE 2- IMPACT OF FLOOD DISASTER ON LIFE AND ECONOMY IN INDIA (1953-2010)

S. No	Item	Unit	Average Annual Damage
1	Area affected	mha	7.21
2	Population affected	Million	3.19
3	Human lives lost	Number	1612.00
4	Cattle lost	Number	89345.00
5	Cropped area affected	Mha	3.70
6	Damage to the crops	Rs in crores	693.87
7	Houses damaged	number	1194637
8	Damage to Houses	Rs in crores	275.48
9	Damage to public utilities	Rs in crores	814.60
10	Total Damage	Rs in crores	1804.42

Source: Source: National Institute of Disaster Management

This is clearly evident from the above table that flood disaster leaves no stone unturned in devastating man of his life and property. In addition, floods create a sense of insecurity and fear

in the minds of people living in the flood plains. The after effects of flood like the agony of survivors, spread of epidemic, non-availability of essential commodities and medicines and loss of dwellings make floods the most feared among the natural disasters being faced by humankind.

VIII- How to Protect and Manage Flood Disasters?

Disaster Management includes sum total of all activities, programs and measures which can be taken up before, during and after a disaster. A typical disaster management continuum consists of a Pre-Disaster Risk Management Phase which includes prevention, mitigation and preparedness and a Post-Disaster Crisis Management Phase which includes relief, response, rehabilitation, reconstruction and recovery. The main thrust of the flood protection and management programs undertaken in India so far has been on structural measures and non-structural measures.

1. Structural Measures

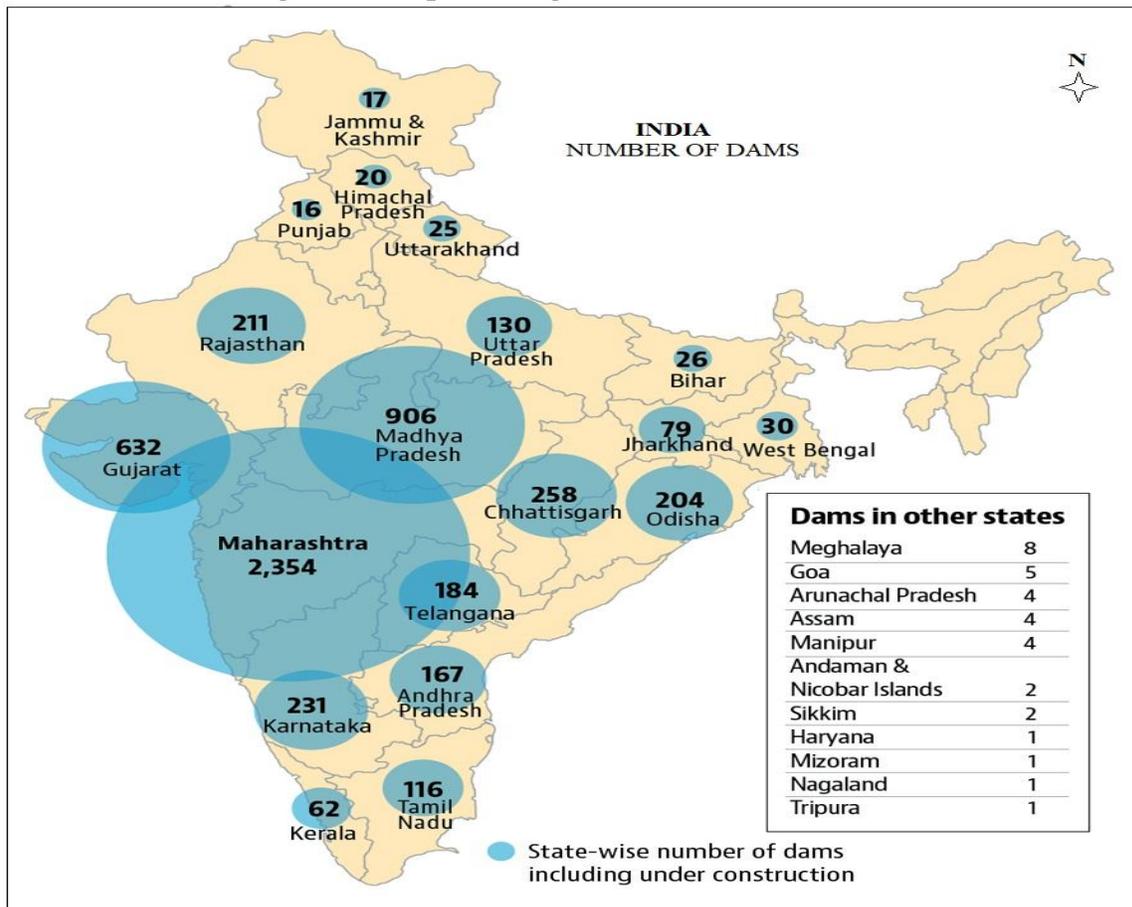
- i. Constructing reservoirs in the courses of rivers could store extra water at the time of flood. However, such measures adopted till now have not been successful. For instance, Dams built to control floods of Damodar River could not control the flood.
- ii. By building flood protection embankments, natural levees and flood walls, flood waters can be controlled from overflowing the banks and spreading in nearby areas. Building of embankments on Yamuna, near Delhi, has been successful in controlling the flood.
- iii. Drainage system is generally choked by the construction of roads, canals railway tracks etc. Floods could be checked if the original form of drainage system is restored and improved.
- iv. By Channel Improvement, Desilting and Dredging of Rivers, river channels can be made to carry flood discharge at levels lower than its prevailing high flood level by improving its discharge capacity. It aims at increasing the area of flow or the velocity of flow (or both) to increase its carrying capacity. Selective desilting/dredging at outfalls/confluences or local reaches can, however, be adopted as a measure to tackle the problem locally.
- v. Diverting all or a part of the flood discharge into a natural or artificially constructed channel, lying within or in some cases outside the flood plains is a useful means of lowering water levels in the river. The flood spill channel skirting Srinagar city and the supplementary drain in Delhi are examples of diverting excess water to prevent flooding of the urban areas.
- vi. Watershed management measures such as developing the vegetative cover i.e. afforestation and conservation of soil cover in conjunction with structural works like check dams, detention basins etc. serve as an effective measure in reducing flood peaks and controlling the suddenness of the runoff.

2. Non Structural Measures

It includes flood plain zoning, flood proofing, flood forecasting and warning systems, flood management plans and integrated water resource management under its ambit.

- a. **Flood Plain Zoning:** It is to regulate land use in the flood plains in order to restrict the damage due to floods, while deriving maximum benefits from the same. The vulnerable areas in the districts can be identified and mapped as per past analysis of floods into extremely (red) and partially (blue) affected zones.

Figure 5- Map showing Number of Dams in India



Source: Retrieved from <https://www.mapsofindia.com>

b. Flood Proofing: It helps in the mitigation of distress and provides immediate relief to the population in flood prone areas. It is a combination of structural change and emergency action, not involving any evacuation. It includes providing raised platforms for flood shelter for men and cattle, raising the public utility installation especially the platforms for drinking water hand pumps and bore wells above flood level, promoting construction of double- story buildings wherein the first floor can be used for taking shelter during floods.

c. Integrated Water Resources Management: All government departments and agencies must prepare their own Flood Management Plans (FMPs) aiming at integrating management of water resources at the basin or watershed scale.

d. Flood Forecasting and Warning in India: Real time discharge and rainfall data is the basic requirements for the formulation of a flood forecast. Most of the hydro-meteorological data are observed and collected by Indian Metrological Department and the field formations of Central Water Commission.

Flood Disaster Preparedness and mitigation is critical to the affected households, community and government. This is cumulative endeavor to all sections of society. After a disaster, a community goes through four phases that overlap- the emergency period, the restoration period, the

replacement reconstruction period and the commemorative betterment period. Time taken by each phase is 10 times longer than the previous one and the rate of recovery is directly related to the extent of damage, the available recovery resources, the prevailing pre-disaster trends and community leadership and planning. These phases can be used as general planning guidelines for community officials.

Moreover, use of science and technology, telecommunications and media for alarming system at the bank of rivers which can alert neighboring dwellers about rising water level can also be an effective measure to minimize the damage. Along with it, awareness programs and preparedness campaign at the flood affected areas can help in limiting losses. Rehabilitation of the neighboring community to a safe and higher place before flood arrives can reduce the danger to life. Quick action in supply of goods and services like medicine, food and water supply helps in quick recovery and limited loss after the disaster. Analysis of flood trend and damage caused by it suggests that there is a need for effective pre and post disaster mechanism as the nature of flood disaster can't be checked but the disaster can be prevented.

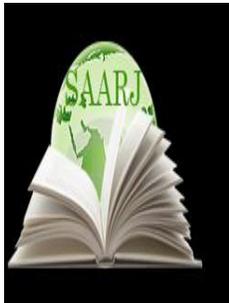
IX- CONCLUSION

To conclude, it is noteworthy to mention here that flood disaster is one of the most severe and acute disasters in India. Its frequent occurrence has killed thousands of people in this country especially in last decade and has rendered millions of people homeless. The recurrence and intensity of floods has amplified over time and has damaged life and economy at a greater extent. Government of India has taken up several substantial measures to reduce the vulnerability caused by flood and other disasters as well. But there is still a long way to go. Need of the hour is to take individual responsibility and coordinate with local communities and government machinery to ensure the ability to respond to and recover from severe events like flood disasters.

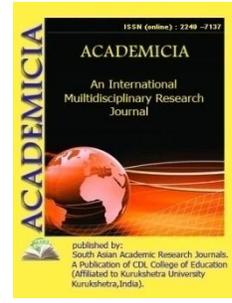
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ULTRASOUND ANATOMY OF THE THYROID GLAND CHILDREN 4-5 YEARS OLD LIVING IN THE BUKHARA REGION

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 UZBEKISTAN

ABSTRACT

In children, thyroid hormones are mainly associated with the growth and metabolism of the child along with mental development. A deficiency in these hormones leads to irreparable damage to growth and development, both physical and mental. Despite advances in diagnosis and treatment, thyroid diseases in children are diagnosed rather late. As a result, it harms the quality of patient care. A comparative analysis of the ultrasound anatomy of the thyroid gland in girls and boys aged 4-5 years has been carried out.

KEYWORDS: *Ultrasound, Children, Thyroid Gland*

INTRODUCTION

The purpose of the study: to study and carry out a comparative assessment of morphological changes in the thyroid gland in children 4-5 years of age living in the Bukhara region.

MATERIAL AND RESEARCH METHODS

Ultrasound examination was carried out on the basis of the Bukhara Regional Endocrinological Dispensary (№. 420 01/29/2020) and was devoted to the study of the ultrasound anatomy of the thyroid gland. The study was carried out on a SONOACE R3-RUS apparatus with linear (7.5 MHz) and convex (3.5 MHz) transducers.

Ultrasound biometry of the thyroid gland was performed according to the unified technique of J. Brunn (1981) in modification (A.F. Tsyb et al., 1990). The volume of the thyroid gland was calculated using the formula J. Brunn (1981):

$$TO = (D \cdot T \cdot W \text{ of the right lobe} + D \cdot T \cdot W \text{ of the left lobe}) \cdot 0.479.$$

Where TO is the thyroid volume;

D - Length,

T - Thickness;

W - Lobe width

0,479 — correction factor.

Mathematical processing was carried out directly from the general data matrix Excel 7.0 using the capabilities of the STTGRAPH 5.1 program, the indices of the standard deviation and the error of representativeness were determined.

In recent decades, the number of endocrine diseases, including diseases of the thyroid gland (thyroid gland), has increased significantly due to the global disruption of the ecological balance in the world. [10].

The thyroid gland is an organ, without the normal functioning of which the full development of a child of any age is impossible. Dementia, developmental delay, poor academic performance, problems with the heart, bones and future childbirth, nervousness, overweight - this is caused by diseases of the thyroid gland. It is caused by many reasons, but the main one is iodine deficiency.[1].

Thyroid pathology occurs in 10% of the world's child population, in certain areas this figure exceeds 20%.

Currently, there is a significant increase in thyroid diseases both among the adult population and among children and adolescents [6]. If a child of any age has an enlarged thyroid gland, then this leads to serious changes in health [9]. Poor ecology, hereditary factors, alimentary iodine deficiency, stress, intoxication, trauma, frequent infections, concomitant diseases contribute to the development of pathological changes in the thyroid tissue. The harm caused to society by thyroid pathology is enormous [7]. Iodine is a vital trace element that a person receives only from the outside: with food, drugs, X-ray contrast agents [5,11,12].The only organ that synthesizes compounds containing iodine is the thyroid gland (TG) [2,8].So, in iodine-deficient regions, the deterioration of the main indicators of physical development is shown: in particular, an increase in the number of children with disharmonious development.Schoolchildren with endemic goiter are short [3].

An enlarged thyroid gland (thyroid gland) is a change in its size, mass, volume. Among endocrine diseases of children, it is the dysfunction of the thyroid gland that takes the first place. The main reason is insufficient intake of iodine in the child's body during pregnancy and after birth.

At the same time, 740 million people have endemic goiter, which is 13% of the total population, and 43 million suffer from mental retardation, which is a consequence of iodine deficiency [2,4,8].Thyroid ultrasound is the most common, extremely useful, safe and cost effective way to visualize the thyroid gland and its pathology[4]. Ultrasound allows you to fully judge the location of the thyroid gland, characterize its shape, size, volume, boundaries, contours, internal structure, identify focal pathology, anatomical features of its structure and location, assess the blood supply of both the entire gland and its individual sections.

RESULTS AND DISCUSSION

Determination of the size of the thyroid gland according to the data of ultrasound examination showed that the length of the thyroid gland in girls of 4 years old varied from 40,0 mm to 53,1 mm, on average $44,2 \pm 1,00$ mm, and in boys of the same age from 33,0 to 64,0 mm, on average $48,6 \pm 2,38$ mm, and the width of the thyroid gland in girls is from 9,0 mm to 11,0 mm, on average $9,6 \pm 0,15$ mm, in boys the same age from 8,5 mm to 11,5 mm, on average $9,8 \pm 0,23$ mm, the thickness of the thyroid gland in 4-year-old girls varied from 9,0 mm to 10,5 mm, on average $9,7 \pm 0,12$ mm, and in boys from 8,5 mm to 13,0 mm, on average $10,5 \pm 0,35$ mm. The average volume of the thyroid gland in girls as a whole was $1,9 \pm 0,07$ cm³, and in boys – $2,4 \pm 0,19$ cm³.

Ultrasound examinations of 5-year-old children showed that the length of the thyroid gland in 5-year-old girls varied from 40,2 mm to 56,0 mm, on average $48,9 \pm 1,23$ mm, and in boys of the same age from 40, 0 to 58,1 mm, on average $48,9 \pm 1,39$ mm, and the width of the thyroid gland in girls is from 8,5 mm to 11,0 mm, on average $9,3 \pm 0,19$ mm, in boys of the same age from 8,0 mm to 11,0 mm, on average $9,5 \pm 0,23$ mm, the thickness of the thyroid gland in 5-year-old girls varied from 8,5 mm to 11,5 mm, on average $9,9 \pm 0, 23$ mm, and in boys from 9,5 mm to 13,0 mm, on average $11,1 \pm 0,27$ mm. The average volume of the thyroid gland in girls as a whole was $2,2 \pm 0,14$ cm³, and in boys – $2,5 \pm 0,19$ cm³.

CONCLUSION

Judging by the data obtained, when examining the thyroid gland by ultrasound, boys of 4-5 years old have relatively high rates in all parameters provided for in the study of the thyroid gland compared to girls of the same age.

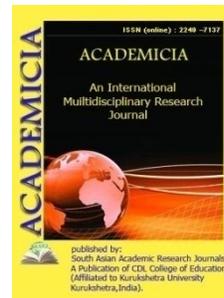
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**REGENERATION OF WASTE ZEOLITES FROM THE GAS
PROCESSING INDUSTRY OF UZBEKISTAN**

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ABSTRACT

The regeneration process of waste zeolites has been studied in order to find areas for their further usage. The physicochemical characteristics of zeolites after regeneration have been determined. By rising of temperature in the regeneration from 200°C to 400°C, an increase in the specific surface area is observed. In this temperature range, it occurs coke removal, that is, desorption of strongly adsorbed products in large and small cavities of zeolite.

KEYWORDS: *Zeolite, Regeneration, Degree Of Regeneration, Adsorbent, Dynamic Activity, Equilibrium Activity, Specific Surface, Thermo Analytical Studies.*

INTRODUCTION

The toughening of environmental requirements for the production of gas processing necessitates the search for ways to reduce the anthropogenic impact on the environment. The necessity to preserve the quality of environment requires a radical increase in the ecological safety of production. Waste zeolites from the gas processing industry are one of the sources of environmental pollution with solid waste. To reduce the anthropogenic impact of solid waste from enterprises, modern technologies for their regeneration and processing are needed. At present, the regeneration of solid waste and searching the ways to reuse them as sorption materials (SM) in wastewater treatment is of great interest.

Research results and discussion: Synthetic zeolites are used to purify natural gas in the gas industry. In Uzbekistan, synthetic NaX zeolite is not produced by industry, but is widely used in the gas purification process. A large-scale consumer of zeolite as an adsorbent is LLC Shurtan Gas Chemical Complex (ShGChC). The annual demand of ShGChC for the specified adsorbent is about 500 tons. It is purchased abroad for foreign currency.

From the analysis of the literature, it follows that many research works are devoted to solving the problem of recovery (regeneration) of molecular sieve adsorbents (zeolites) and their repeated use in the process of gas purification as sorbents. It is also of great interest to find new areas of their further application, in particular, in the process of post-treatment of wastewater as adsorbents and is very relevant. In this regard, the goal of our research is to find the optimal conditions for thermal regeneration of waste zeolites in gas processing.

Samples of waste NaX zeolites with granule diameters of 4,0 mm and 2,0 mm were used for investigation from LLC "Shurtan Gas Chemical Complex". The selected samples were sifted through sieves 1.5-5.5 mm. In this case, zeolites with dimensions of 2,0-4,0 mm accounted for 70-80%. This provides a basis for considering the possibility of their reuse. We carried out research to find the optimal conditions for thermal regeneration of zeolites and studied their structural, physicochemical characteristics.

Thermal regeneration of waste NaX zeolite should be carried out by heat treatment in an atmosphere (in a stream) of air in the temperature range 200°–

400°C. In this case, the choice of regeneration conditions (temperature, time, volume of supplied air) will be determined by the final properties of the zeolite in relation to the area of its reuse.

The degree of regeneration was determined by the amount of the remaining coke, the completeness of the removal of adsorbed hydrocarbons, H₂S, H₂O, and the quality of the regenerated zeolite was estimated by the value of the specific surface, equilibrium (A_p), dynamic (A_d) activity.

The experiments have shown that the use of atmospheric air, an increase in temperature leads to an increase in the oxidation rate and a decrease in residual coke on the zeolite.

The study of the effect of thermo-oxidative reactivation temperature and analysis of the products of thermal desorption showed that moisture removal by 95-98% occurs at a temperature of 200°C, and the removal of strongly adsorbed H₂S and hydrocarbon compounds in the temperature range of 200°-400°C. In this temperature range, coke removal and desorption of strongly adsorbed products in large and small zeolite cavities are occurred[1].

Based on researches, it was found that the selected zeolites retained their rather high strength characteristics and low abrasion (Table 1).

№	Indicators	NaX	NaX
		D= 4,0mm	D= 2,0mm
1.	Coke content, %	1,4	2,6
2.	The content of adsorbed organic compounds extracting up to 300°C, %	2,2	3,1

	wt.		
3.	Dynamic activity A_d , mg/cm ³ , H ₂ O	98,0	97,0
4.	Equilibrium activity A_p , mg/cm ³ , H ₂ O	115	122
5.	Specific surface, m ² /g	520,0	530,0
6.	Crystal structure	saved	saved

TABLE 1. PHYSICO-CHEMICAL CHARACTERISTICS OF SELECTED ZEOLITES

As seen from Table 1, the coke content is 1.4-2.6%, and the content of organic compounds is from 2.2-3.1%. Removal of the above-mentioned substances and restoration of the original properties of zeolite can be achieved by the thermal desorption method. With an increase in the regeneration temperature from 200°C to 400°, an increase in the specific surface area is observed up to 530 m²/g.

Thus, it can be concluded that the sharpest increase in the specific surface area of reduced zeolites is observed in the temperature range from 150°C to 400°C.

In addition, to determine the degree of regeneration, thermoanalytical studies of the samples were carried out on a Nietzsche Simultaneous Analyzer STA 409 PG device (Germany), with a K-type thermocouple (Low RG Silver) and aluminum crucibles. All measurements were carried out in an inert nitrogen atmosphere with a nitrogen flow rate of 50 ml/min.

The temperature range of measurements was 25-370°C, the heating rate was 5°C/min. For one measurement, 5-10 mg of the sample was taken. The measuring system was calibrated with a standard set of substances KNO₃, In, Bi, Sn, Zn.

As seen from Fig. 1, the weight loss of the sample starts from 45-50°C. The total weight loss is 18.6%. The activation energy (in this case, the release of the absorbed substance from the zeolite) is 323.7 W / g. Release rate 2% min.

From the results of researches, it is clear that as a result of thermal desorption, the main physicochemical properties of zeolites are retained and there is an opportunity for further research to find areas of their application[2].

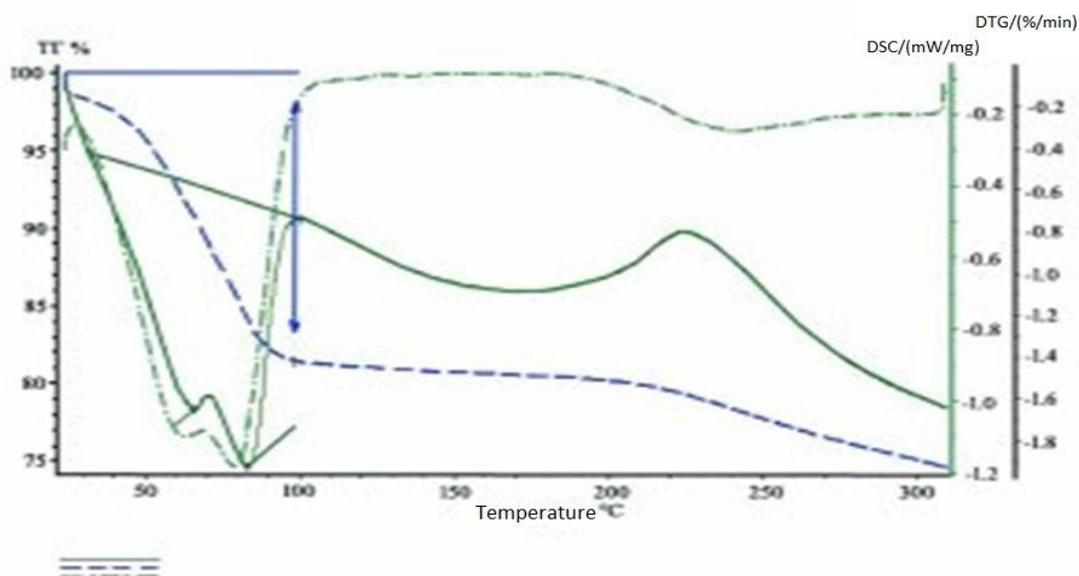


Fig. 1. Thermograms of spent NaX zeolite

— — — — thermogram

_____ differential thermogram

.. . . differential scanning thermogram

TABLE 2 SHOWS THE RESULTS OF A STUDY OF THE WEIGHT LOSS OF SPENT NAX ZEOLITE.

№п/п	Calcination temperature of spent NaX zeolite, ° C	Weight loss, % mass	
		D=2,0mm	D=4,0mm
1.	to 100°	11,72	13,51
2.	to 200°	12,95	15,12
3.	to 300°	14,02	16,96
4.	to 400°	15,33	18,57

TABLE 2. WEIGHT LOSS OF SPENT NAX ZEOLITE DEPENDING ON THE CALCINATION TEMPERATURE

To study the crystal structure of the regenerated zeolites, diffractograms of the zeolites were recorded. Figure 2 shows the diffraction patterns of thermoregenerated zeolites NaX D=2,0mm, NaX D=4,0mm

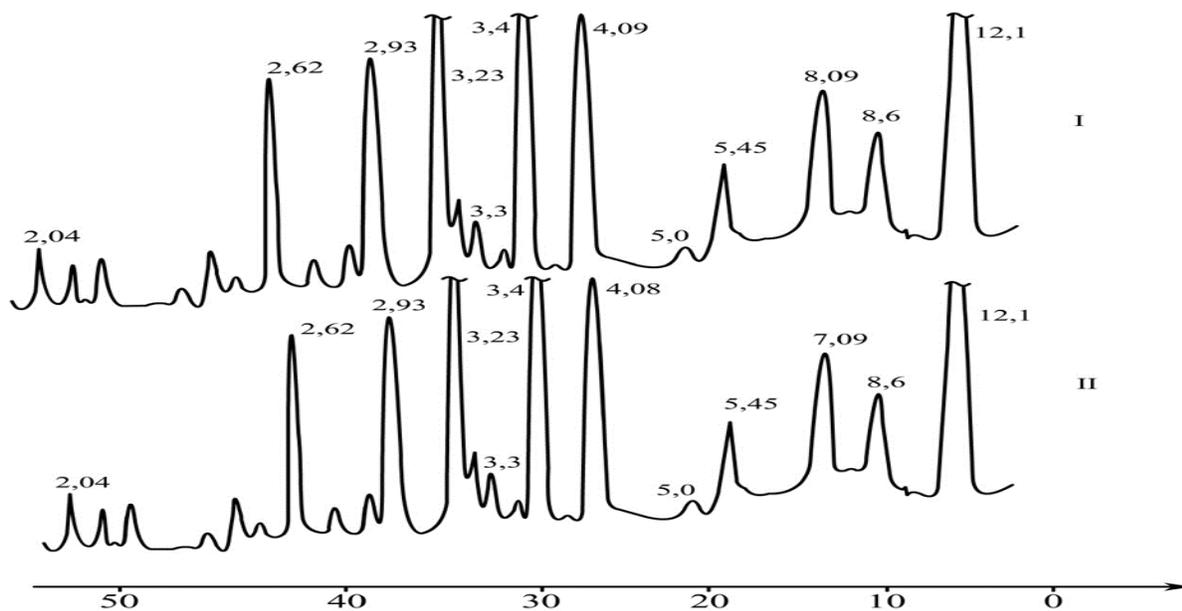


Fig. 2. Diffraction patterns of zeolites I-NaX D=2,0mm, II- NaX D=4,0mm

As seen from Figure 2, the waste zeolites retained their crystalline structure, as evidenced by the presence of diffraction peaks with interplanar spacing of 12.1; 8.0; 7.0, 4.09; 3.1; 2.93; 2.62Å characteristic of the initial phases $\text{Ca}_6(\text{AlSiO}_4)_{12} \cdot 30\text{H}_2\text{O}$ and $\text{Na}(\text{AlSiO}_4)_{12} \cdot 27\text{H}_2\text{O}$.

It can be seen that, in the experimentally established optimal modes, no noticeable change in the phase composition of the thermo regenerated zeolite is occurred. As fresh, it can also be used as an adsorbent.

The wide range of applications of zeolites and their reliably proven effectiveness, primarily in the treatment of water, industrial and domestic wastewater, petrochemicals, energy, and agriculture, according to many domestic and foreign scientists, allows for research on the use of regenerated zeolites at the stage of post-treatment of wastewater [3].

It is known that the sorption properties of zeolites make it possible to effectively remove substances in dispersed and colloidal form from water:

- Suspended solids,
- Finely dispersed suspension,
- Petroleum products.

Further studies of the adsorption capacity of the regenerated zeolites were carried out at the stage of post-treatment of wastewater, in order to bring the concentration of dissolved organic substances that are part of petroleum products. up to the required water treatment standards. Thus, it becomes possible to dispose of waste from the gas processing industry and create a recycled water supply at oil refining enterprises.

As a result of the conducted studies, the dynamic sorption capacity of the regenerated zeolites (mg/g) was determined. The model solution uses distilled water with a concentration of

petroleum products (NP) from 3 to 150 mg/dm³. The model mixture of water with NP is prepared by dilution. At the beginning of the experiment, 1 dm³ of pure distilled water is passed through the loading to wet the regenerated zeolite and prevent the "wall effect". The same volume of waste water – 1 dm³ is always passed through the filter loading. The NP concentration in the filtrate is analyzed by the IR spectrometric method in accordance with GOST R-51797-2001 on a UNICO 1201 spectrophotometer. The results are presented in Table 3.

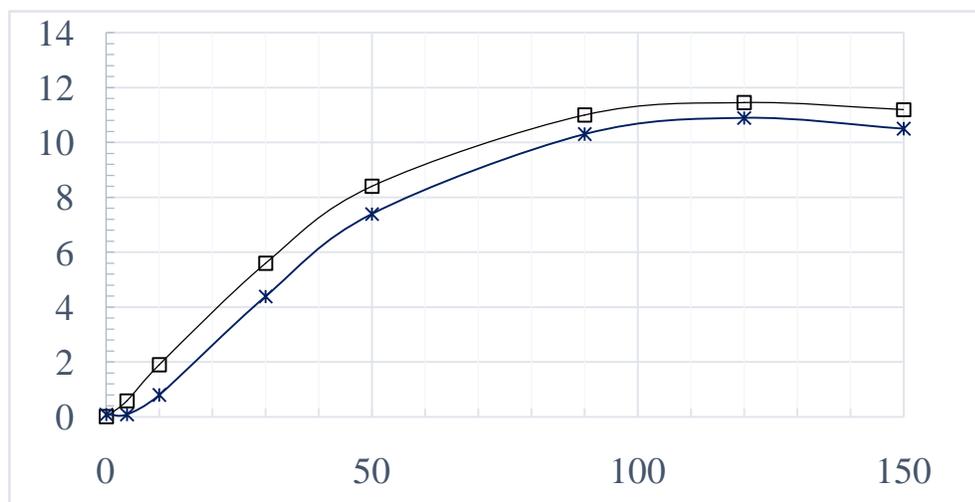
According to the results of Table 3, an adsorption isotherm is constructed for the absorption of NP from water in coordinates $a=f(c)$, where c is the concentration of NP.

Weight of zeolite, g	Initial NP concentration, mg / dm ³	Final NP concentration, mg / dm ³	Dynamic sorption capacity, mg / g	
			D=2,0mm	D=4,0mm
5,00	3	0,10	0,45	0,55
5,00	10	0,14	1,83	1,90
5,00	30	0,18	5,50	5,70
5,00	50	0,26	7,10	8,30
5,00	90	30,38	9,00	11,00
5,00	120	56,51	10,00	12,10
5,00	150	79,80	10,26	13,15

TABLE 3. DYNAMIC SORPTION CAPACITY OF REGENERATED ZEOLITE NAX IN RELATION TO PETROLEUM PRODUCTS

The adsorption isotherm is shown in Figure 3.

a, mg/g



C, мг/дм³

Figure 3-Isotherm of NP adsorption from water by NA zeolite

□ - D=4,0 mm, * - D=2,0 mm under dynamic conditions

The analysis of the obtained adsorption isotherm shows that in this case Henry's law is valid: "the sorption capacity is proportional to the final concentration of NP". The isotherm

corresponds to the L-type Langmuir isotherm. The convex shape of the isotherm confirms the effective adsorption of NP from aqueous solutions.

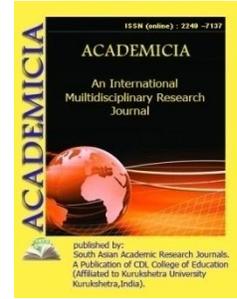
CONCLUSIONS: To solve the current environmental problem – the disposal of industrial waste, in particular spent zeolites, a thermal regeneration of them is proposed. The results of the conducted research on the regeneration of zeolites serve as the basis for further research on finding the scope of their application as adsorbents in the process of post-treatment of industrial wastewater, which allows the creation of recycled water supply.

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MORPHOMETRIC CHANGES IN THE PARAMETERS OF PHYSICAL DEVELOPMENT OF CHILDREN WITH SCOLIOSIS

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ABSTRACT

The study studied the morphometric changes in body parts of 20 boys and 30 girls 8 years old with scoliosis (n=50) and compared with healthy children (n=50, 20 boys and 30 girls). It was established that scoliosis leads to violations of not only the functions of the musculoskeletal system, but also the development of negative shifts in anthropometric parameters.

KEYWORDS: *Morphometric Indicators, Scoliosis, Chest Circumference, Anthropometry, Body Length, Body Weight.*

INTRODUCTION

The relevance of the problem. Scoliosis is a persistent deformity of the spine characterized by its lateral curvature relative to the plane of the vertebral column. While 20% of cases of scoliosis can be attributed to neuromuscular, syndromic or congenital disorders, up to 80% of all scolioses are called "idiopathic" or of unknown etiology [1, 2]. The severity and prevalence of scoliosis in girls is higher than in boys [3,4]. According to the literature, it was found that girls with idiopathic scoliosis were generally taller and heavier than healthy children. In particular, it was found that girls with this disease were significantly taller and heavier at age 12, while boys with scoliosis were significantly taller at age 14 than their healthy peers [5, 6]. There is no objective data that determines the possible development of scoliosis in the early stages. There is no consensus on the early diagnosis and prevention of possible consequences of scoliosis, which justifies the need for research in this area.

The goal of the study was to study the anthropometric parameters of children aged 8 years with scoliosis and to compare them with the anthropometric indicators of healthy children.

MATERIALS AND RESEARCH METHODS

The research was conducted at secondary school No. 2 and boarding school No. 23 in Bukhara for children with scoliosis. The results of examination of 50 children (20 boys and 30 girls) aged 8 with idiopathic scoliosis of thoracic localization of I and III degree according to Chaklin were studied. All examined children were divided into 2 groups by simple randomization, comparable in age, gender, and clinical and functional indicators. The main group consists of 50 children (20 boys and 30 girls) with scoliosis, and the control group consists of 50 healthy children (20 boys and 30 girls).

The results and discussion of the study

All examined children showed clinical and radiological signs of scoliosis, the direction of the thoracic scoliotic arch was right-sided or left-sided. Studies have shown that the height of 8 year old healthy male children ranges from 115,3 cm to 133,1 cm, with an average of $124,7 \pm 1,16$ cm. The body weight ranged from 18,4 kg to 39,0 kg, with an average of $25,3 \pm 1,30$ kg.

In a study of children with scoliosis, it was found that the height of 8 year old boys ranged from 116,2 cm to 130,3 cm, with an average of $120,4 \pm 0,87$ cm. The average body weight is $21,3 \pm 0,37$ kg (from 19,4 kg to 25,2 kg).

The height of 8 year old healthy girls ranged from 136 cm to 155 cm, on average it was equal to $140,7 \pm 1,18$ cm. The average body weight is $35,4 \pm 1,74$ kg (from 28 kg to 56 kg).

Studies have shown that the height of 8 year old girls with scoliosis ranges from 116,5 cm to 127,2 cm, with an average of $121,3 \pm 0,682$ cm. The body weight varied from 15,3 kg to 25,1 kg, with an average of $21,5 \pm 0,62$ kg.

During the research, it was found that in healthy boys of 8 years of age, the chest circumference in the pause ranges from 56.3 cm to 68.5 cm, with an average $61,0 \pm 0,74$ cm, at the height of inspiration from 53.2 cm to 72.1 cm, with an average $63,9 \pm 1,18$ cm, and at full exhalation from 55.5 cm to 68.0 cm, an average is $60,4 \pm 0,74$ cm.

Studies have shown that in 8-year-old male children with scoliosis, the chest circumference varied from 57.2 cm to 66.7 cm, with an average $61,5 \pm 0,56$ cm, at the height of inspiration from 60.1 cm to 71.0 cm, with an average $64,9 \pm 0,86$ cm, with full exhalation from 56.0 cm to 65.5 cm, with an average $60,6 \pm 0,56$ cm.

As a result of research, it was found that in 8-year-old healthy girls, the breast circumference in the pause ranges from 55.6 cm to 64.2 cm, with an average $58,8 \pm 0,56$ cm, at the height of inspiration from 57.2 cm to 66.4 cm, with an average $60,7 \pm 0,56$ cm, with a full exhalation from 54.4 cm to 62.2 cm, with an average $57,9 \pm 0,50$ cm.

In 8 - year-old girls with scoliosis, the breast circumference in the pause varies from 51.5 cm to 67.2 cm, with an average $62,0 \pm 0,99$ cm, at the height of inspiration from 53.1 cm to 70.0 cm, with an average $65,1 \pm 1,05$ cm, with full exhalation from 50.2 cm to 66.1 cm, with an average $61,0 \pm 1,99$ cm.

Anthropometric studies conducted among 8-year-old male and female children with scoliosis showed that the growth parameters of male children are 1.04 times, and those of female children are 1.01 times behind those of healthy children.

The breast circumference in pause in boys with scoliosis of 8 years of age is 1.01 times, and in girls of this age with scoliosis is 1.05 times more than in healthy children. The chest circumference at the height of inspiration in boys with scoliosis 8 years of age is 1.02 times, and in girls 1.07 times more than in healthy children of this age. Breast circumference at full exhalation in male children of 8 years of age with scoliosis is 1.0 times, and in girls it is 1.05 times more in comparison with healthy children.

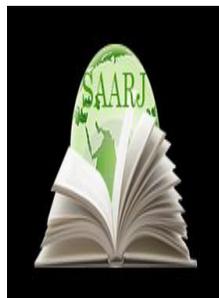
Some authors claim that scoliosis occurs in 2-9% of children and adolescents under the age of 16, and the prevalence of this severe disease in school-age children reaches 15-30% or more [8,9]. We also found that it is at the age of 8 that scoliosis begins to progress in children.

DISCUSSION AND CONCLUSION

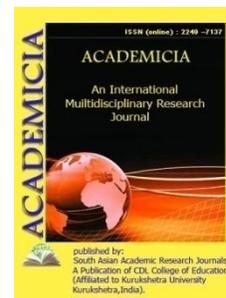
Children with scoliosis lag behind their healthy peers in height and body weight. This is due to the fact that the bone system of children at this age is in the development stage, and scoliosis has a detrimental effect on the growth of parameters of physical development of the child. The breast circumference in pause, at the height of inspiration and at full exhalation in children with scoliosis is greater than the breast circumference of healthy children. Curvature of the vertebral column leads to an increase in the parameters of the chest circumference in all stages of respiration. Due to the pronounced curvature of the vertebral column, the chest is deformed, and this leads to a limited excursion of the chest during breathing in comparison with healthy children.

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**THE MAIN DIRECTIONS OF STUDYING TERMINOLOGICAL
 VOCABULARY**

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ABSTRACT

The article is devoted to one of the poorly studied problems of terminology systematics. The interest in this problem can be explained by the fact that it is associated with the question of the organization of scientific knowledge. From these positions, we consider the consistency of terminology as one of the ways to study thinking. Traditionally, the problem of the systematic nature of the term was studied in relation to the concept of structuralism. The main criterion was the degree of organization of the term set. The structure was associated with a lower level of organization, and the system was characterized by a higher level of organization. The traditional views on consistency have proved to be unproductive, since they have not found significant confirmation in the analysis of practical material. In this article, we make an attempt to develop the concept of the main directions of studying terminological vocabulary and fill it with content related to the methodological and cognitive aspects of studying the term.

KEYWORDS: *Terminological Vocabulary, Problems Of Terminology, The Term, The Methodological, Technical Words, Specialized Language, Studying Terminological.*

INTRODUCTION

What is terminology? Terminology is the study of the formation, establishment, structure, specification, and other principles of terminology in various disciplines. The subject of the questions. So, what is this term? Terminology is a specialized term in various disciplines. Each term has strict rules.

In its first sense, the word terminology means a "set of technical words belonging to a science, an art, an author or a social group", for example, the terminology of the medicine or terminology of computer scientists. Taken in a more restricted or specialized sense, the same term refers to a "linguistic discipline devoted to the study. Scientific of concepts and terms in use in languages specialty ». If the common language is the one used in the daily life, the specialized language is that of communication unambiguous in a particular area of knowledge or practice, based on vocabulary and language uses that his own.

Terminology is a means of communication in a specialized language Terminological practice refers to applied linguistics, which includes work on specialized lexicography, translation, writing, and language teaching. In fact, these four professional applications of linguistics are closely related: specialized translation requires proficiency in bilingual or multilingual specialized terminology, technical writing is their "monolingual speech", and teaching specialized languages is aimed at their acquisition by students, while as the institutional practice of comparative terminology and its phraseological component flourishes in the translation environment.

Terminology activity is based on the ability to identify terms designating concepts specific to a domain, to attest to them use specific references, describe them briefly discerning good use from wrong use, and recommending or to discourage certain uses in order to facilitate unambiguous communication. In comparative terminology, the delays that inevitably result from Inter-language transfers specialized knowledge is highlighted during the identification of terms, by the absence of proper designations in one of the languages in touch. In this case, the role of the terminologist is to describe the and to propose designations that fill. For the proposal of a term to be acceptable and it must be based on a good knowledge of the rules of lexical training in the host language, insert harmoniously in the terminology set in place, and be clearly presented as a "proposal" of the terminologist.

Terminology content management by field of activity reflects the evolution of specialized concepts and uses field-specific languages, taking into account the needs of user. It aims to maintain the coherence and timeliness of information stored through additions, cancellations, and data changes. It allows the selection of certain data types for product preparation and delivery terminology such as bilingual lexicons, vocabularies, unilingual or multilingual phrase logical dictionaries, and terminology standards.

Any terminological activity, starting with the identification of terms and ending with the define the word, can be done manually. It, however, ensures gains of unprecedented productivity, quality and accessibility. This is especially true for terminologists working in a company, a government agency or a translation where they must create, maintain and operate important computerized terminology files designed for many users, and taking into account the needs of clearly defined communication.

The fundamental principle of any terminology approach is the belonging of the terms to areas of activity structured in specialized knowledge classification systems. Each specialty has such a system, also called domain tree and everything consistent terminology set must reflect this. Document classification systems, encyclopedias, manuals, databases focused on the transmission of knowledge provide the beginner terminologist with the necessary framework to the establishment or adoption of such a classification system for the field in which he is called upon to carry out his research terminological.

The terminological definition is a brief lexicographic formula which indicates the distinctive semantic features of a concept. She is it is meant to describe a concept, not to provide information on the use of a term. This is what distinguishes it from observation linguistics of the type "term used in X to designate Y". There terminology definition is the most important application of principle of intentionality and the main means of establishing the terminology hook.

In the practice of technical and scientific fields, the fundamental terminologies are validated using definitions of authoritative works, while the recent definitions often require the construction of definitions from disparate textual elements. In these areas, the editorial staff must follow very closely existing models and stylistic variations are rather limited. This is one of the reasons for the quasi-identity of definitions of the same concept in the best dictionaries, technologists. On the other hand, socio-economic areas and legal are distinguished by the wide variety of definitions dealing with a concept according to historical peculiarities, of the institution or country in which it is located conveyed. In both cases, however, the importance of respect for Human Rights the danger of abusive quotations, the requirement for conciseness, quality and originality of the content, and the imperative of uniformity of terminology banks oblige the terminologist to reformulate most of his definitions using references to the analyzed documentation, and to resort to citations definitions or contexts sparingly. This obligation is strengthened by the law of intellectual property when creating marketable terminology products.

Concepts can be described in several ways: especially in the case of more complex abstract concepts, the key interpretation is to verbally define their relationships with other concepts and at the same time to analyze or list their most important properties. The definition is intended to reflect the structure of the term, but it never describes it exhaustively, so the existence of several partially or fundamentally different definitions for the same term is not unusual. It is always a mental creation of a person, a kind of generalization or synthesis.

A common form of representation is also figurative, which is used to refer to terms denoting objects or activities of a non-linguistic reality.

Basic concepts of Terminology theory (term, name, subject, semiotic triangle), terminological entry, terminology work, the formation and selection of preferred terms, terminology, tools, Create terminological entries, and other topics.

The terminology system of an area or areas can be represented in various terminology products: a terminology dictionary, a terminology database, or a multilingual dictionary. Terminology dictionaries are mainly focused on one or several related disciplines and are formed by terminologists together with specialists.

Working on terminology is working with a professional vocabulary. In a professional world characterized by growing specialization, high rates of innovation, and greater demands for communication across language and professional boundaries, it is becoming increasingly important.

Terminologists are at the service of understanding. They research, check and define technical words in monolingual or multilingual form, prepare the developed terminology with computer-aided tools and ensure its dissemination. In this way, they create an important prerequisite for the comprehensibility of documents, contribute to efficient and smooth communication and ensure that central knowledge is represented and maintained in organizations. The work opportunities in the field of terminology are diverse and attractive. Terminology specialists work in companies in a wide range of industries, in international organizations.

Terminology can be divided into two components: theoretical terminology and applied terminology. Theoretical terminology the general law of the formation and development of terminology in various disciplines, including the essence, features and functions of terminology, is considered.

The best way to systematize other aspects of the problem. Applied terminology research terminology management, standardization, terminology codification, terminology translation.

Translation, building a terminology base, and other practical issues. Theoretical terminology and applied terminology are interdependent and complementary. In terms of scope and scope, applied terminology is broader than theoretical terminology. From the point of view of the role, theoretical terminology occupies a more important position. In fact, theoretical terminology is the basis for creating a terminology discipline.

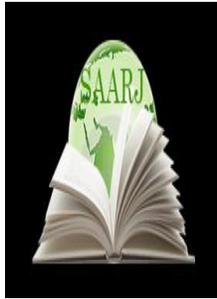
Terms are lexical units, the meaning of which is considered in relation to the field of specialty, that is, the field of human knowledge, often associated with social and professional activities. For example, vaccination, central nervous system, solid mother are medical terms; axle, camshaft, radial tire are automotive mechanics terms; and software, operating system, and mouse are computational terms. Terminology sorts the lexical units that follow each other in a specialized text to focus on the terms.

The terminology is based on the theoretical models offered by the terminology. However, the theory of terminology serves almost exclusively as a basis for practice.

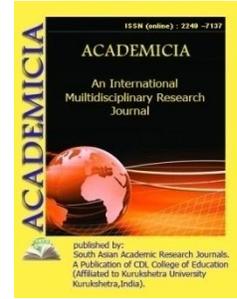
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CREATION OF INTERACTIVE LEARNING ROLLERS USING SCRIBING TECHNOLOGY

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ABSTRACT

The article discusses the technology of scribing, which allows you to organize the process of working with information more creatively and effectively. The paper describes the results of the study of the concept of scribing, builds a structure and discusses technologies for the development of video content.

KEYWORDS: *Scribing, Visualization, Video Content, Visibility, Video*

INTRODUCTION

The development of new technologies and constantly changing trends in the modern world make us focus on the future. The requirements of the modern child are changing, and Power Point has already ceased to attract his attention. Thus, educational videos and scribing borrowed from the business environment gradually began to enter the educational environment. Unfortunately, while few know about such techniques for preparing educational material, not all educational institutions apply them in practice. We think that soon videos with the use of scribing will gain momentum, because the visualization of the educational process gives great prospects for the development of students and teachers [2, p. 321]. The student acquires qualities such as imaginative creative thinking, the ability to work in a team for a result, which will be his support in the future. The principle of visibility is important in teaching. A child learns complex material

faster and easier when all channels of information perception are working [1, p. 16]. In this article, we will talk about the basic principles of designing training videos, the criteria that distinguish "correct" scribing, and the rules of visualization. Let's consider some of the available services and programs for a successful start in this area. The relevance of this work lies in the fact that the use of a variety of text visualization tools, namely video with the use of scribing, in the classroom helps students to visualize abstract concepts, capture, and then reproduce the material they saw [5]. Thus, there is a qualitative assimilation of the key points of the studied material. Visualization allows you to link the information received into a complete picture of a particular phenomenon or object.

Video scribing is a video that depicts the process of drawing certain graphic symbols and text, accompanied by a voiceover [3]. Conventionally, all video scribing techniques can be divided into manual (drawing scribing, scribing - application, magnetic scribing) and computer (when creating computer scribing, special programs and online services are used). We will consider computer scribing in more detail. There are not many services for creating computer scribing, and only a few of them are freely available. Let's consider some of them. An example for creating scribing for free is the PowToon service. Pow Toon is an English-language animated presentation generator - an online service with a set of ready-made templates and the ability to create a presentation from scratch. Free possibilities of the service are somewhat limited: using a ready-made template, you can create a video up to 45 seconds, and without a template - up to 5 minutes. The service is configured for a widescreen monitor: the resolution should be 1280 x 768. Finished works can be directly uploaded to YouTube. You can record your voice to your presentation or add a suitable soundtrack from the existing library [4]. There is another service, Video Scribe software. Video Scribe is an English-language program that allows you to create great video scribes for those who can't draw. It can be downloaded on the official website of the company and used for free for 7 days, completed works are uploaded to YouTube. Initially, the program will offer a white canvas to fill with your own content, the entire presentation in Video Scribe is placed on one large field, and not on several slides [4]. Video Scribe allows you to select the background color and texture, font, and the hand holding the pencil or brush. Unfortunately, the Cyrillic alphabet is not supported, so the text in Russian can first be saved as an image, and then loaded into the presentation [4]. The library of illustrations contains many pictures, you can also upload your own images [4]. Settings apply to each item. You can record your voice for video scribing or add a suitable soundtrack from the existing library.

Having considered the types of scribe presentations, we will highlight the positive and negative aspects of this technique.

Minuses: Difficulty writing a script; training in drawing diagrams, graphs, figures; a selection of illustrations for creating application scribing; large time expenditures for voice acting, filming and film editing; technical difficulties.

Pros:

1. Efficiency - in a short period of time you can explain the material in an accessible and qualitative way.
2. Versatility of visualization. The language of the picture is clear to everyone. Scribing is to some extent a universal language of communication.

3. High-quality assimilation of information and memorization of key points of the presentation [5].
4. The possibility of continuous communication with the audience throughout the entire presentation.
5. The ability to use the scribe (a general picture that is obtained by the end of the event) in further work as a review of all the information received [5].
6. The effect of parallel repetition - the sound sequence is illustrated by images almost simultaneously, which contributes to the quality assimilation of the material.
7. The video clip can be shown an unlimited number of times. Video scribing is one of the most interesting, effective and convincing ways of presenting information.

Let's consider a number of general principles of scribing design:

1. The principle of brevity. S-presentation should contain only images of essential information, reflecting an accurate understanding of its meaning. Visual emphasis should be placed on the main interconnected elements by removing distracting details.
2. The effect of parallel sequencing.
3. The principle of the leading role of theoretical knowledge. S-presentation is aimed at better memorization and understanding of theoretical facts, at understanding concepts.
4. The principle of emphasis on the main semantic elements. The main elements of the transmitted information should be highlighted in size, color, and framed.
5. The principle of using associations and stereotypes. It is advisable to use associations that are understandable to students with drawings, conventional signs, arrows.
6. The principle of structure. Any information presented in the form of graphic images should have a certain plan, a certain scheme of presentation, in the form of easily remembered images.
7. The principle of independence. To facilitate the perception and understanding of complex information, it must be broken down into separate simple images.
8. The principle of the final link. S-presentation should contain a summary of all the information presented in the form of an interactive dictionary for each point of the plan, the nodal element of the scheme.

Basic rules for Scribe video design:

- A) The 7-plus-minus-two rule. The rule according to which a person's memory in most cases cannot remember or reproduce more than 7 ± 2 elements. For scribing, this rule means that the content of the logically complete part of the scribe, where there are more than 7-9 objects, will not be perceived in full.
- B) "The effect of parallel following". Means that the scribing picture and the voice dubbing the video must go together, in parallel. The voice should neither lag behind nor overtake the picture.
- C) Using one color scheme in your video. Too bright picture on the screen can knock a person off the topic of the video, distract. Using several (more than 3) color gamuts at once in a video can make it difficult to understand due to the overload of color information. Let's take a look at

some color schemes and associations. Red color adjusts to the rise of energy, emotional rise; green is associated with performance; blue or light blue - with calm; yellow color directs to physical activity; purple color - a color in which more than 20% of the video information is not absorbed; black is the color of stress, it is better not to use it in large quantities.

D) Less text means more action. Scribe is initially a dynamic picture, a video that doesn't have to be boring and monotonous. Use more voice guidance, actions of the main characters of the video (for example, a girl student).

Creating an animated Scribe presentation isn't always limited to just creating a footage. In some cases, it is necessary to separately "superimpose" the voice on the video or add other "pieces" of video to the animated presentation.

Then video editing programs come to the rescue. Consider a fairly easy-to-use and free program:

1. Windows Movie Maker (or Film Studio). Pros of the program: completely free; preinstalled on most computers; easy to use, training does not take much time; fast video saving. In this program it is possible to cut out unnecessary parts of a video, "glue" several videos, insert transitions between videos, an audio track, add text (titles). The disadvantage of this program is that it only supports linear video editing. However, this required minimum is enough to create a full-fledged video.

2. VideoPad. This program supports editing media files, adding effects and transitions, adding or customizing audio or voice acting, and finally, saving and exporting video. Of the minuses - only slightly limited control functionality.

The big advantages of these programs is the support for the Russian interface, which makes them understandable and accessible for use.

Steps to create your Scribe-video:

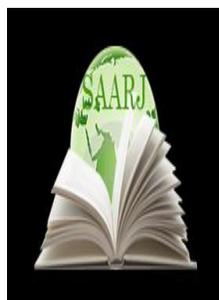
1. Choosing a theme for the video;
2. Collecting information on the topic of the video, preparing the text of the voiceover. It is advisable to write down all the ideas, aspects that you want to use or highlight in your video;
3. Drawing up an approximate composition of the video in accordance with its tasks and the intended audience. The video should be understandable not only for you, but also for your viewers. A competent combination of words and illustrations that will clearly display the main ideas of the presentation - this is scribing;
4. Visualization of information in programs or services for scribing using pictures, the main characters of the video. Necessarily in parallel with the written text for scoring the video and in compliance with the design rules. Don't forget about the timing of your video, it shouldn't turn out to be too long and boring;
5. Recording audio accompaniment to video;
6. Processing the resulting scribe video in a video editor;
7. Combining video and audio files in a video editor;
8. Saving the project and using it. It will be effective for the educational process not only to watch Scribe videos by students, but also to create them. Scribing contributes to the formation of

such universal educational actions as the ability to transform information from visual signs into speech and symbolic ones; formulate the problem, topic and purpose of the work; the ability to establish causal relationships; organize joint work and listen to the opinions of others (when working in a team).

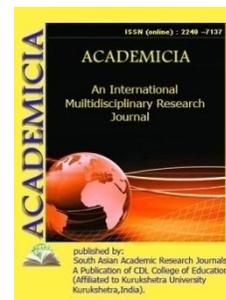
In conclusion, I would like to say that this technique of creating training videos is only gaining momentum in the educational sphere, but it already allows many teachers to achieve a deep understanding and better memorization of the material due to clear and colorful visualization of the concepts under consideration. This article will be useful for teachers not only for learning the "Scribing" technique, but also for generating more interest in the students in the subject being studied, as well as the technique of creating a Scribe video itself.

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PRIORITY DIRECTIONS OF NUCLEAR MEDICINE

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ABSTRACT

This paper analyzes modern methods and technologies for obtaining medical diagnostic and brachytherapy radioactive drugs. In addition, information is given on the features of the use of accelerators for proton therapy. Research aimed at the development of new technologies for nuclear medicine and radiation therapy is a priority part of the work plan of research centers and universities in developed countries. Investments in research in nuclear medicine and radiation therapy are viewed in developed countries as a necessary contribution to improving the quality of life of the population.

KEYWORDS: Nuclear Medicine, Oncology, Radioisotope, Accelerator, Brachytherapy.

INTRODUCTION

Nuclear medicine has now become an essential part of the health care system in all industrialized countries. Having received the main impetus for development in the second half of the twentieth century, when electronics and robotics began to develop rapidly, nuclear medicine has replenished its arsenal with modern tools for performing procedures, especially diagnostic ones.

More than half (a significant part) of cancer patients are currently being cured with the use of remote or contact radiotherapy. Moreover, the number of patients receiving such treatment is constantly increasing in developed countries. One or another form of radiation diagnostics (X-ray computed tomography, positron emission tomography (PET), single-photon emission computed tomography, etc.) undergoes almost every patient suffering from oncological or other serious illness. Research aimed at the development of new technologies for nuclear medicine and radiation therapy is a priority part of the work plan of research centers and universities in developed countries. Investments in research in nuclear medicine and radiation therapy are viewed in developed countries as a necessary contribution to improving the quality of life of the population.

This paper provides an overview of the most promising technologies and approaches used in nuclear medicine.

Fundamental and applied research in nuclear and neutron physics is carried out at the Institute for Nuclear Research (INR) of the Russian Academy of Sciences in Troitsk, the use of the results of these studies makes it possible to produce the majority of medical isotopes and to carry out proton therapy of neoplasms of any localization.

For experimental research in the field of proton therapy, INR RAS uses a proton accelerator that provides proton beams with energies from 100 to 220 MeV with an average current of up to 100 μA .

Based on the experience of other nuclear centers and the existing trends in modern medicine, as well as taking into account the possibility of the available proton accelerator, a research program for medicine at INR RAS was formed, which is now (currently) being implemented.

The main directions of this research program are proton therapy, production of radioisotopes for diagnostics and therapy, production and introduction of sources for brachytherapy and radiation diagnostics.

As you know, accelerated protons have specific behavior when passing through any medium - the released or ionizing energy does not decrease as it slows down in the medium, as in electrons or photons, but, on the contrary, reaches a maximum at the moment of stopping. The release of ionizing energy in the tissues of the body leads to local destruction of cells in a given place.

By individually selecting the proton energy, it is possible to locally destroy a tumor located at any depth.

The practical implementation of proton therapy is still a very complex scientific and technical problem. For example, in Russia in need of proton therapy, according to various estimates, from 30 to 50 thousand patients annually.

Despite the unique characteristics of the beams of the existing high-current proton accelerator, it would be optimal to use a new specialized medium-energy proton accelerator for proton therapy and other applied problems in the interests of medicine.

The cyclotron provides high-intensity proton beams with energy ($E = 30\text{-}100\text{ MeV}$). In this case, the linear accelerator further accelerates to an energy of $E = 250\text{ MeV}$ only a small part of the protons from the cyclotron used for proton therapy.

The need for radioisotopes for the diagnosis and treatment of various diseases is increasing every year. A number of such isotopes can be obtained with a sufficiently high economic efficiency only at high-current medium-energy proton accelerators. There are less than ten installations of this type in the world so far.

Let's consider some issues of using strontium-82 (half-life of 25 days) and generators of strontium / rubidium-82 for PET diagnostics. The use of a short-lived radionuclide generator, in this case rubidium-82 (half-life 1.3 minutes), avoids the need to build a cyclotron and create a radiochemical laboratory directly in the clinic. This makes the procedure for wound diagnosis of myocardial infarction and some other diseases more accessible.

This is the way in which PET diagnostics is mainly carried out in the United States, where mortality due to cardiovascular diseases is second only to deaths from cancer. In Russia, mortality from cardiovascular diseases ranks first, also due to the extremely low level of early diagnosis of the population for these diseases.

INR RAS has developed a technology for the production of other isotopes for medicine. Sn - 117_m is a promising medical therapeutic radionuclide. It is used primarily for the treatment of bone cancer. At the same time, studies in recent years have shown extremely high efficiency of using this isotope for the treatment of vascular diseases. At INR RAS, with the participation of the Bruchhaven National Laboratory (BNL, USA), a technology has been developed for the production of tin (Sn -117_m) in a state "without a carrier" from irradiated targets containing antimony.

On the basis of this technology, the Medical Radiological Research Center (MRRC) in Obninsk has created new Radioactive Pharmacological Preparations - albumin microspheres for the treatment of prostate adenoma, liver and breast cancer and other diseases, which have demonstrated their effectiveness in biological experiments. Actinium-225 and Radium-223 are also very promising radionuclides with low-range alpha radiation in biological tissues. The massive use of these radionuclides can significantly improve the therapy of a number of oncological diseases.

INR RAS conducts research in other promising areas of nuclear medicine and radiation therapy, in particular, in the field of brachytherapy. For a number of localizations of malignant tumors (prostate, breast, gynecological localization, etc.) brachytherapy is the most effective sparing radical treatment. Brachytherapy is based on the introduction of sealed radioactive sources directly in the area of the tumor. Moreover, in most cases it is possible to avoid post-radiation complications, and the duration of treatment is only a few days.

Brachytherapy, according to the type and activity of the sources used, is divided into low-dose (LDP) and high-dose (HD) brachytherapy. Currently, two types of sealed radionuclide sources are mainly used for conducting VDB: based on cobalt-60 and iridium-192. The high energy of gamma radiation of cobalt-60 leads to significant irradiation of the vital organs of patients.

The main isotopes used for brachytherapy are:

Isotope	Half-life, day	Average energy, keV
I-125	60	28.4
Cs-131	9, 7	30.4
Pd-103	17	21
Ir-192	74	356.8
Co-60	5 years	> 1 MeV
Yb-169	32	92.8

According to experts, the need for operations using all types of brachytherapy, for example in Russia, is at least 50,000 operations per year.

Carrying out research in this direction allows you to move on to the introduction into practice in Russia and abroad of a new promising technology in medicine - brachytherapy with ytterbium sources. The massive introduction of these technologies in medicine is facilitated by the

advantages of new sources over existing analogues: less costly preparation of therapeutic rooms, lower cost of sources and simpler logistics of their delivery to medical institutions. At the same time, the therapeutic properties of ytterbium sources are at least no worse than those of the analogs used with other isotopes.

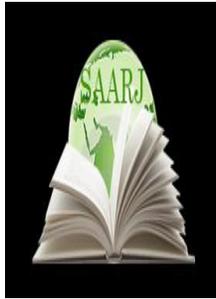
Uzbek scientists from the Institute of Nuclear Physics of the Academy of Sciences of Uzbekistan (INP AS RUz) in Tashkent also made their significant contribution to the development of nuclear medicine.

In 1956 it was organized by the Institute of Nuclear Physics (Institute of Nuclear Physics) in the village of Ulugbek the city and Tashkent and the Republic of Uzbekistan. More precisely, a laboratory of radioisotopes was created (during the directorship of Doctor of Physical and Mathematical Sciences, Professor GulyamovaUG), and in 1976, the enterprise "Radiopreparat" of the INP was created, intended for the production of labeled radioactive compounds. The company "Radiopreparat" produces for the domestic market and exported ovalo in Commonwealth countries, Europe and the United States labeled drugs and compounds, as well as products with radioactive isotopes. The range of manufactured compounds for medicine and science exceeds 60 items. One of the indicators of the high level of specialists in the field of radiochemistry in Uzbekistan is the fact that about 70% of the world production of radiopharmaceuticals of the drug iodine 125(I- 125) fell on Uzbekistan. Unfortunately, on the eve of the 60th anniversary, the Institute of Nuclear Physics was disbanded by the decision of the Cabinet of Ministers of the Republic of Uzbekistan. On the basis of INP, 5 laboratories and 3 departments have been organized, which are part of the National University of Uzbekistan named after MirzoUlugbek. Thus, in the near future in the Republic there will be an acute question about the search for nuclear technologies for obtaining medical radiopharm preparations that could replace the reactor method for producing radioactive isotopes for medical purposes. One of the promising technologies for obtaining medical radiopharmaceuticals is the accelerating method.

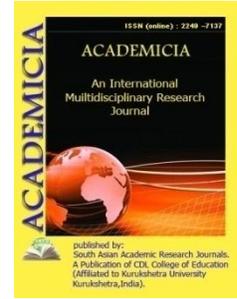
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IMPROVING THE FOREIGN-ECONOMIC ACTIVITY OF ENTREPRENEURS

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ABSTRACT

The article deals with the issues that arise in the organization of foreign economic activity and the implementation of foreign economic operations of entrepreneurs. These questions arise due to the fact that the vast majority of entrepreneurs, entering into commercial relations with their foreign partners and having no practical experience in concluding and executing foreign trade transactions, make mistakes, and sometimes serious mistakes when concluding and executing export-import contracts with foreign firms. The purpose of this article is to identify the main obstacles and difficulties in the development of foreign economic activity of entrepreneurs, as well as ways and systematization of methods for their elimination.

KEYWORDS: *Foreign-Economic Activity, Entrepreneurs, Foreign Trade Transactions, Perspective Relations, Business Development.*

INTRODUCTION

Foreign economic activity is an economic activity related to the export or import of goods and services. In other words, it is the trade of a national representative with a foreign one. In this case, trade can be understood not only as the purchase and sale of goods, but also as the implementation of international projects, as well as activities related to investments and loans.

In the context of economic growth, more and more Uzbek entrepreneurs, both large and small businesses, are entering the world market. Every year, many international contracts are concluded, not only goods are purchased, but also equipment, and not only raw materials, but also products of our own production have become the subject of export. By carrying out such activities, companies become participants in foreign economic activity.

The foreign economic activity of Uzbek entrepreneurs is complicated by the fact that the conditions imposed by many foreign countries lead to a constant increase in prices for imported goods, raw materials and equipment. In turn, such external pressure requires the response of a comprehensive application of the entire range of foreign economic instruments.

MATERIALS AND METHODS

The object of research in the foreign economic activity of entrepreneurs is the features of competitive advantages and state regulation of the designated areas. Subject of research are theoretical, methodological and applied issues related to the analysis and evaluation of the implementation and management of foreign economic activity of the enterprise.

Theoretical and methodological basis of research are works of domestic and foreign scientists, economists, experts in foreign trade, international management, enterprise management systems; practical experience of management of foreign economic activity at enterprises; methodological materials of scientific-practical conferences and seminars on the topic of research. During research following methods were applied: economic, systemic and comparative analysis.

The information base of research were the materials of Uzbek companies, Uzbek and foreign monographic literature, regulatory, legislative and reference materials describing various aspects of functioning of foreign economic activity of the enterprise. The scientific novelty of the results of this study consists in the development and justification of a number of theoretical and methodological provisions and practical recommendations for the formation of an effective mechanism for improving the foreign economic activity of entrepreneurs.

RESULTS

According to the text of the decree of the President of the Republic of Uzbekistan Sh.Mirziyoyev "On measures to radically improve the system of state protection of legitimate business interests and further development of entrepreneurial activity", in order to fulfill the tasks set out in the action strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, to establish mechanisms for effective dialogue and healthy partnership between the business community and state bodies, to strengthen guarantees for reliable protection of the rights and legitimate interests of private property and business entities, to create a permanent channel for exchanging relevant information with entrepreneurs on improving the business environment, primarily for implementation in cities and districts, to achieve practical results of the implemented measures to support entrepreneurship, to provide comprehensive assistance to the population in organizing and running their own business, as well as to ensure the provision of high-quality public services to business entities, tasks are defined that are implemented in several areas. Including:

In the field of protection of the rights of entrepreneurs-the creation of an effective system of support for business entities, especially during the establishment of their activities, strengthening the guarantees of reliable protection of their rights and legitimate interests, comprehensive assistance to their accelerated development, ensuring the priority role and inviolability of private property and entrepreneurship, broad involvement of the population in business activities in the districts and cities of the republic.

In the field of foreign economic activity and attracting investment – integration of the republic's business entities into the international business community, ensuring the output of domestic

enterprises to foreign markets, active promotion of national brands abroad, attracting domestic and foreign investment, as well as modern technologies, including:

- Organization of business forums, exhibitions and fairs and ensuring the broad participation of local business entities in them;
- providing assistance to business entities in finding reliable partners, new sales markets and promoting their products to foreign markets, expanding the export range and increasing the export potential, as well as protecting the rights and interests of business entities;
- providing comprehensive assistance to business entities, including foreign investors, in the framework of projects for the organization of modern production facilities for the production of competitive products in demand on the domestic and foreign markets, in the created small industrial and free economic zones;
- ensuring active cooperation in the implementation of these tasks with consultants on trade and economic issues of the diplomatic missions of the Republic abroad, as well as representatives of the Chamber of Commerce and Industry of the Republic of Uzbekistan abroad.

DISCUSSION

A number of processes have been simplified for participants in foreign economic activity by the decree of the President of Uzbekistan dated April 23, 2019, a number of processes in the implementation of foreign economic activity have been simplified.

In addition, from January 1, 2020, it is prohibited to require originals and copies of documents of a permissive nature issued by authorized bodies in paper form for customs clearance of goods and vehicles, as well as for issuing a certificate of conformity for imported goods, with the exception of documents requiring registration on special paper forms established by international treaties.

When engaging in foreign trade, an entrepreneur must take into account a series of many factors when entering foreign markets:

- Cultural characteristics of the consumer country.
- Demographic situation of the partner country.
- The environmental situation.
- The language characteristics of the country (especially when drafting contracts).

The management of foreign economic activity by an enterprise cannot take place without such a process as forecasting. Forecasting is the process of developing forecasts. Forecast — a scientifically based conclusion about the possible states of an object in the future, about alternative ways and terms of its existence.

The purpose of forecasting the conduct of activities in foreign markets is the first-stage change in quality criteria, cost elements and other indicators used in the development of innovative forecasts and conducting research and development work, as well as a qualitative change in the entire management system. A common difficulty in the management system is the forecasting of quality and costs.

The basal forecasting tasks include:

- development of a forecast of the market need for each specific type of use value in accordance with the indicators of market research;
- identification of the leading economic, social, scientific and technical trends that affect the need for various types of constructive effects;
- selection of indexes that significantly affect the indicators of the constructive effect of the projected product-trends in market conditions;
- selection of forecast reception and forecast lead time;
- forecasting the quality indicators of innovative products over time, taking into account the factors influencing them, their price, costs in the field of use, quality, and market indicators;
- forecast of the organizational and technical level of production by the movement of the product life cycle;
- optimization of the predicted quality indicators according to the indicator of the most useful effect with the minimum total costs for the product life cycle;
- justification of the economic feasibility of developing innovative or improving the quality and efficiency of products, based on the available resources and priorities.

The qualitative efficiency factor of the operation or consumption of the product means the work performed by it or the return during its service life. When determining the beneficial effect, the entire production can be divided into:

- products whose qualitative effect is characterized by a return;
- Products whose qualitative effect is expressed by the work performed per unit of time.

When fixing the quality effect, it is necessary to keep in mind only the part of the work that the consumer receives, while excluding his losses.

CONCLUSION

In addition to the designated individuals, the company must analyze, entering unprocessed sales markets, the profitability of possible sales of products, since it often happens that the costs associated with the exit sometimes exceed the profit from sales. To prevent such a situation, it is necessary to study the potential demand for the company's products and, accordingly, with the results of the study, draw conclusions about the feasibility of entering a potential sales market. It is important to note that the sustainability of an enterprise means the ability to develop and function in an ever-changing market environment, which is determined by various and numerous factors. Since an enterprise is both an object and a subject of economic activity, which can influence the dynamics of these factors in a variety of ways, two groups of factors are generally distinguished: external and internal.

Let us consider in more detail the external factors of stability. These factors are characterized by events are held at the international and regional levels. This group includes:

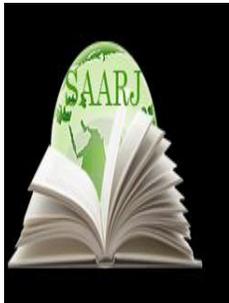
- state regulation of foreign economic activity;

- the level of participation of Uzbekistan and its economic entities in international treaties and agreements governing the conduct of foreign trade activities;
- availability of stable demand for the company's products in foreign markets;
- organization of insurance procedures for foreign economic activity of the enterprise;
- the level of development of foreign trade infrastructure in the region and the country;
- Investment climate of Uzbekistan and its regions.

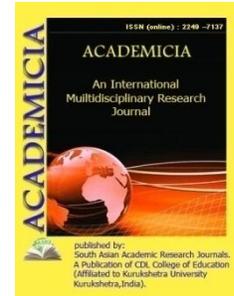
The importance of regulating foreign economic activity at the state level lies in the fact that it is the current policy and the course of the state that somehow determine and regulate all other factors

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TIPS SYSTEM IN MODULE EDUCATION

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ABSTRACT

This article is about the essence of the pedagogical process and its direction, the tasks to be solved in the formation and upbringing of the individual. There were opportunities for communication and feedback with any student, wherever he was. The proliferation of high-speed Internet made it possible to move to a system of "online reading seminars" and the result was a distance learning system. Distance learning explains two main approaches to teaching - the expansion and transformation models. The teaching technology in the expansion model is almost no different from the current traditional method.

KEYWORDS: *Modern Education, Module, Credit, Distance Learning, Innovation, Independent Activity, Result, Academic Knowledge, Transformation Model.*

INTRODUCTION

The most important elements of modern education have been formed since ancient times. The purpose, content, form, methods and tools of teaching are traditional categories used to analyze the content of educational processes. These categories act as the subject of pedagogical activity, organizing the educational process in a particular subject and specialty. A modern teacher should understand that he should be not an "actor" in the educational process but an "instructor". To achieve this goal he must know several new teaching methods.

The main task of the modern higher education system is to train qualified specialists. To train such a specialist, it is necessary to determine the system of requirements pertinent to him/her. We recommend the following requirements:

1. To have skills and competencies in own field.

2. To qualify improvement of existing knowledge in the field, readiness for independent learning.

3. To have the self-ability in doing the innovative research in this area and to be able to create new methods.

4. Be able to plan, manage and organize own actions.

If the existing reproductive education in the formation of knowledge, skills and competencies in the field is sufficient, a modular approach to the development of independent learning skills and creativity, the solution of the problem of managing their activities will have a great potential. The purpose of modular education is to shape these aspects of the student. The module should be structured in such a way that the student is able to master this module independently and achieve the desired result.

To achieve such a result, the information material in the module should be clear, concise, understandable, logical, systematic and visual; tasks for introspection have been developed for each logical piece of information, with specific recommendations for the development of these tasks. In module learning, the teacher organizes controls, advises, and checks the student's learning process.

The module approach is based on consistent monitoring of the achieved result. Finally, there was created a module credit system. Credit - (European Credit Transfer and Accumulating System (ECTS)) is a credit accumulation system. This system has been successfully adopted in 1989 research in European universities. It is based on the overall load of the student.

The purpose of the credit system is to facilitate the transparency of education and the recognition of academic knowledge and qualifications. Initially, the credit was used for students studying abroad and it was trusted. The establishment of single loans for higher education institutions has helped to ensure the mobility of students. Today, the European credit system is recognized and applied in almost all European countries. A student will be able to receive a diploma only if he / she accumulates the established credit points.

The basis of the credit system in developed countries consists of three elements:

- Information on curricula;
- student results
- The volume of student activity.

The credit system is a unit of measurement that shows the result achieved, not the number of hours studied in the educational process. That is a result-oriented unit of measurement that assesses a specialist's level of competence.

The role of credit in the educational process and the elements of its association are the followings: the volume of workload in the learning process, curricula, and standards, rating control system, student mastery and individualization of the learning process, teacher workload, funding and economic status. These elements form the unit of the credit system.

Analysis and results. As mentioned above, module learning is built on subject-to-subject relationships. For this reason, much attention is paid to students' independent activities. In order for the independent activity of the student to be effective, a variety of counseling systems are

required from the teacher. Thus, in the foreign experience, various forms of pedagogical assistance have been improved and today have led to the emergence of a number of concepts related to pedagogical activity. As mentioned above, module learning is built on relationships between subjects. For this reason, much attention is paid to the independent activities of students.

Recently, the principle of complexity in the module education system is gaining strength. Various forms and methods are individually placed in it. Blended education is becoming an innovation today. This approach can be based on the use of various methods in the presentation of information, the organization of traditional events for the organization of education and information technology, individuals and groups in the educational process. This multidimensional approach does not tire the student and enhances his motivation to learn. The main challenge is to ensure consistency of the selected methodologies and achieve high efficiency at low cost.

Blended education requires more training. When organizing trainings, the following steps should be taken into account:

1. Preparatory stage.
2. Stage of goal setting.
3. Stage of training.

Today, blended learning is also understood as a combination of traditional face-to-face and distance learning elements. In this system, the teacher remains at the center of learning and makes extensive and efficient use of the Internet. It should be noted that the importance of information technology in the education system is incomparable and more and more new forms are being proposed.

XXI century computers and the Internet have allowed distance learning to spread quickly and in a simplified manner. The Internet has brought about tremendous shifts compared to radio and television. There were opportunities for communication and feedback with any student, wherever he was. The proliferation of high-speed Internet made it possible to move to a system of "online reading seminars" and the result was a distance learning system. With distance learning, students are not required to be in the classroom all the time.

Most distance learning institutions offer general classes and in some cases they are held in the evenings or on weekends. Participants do not need to participate in such sessions, but it is very helpful for them to participate in such sessions in order to develop the practical skills of the listeners.

Distance learning is an interactive way to maintain the situation in the classroom and between students and teachers. It is better to ask students directly from the teacher than to expect them to answer questions from classmates who are not as knowledgeable as they are in the classroom.¹

Distance learning explains two main approaches to teaching - the expansion and transformation models. The teaching technology in the expansion model is almost no different from the current traditional method. The transformation model incorporates information and communication technology tools for teacher-listener collaboration.

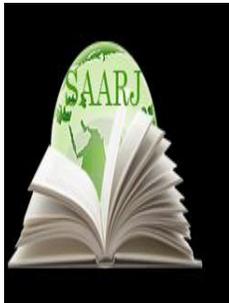
In the process of distance learning, first, students must work independently and master. Depending on the nature of science, it is advisable to develop assignments for the following types of independent work. Independent work can be divided into three types:

Written independent tasks include: performing tasks for calculations, filling out summary and iterative tables, developing technological maps, compiling reports on laboratory and practical work, organizing student activities based on various organizers and much more.

Graphics includes independent tasks: preparing various projects, creating sketches of drawings, describing cuts and intersections (drawing some parts and nodes, etc.), drawing diagrams, graphs, diagrams, describing the results of observations and similar tasks. Performs independent tasks of a practical nature: preparation of products and products, repair of equipment and tools, processing of products, calculation, and design of new devices, models and models, preparation of samples.

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**ANIMOSITY AGAINST PATRIARCHY (AN ASSESSMENT OF
 CHARACTERS' FEELINGS IN AMITAV GHOSH SEA OF POPPIES)**

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ABSTRACT

This study focuses on the painful feelings, frustration and bitter experiences of the victimized women in the novel Sea of Poppies. It stresses on the protagonists' efforts to resist the inhuman behaviour, rude manners and discourteous nature of males. Besides, the research tries to explore the prevalent mind set of patriarchy that considers female as an object not as a civilized human being. Women have been able to hold major status in different sectors and have proved their excellency. They have appropriated the transformation very easily. However women are still underestimated, subordinated by the traditional mindset of masculinity. It is this mindset of patriarchy which has worsened the image of the modern advanced countries.

KEYWORDS: *Animosity, Patriarchy, Valorizes, Legitimization, Impotence.*

INTRODUCTION

I am Chandrika

I am Gayatri

I am Fatima, Banu. I am Saraswati

I am one of those faceless women who die every day in your morning newspapers and go on to become a crime number in the police station and then a file to be pushed around in the courts . . .
 (100)

(Cited in Indian Feminism)

The painful feelings and frustration is poignantly evoked in these lines. Despite the fact that there has been a lot of transformation in the society and women have captured prestigious positions in different fields, the mind set of patriarchy has not been changed. Women are still becoming the

victim, they are assaulted and have been made the object to pour their anger and emotion. They still dominate female and fake them as if they are personal accessories. This dominating attitude of male is still playing a significant role in *Sea of Poppies*. Prima facie, the female characters in this novel undergo similar feelings and experiences because masculinity believes that males are bold and firm and females are weak and dependent. Because of this feelings of masculinity there is hostility of women against patriarchy. This is no doubt that there are biological differences between males and females. But to read female one sidedly along with the line of differences will be a mistake. The purpose of this research is to explore this animosity of characters against the male domination in the aforementioned novel.

Women have been given second status from the beginning of human civilization. Even the religious myths have given less space in their scripture for women. The attitude of patriarchy has not been changed. Patriarchy has not recognized the identity of women until now. Therefore, female authors like Mary Ann Evans were compelled to adopt pseudo-names like George Eliot in order to establish their identity in the arena of males (271)

Males attitude to women is still full of prejudice and one sided. They are not ready to appropriate the transformation undergone in the society. Because of this feeling of masculinity, there is hostility of feminist against patriarchy.

The Oxford Advanced Learners Dictionary defines animosity as 'a strong feeling of opposition, anger or hatred (52). Females have exposed their hatred against men because of their cruelty, dominating attitude and in human behaviour. Therefore, women have started breaking the silence painfully. They have tried to create a space within which the woman could articulate their anguish and regain strength. These domestic violence victimized women approach the feminist group as the last resort. The demands of dowry after the marriage from husband and extended family have contributed violence first then animosity against male ultimately. Even the Hindu myths like Ramayan valorises such violence of woman burning in Hindu culture. It assumes that Sita's *agni pariksha* (Ordeal by fire) in the Ramayan legitimises women's oppression. Geetanjali Gangoli portrays the ordeal by fire thus:

They say, sita the chaste
emerged from fire
radiant and beautiful
There was a sita I knew
Chaste enough, till yesterday.
a foul charred corpse today . . .
This kerosene and matches test
is something that Sita's of today
invariably fail (102)

The legitimization of oppression on women in the Hindu myth has become a grave concern for the researchers. It pictures how sufferings of women is glorified in Hindu society. Such process of suffering has ultimately incited domestic violence in which women's identity is undermined and subordinated which has ultimately bred animosity against patriarchy.

In the *Sea of Poppies* similar type of violence takes an extreme course. Deeti, the protagonist becomes the victim of her mother-in-law and brother-in-law Chandan Singh. On her wedding night Deeti is given opium smoke several times until she loses her consciousness and Chandan Singh takes advantage over his brother Hukum Singh's impotence. Ghosh writes:

When the pipe was ready to be smoked, he turned to her smiling, and raised an eyebrow, as if to ask if she wanted to try to too. He took a mouthful of smoke, placed his mouth on hers and breathed it into her body himself. She felt slipping away from this world into another that was brighter, better, more fulfilling . . . when she opened her eyes next morning there was a dull ache in her lower abdomen and a painful soreness between her legs. Her clothes were in disarray and she reached down to discover that her thighs were crusted with blood. (37).

Deeti's animosity grows further when she discovers that it was not her husband who had taken advantage of her unconscious state, but Chandan Singh. She lost her virginity in order to preserve the family's honour.

Edward said assumes that "the dominating attitude of male" that always considers women as fertile land that can give desires product, is an oriental tradition which considers women nothing but a machine or an object" (87). Chandan Singh's expression about Deeti matches with said who thinks:

Your husband and I are brother after all, of the same flesh and blood. Where is the shame? Why should you waste your looks and your mouth on a man who cannot enjoy them? The time is short while your husband is still alive-if you conceive a son while he is still living he will be his father's rightful heir . . . But you know yourself that as things stand now, my brother's land and his house will become mine after his death. *Jekar Khet, tekhar dhan* he who owns the land owns the rice. (157)

Chandan Singh's remarks reflect his ill attitude toward female subjects in particular and overall patriarchal attitude to female in general. Gangoli believes that police refuse to enter the cases of domestic violence until they are linked to dowry demands and property disputes' (109). As a result, hundreds of women like Deeti have become the victim of male's atrocity. Ghosh agrees:

Chandan Singh's assault continues invading Deeti's home on the pretext of expressing concern about his brother's worsening health. He insists that it is his right to know about his brother's health but his eyes were on Deeti. He went on annoying her. Deeti believes:

Even as he was entering he would brush his hand against her thigh. Sitting on his brother's bed he would look at her and fondle himself through the folds of his dhoti; when Deeti knelt to feed Hukum Singh he would lean so close as to brush her breast with his knees and elbows. (157)

Deeti's animosity grows so strong that she seems ready to retaliate him if he approaches her with his ill intention. She had even hidden a small knife in the fold of her sari so that she could boldly resist him if he tried to assault her. Frantz Fannon remarks that the patriarchal society does not accept women at all" (30)

In a patriarchal society, it is the law of the male member of a family that controls the values, dreams and desires of females. Women are compelled to obey them because they are based on masculine norms. Male dominated society describes woman traditionally as working class who tend to be active and a part of the social activities. Land owners and political structures created

by power community in the colonial period others than Landry Donna and Maclean Gerald capture the situation thus:

It is well known that the worst victims of the recent exacerbation of the international division of labour are women. They are the true surplus army of labour in the current conjuncture. In their case, patriarchal social relations contribute to their production as the new focus of super exploitation. (124)

Women are generally regarded as the colonized object rather than subject in the patriarchal societies. They are given the treatment of subordination in comparison to men and are noticeably marginalized from the most of the significant social activities. Deeti's elopement with Kalua could be an effort to free from the status of subordination and the atrocity of brother-in-law Chandan Singh, her mother-in-law and his uncle Bhyro Singh. It can be taken as a gesture of liberation and hatred against male. Deeti frees herself from the brutality of the opium addict family who wanted to exploit her lifelong. Ghosh argues:

Deeti and Kalua knew that their best chance to escape lay in travelling down river on the Ganga in the hope of reaching a town or city there they would be able to disappear in a crowd. It was still a good ten days journey away, and to cover a distance by road would be risk being recognized, news of their flight was same to have spread by this time and in the event of capture, they knew they could expect no mercy even from their own kin, caution demanded that they keep to the water counting their journey on Kalua's makeshift raft for as long as it was able to bear their weight. (191)

Kalua, the untouchable ox-cart driver of her husband became a rescuer for Deeti. Both of them travel to unknown destination seeking new life, status and identity in a world which is dominated by cruel males like Chandan Singh and Bhyro Singh. It was the time when women labours were demanded to work in agricultural fields in Mauritius. After the agreement with their family members such labours were taken to a ship with their agent. The protagonist Deeti and Kalua, too, travelled with them leaving Kabutri, her only daughter, in her brother's home. The women labours had to undergo lot of painstaking situations. They had very hard responsibilities in the colonized ship. Deeti had to work as mentor in the ship. Ghosh contends:

Deeti's own bundle of possessions was packed and ready, so she could apply herself fully to the task of organizing others, paddling and slapping and shouting as was necessary. To such good effect . . . Deeti led the women out of the hut with their saris draped carefully over their heads and faces. The women kept close to Kalua's giant face as they made their way through the milling migrants. (354)

The significant element that Ghosh attempts to expose in *Sea of Poppies* is the patriarchal system that is dominant in India that Deeti challenges. He illustrates Deeti who becomes the victim of patriarchy by agreeing to marry Hukum Singh not upon the preference of her own but upon the choice of her beloved elder brother Kesari Singh" (9).

Amitav Ghosh has presented another character who has become the victim of patriarchy. This bias attitude of patriarchy has destroyed the family of the protagonist. The agent of Ghazipur Opium factory abuses an innocent girl Munia who instead of accepting Munia and her baby threatens to kill her with her family. He assigns his men to kill her whole family including Munia, provided that Munia is saved. Ghosh repeats:

When Munia's child was 18 months old, they had gone to agents' house to show him his baby. He heard them out patiently, at first, then sent them back saying he could . . . A few days later some men had stolen up to their dwelling in the dead night and set it on fire. She had watched the hut burn down killing her mother, her father and her child. (244)

The agent's activities further deepened the antagonism of women against masculinity. The dominance is felt and conspicuous in all areas of human concern. So, feminism revolts against this constructed but dominance and oppression. Carolyn J. Allen writes, "Feminists see the necessity for insisting not only on the oppressive nature of patriarchal power but on its systematic construction as well". (278). the basic nature of all human civilization is pervasively patriarchal which is formed in such a way that ultimately subordinates women to men in all cultural domains. Women are also brought up and trained in the same culture that tends to internalize the patriarchal ideology with conscious and unconscious presupposition about male superiority. They derogate their own sex and cooperate their own subordination. Hukum Singh's mother (Deeti's mother-in-law) is an example in this regard. She arranged her youngest son Chandan Singh to take advantage over Deeti's unconscious state.

Shortly afterwards, her mother in law appeared by her beside; wreathed in smiles, she sprinkled blessings from a container of holy water, and murmured, in a tone of tender solicitude: Everything went exactly as it should, beti what an auspicious start to your new life! (156)

The mother in law was thoroughly responsible for Deeti's abuse who later on stood by her side wishing for her auspicious start.

The Hindu society glorifies *agni parikshya* of women. Also, it valorizes the sacrifice of women after the death of their husband. In many societies women are incited for self-immolation for the respect of the society. On the other hand, male can divorce her without any reasons, as Heeru was abandoned by her husband. When she lost her first born baby, her husband took her to go to the temple of Hariharnath at a distant to perform *puja* during the fair. Heeru was lost on the fair. Her husband returned home and married another woman. Ghosh writes:

Heeru had lost her first born and only child the month before and her husband persuaded her that if she was ever to bear another son, she would need to do a *puja* at the temple of Hariharnath during the fair . . . Heeru and her husband ran opposite direction and afterwards, when she knew herself to be lost, he was nowhere to be found . . . several months passed during which she sustained herself by begging washing clothes and carting dust at a saltpetre mine . . . At length when she managed to catch up with him, he told her that her had given her up for dead and married again . . . (242/3)

Heera, Munia and Deeti were few women who became the victim of masculinity and compelled to enlist themselves as indentured labour to lead the life of slave. It is this appalling condition created by men which has ultimately raised animosity of female against patriarchy.

Ghosh depicts the pain and sufferings of women during the late nineteenth and twentieth century. He deals with social problems like Sati, physical abuse by brother-in-law as well as moral support of husband's mother and uncle. Deeti's own situation pictures the harsh condition of women in contemporary Indian society. After her husband's death she is forced to perform *Sati*. For this purpose, she is given plenty of opium to inhale, and in such a state of unconsciousness

she sits on the pyre, "I will born on my husband pyre rather than give myself to you" (157) while her brother in law who was attempting to have physical relation again retorts:

But donot depend on me to stop you, if you try to make yourself a *sati*. Why should I to have *Sati* in the family will make us famous. We will build a temple for you and grow rich on the offering. But women like you are all words: when the time comes, you will escape to your family. (158)

Ghosh focuses on another form of patriarchal domination over women through Sati System which annoys the women again. It may be considered the highest form of female oppression because to burn a living being with a dead person shows in human, cruelty, brutal act and a sign of backwardness.

American feminist Elaine Showalter writes about the historical places of women writers. She believes that feminine is the concept of womanhood where women have to play traditional role in relation to patriarchal society (46). This suggest that women are not aware of her rights or their identity. Amitav Ghosh's *Sea of Poppies* deals with these traditional roles with Deeti who truly represents Indian women. Chandan Singh is a symbol of patriarchal system, an in human object of hatred, regards Deeti as an object of entertainment who can be used for his personal comfort as soon as her husband is demised.

He uttered back with his hand, he wiped the corners of his mouth and uttered, "this is what I said to you why not do willingly now what you will be compelled to do a short while hence? Do not you see that I am offering you your best hope for the future? If you keep me happy, you will be well looked after. (159)

Chandan Singh acted as if he had sole right upon. Deeti's body. He considered her as an object to pour his emotion and satisfy his greed.

Ghosh captures the view point of masculinity regarding women and clarifies the lovely and the pleasant night of the most couples as a terrible scene which resembles a battle in which he uses the words like 'fight' and 'scratch'. He discloses, 'When the door opened to admit Hukum Singh, she was sitting coiled on the bed fully prepared for assault' (33). Ghosh pictures this situation in such a way that such a treatment is expected and appropriated by women. They completely surrender themselves to the rules and tendencies of patriarchal community. He attempt to portray the cruelty imposed on the Indian women throughout the different periods of time by patriarchal system. (16)

Regarding the pathetic condition of Indian women Tausif Sanzum writes: . . . discussing Amitav Ghosh's *Sea of Poppies* all these phases can be applied on Deeti, the representative of Indian women. The novel opens with a village girl Deeti who is living by the Ganga, some fifty miles away east of Banaras. Patriarchal system dominated her life since her childhood till the end of the novel. Her marriage is also a result to this patriarchal domination. (25)

The novel points out the miseries and isolation of women with reference to women characters of novel. The extant criticism of Ghosh's works has exposed significant socio cultural representation. One of the concerns is the representation of gender which has become the subject of much critical debate on feminism. The *Sea of Poppies* is perceived for the inversion of passive female characters at the expense of active male characters.

Deeti, from Hukum Singh's family is an example of Indian woman who undergoes lot of sufferings, family brutality injustice from mother-in-law and brother-in-law, gets threatened and ultimately "is compelled to elope with Kalua, the untouchable ox-cart driver, for protection" (191). Similar cases are found in many societies of the east. Women are given the treatment of colonized subjects. Krishten Peterson assumes:

Women like colonized subject have been relegated to the position of other colonized by various forms of patriarchal domination. They have shared with the colonized races and cultures and intimate experiences of the politics of oppression and repression. Feminist and post colonial discourses seek to reinstate the marginalized in the face of the dominant. (249)

Women in formerly colonized societies were doubly colonized by both imperial and patriarchal ideologies. The disadvantaged and weaker position of women and girls in social, political, economic, legal, educational, and in physical matters is undermined in colonial society. Simone de Beauvoir argues, 'one becomes one' (423). This view proposes that in gender studies the term gender should be used to refer to the social and cultural constructions of masculinities and feminism and not to the state of being male or female in the entity.

CONCLUSION

The life status of women in Indian society is full of uncertainties and confusion. They have to negate themselves for the pleasure and comfort of the patriarch. In the novel *Sea of Poppies* Amitav Ghosh has realistically presented the conditions of women in general and animosity of female against patriarchy. Deeti, the protagonist, represents these characters who have to struggle for freedom from the brutality of her mother-in-law and wolf natured brother-in-law Chandan Singh. She is even ready to jump into the pyre of her important husband rather than being chained to the wild, uncivilized and brutal family. Ghosh points out that marriage and family are the institutions which bind the lives of women and disallows them from liberation.

In the novel feminine features are exposed through the characters who undergo lot of frustrations and discriminations to the family. Deeti is sidelined by her brother and husband, abandoned by her brother-in-law, insulted by her youngest father-in-law and rendered destitute by the people of her own family members. She loses her identity.

Amitav Ghosh acknowledges that the transformation of the society from the evils like caste system, discrimination based on gender, ill treatment of women, child marriage, poverty, exploitation, demonic tradition should take away without any delay. Then women's hatred to masculine, their misunderstanding against patriarchy will gradually be controlled. Through this novel, Ghosh's humanistic approach gives voice to the undocumented and humble women characters. He wants to free the women from the commotion of caste, race, gender prejudice and even geographical boundaries which are the obstruction for the well being and happiness of both female and male.

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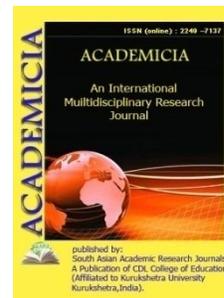
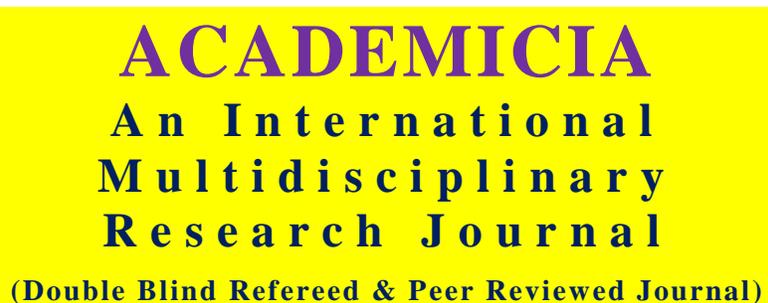
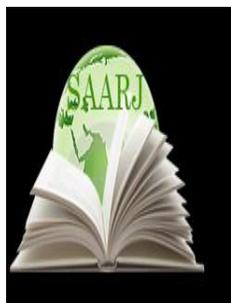
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ETIQUETTE WORDS IN KARAKALPAK DENOTING TITLE, RANK

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ABSTRACT

Etiquette Words Of Karakalpak, Meaning Rank, Position And Title Of The People Are Shown In This Article. The Author Comprises Words Of Etiquette In The Past And The Modern Period. Here Given Examples for Using Foreign Words To Mean Title And Rank. Etiquette Words In The Karakalpak Language Have Their Specific Particularity. The Article Deals With Etiquette Words That Are Used In Special Occasions With Different Meanings Depending On Who An Addressee Is.

KEYWORDS: *Etiquette, Speech Etiquette, Etiquette Words, Rank, Title, Addressee, Official Attitude.*

INTRODUCTION

The speech etiquette reflects the social status, title, social characteristics, environment and period of life of a certain addressee. This is evident in both writing and speaking styles. In the given work some extracts from written and spoken discourse are analyzed. It is true that each culture has its own way of showing respect by means of verbal and non-verbal communication. With the help of verbal communication, people express their emotions, feelings, respect or disregard, from the shown attitude to whom particular appeal is addressed, the one concludes whether it is etiquette or not. We identified the words and expressions that are used in many sources which are considered etiquette words. As cultures and nations vary, there are special etiquette words that carry the meaning of rank and title.

Data analysis

In karakalpak language many etiquette words exist, that are basically used when denoting the rank and title of the addressee. For example, by means of the address "mirza" - "lord", a certain

rank of a person to whom they are being addressed is contemplated. The example is when the President of the Republic of Korea Pak Hin Hee appealed to the President of the Republic of Uzbekistan I.A. Karimov (the newspaper "Erkin Karagalpakistan" No. 185501) dated June 24, 2014).

“To His Excellency, Mr. Islam Karimov, President of the Republic of Uzbekistan. Your Excellency!

I sincerely express my gratitude to you for the respect shown to me on your part and the Uzbek people during my official visit to the Republic of Uzbekistan.

Dear Mr. President!

Let me thank you for your interest in cooperation and friendly relations between our people and for the constant support of these relations.” Here we see the example of a written address expressing deep respect for the President of the Republic of Uzbekistan with the help of words in speech etiquette "mirza" - lord and "ulli martebeli" - your excellency. The example of expressing special respect, official attitude when using the word "mirza" in speech etiquette can be seen in the following lines:

Miqli iyinin'izge alip kelesiz (You carry on strong shoulders,)

Xalq ta'g'diri ju'zin Yel sizden irza. (The fate of the people who are grateful to you)

Ulli abiroy qazanasiz ele Siz, (You will also have great respect,)

Quda quwat bersin Prezident Mirza! May God give you strength, Mr. President! (I. Yusupov, p. 20). In this example, in the form President + mirza (lord) through the context, a specific appeal is clearly reflected.

The etiquette of "mirza" - lord is associated with the etiquette words "ulli darejeli" - excellency, "hu'rmetli" - respected, "ulli" - great, shows the high title of a person to whom they address and great respect of the addressee. For instance:

- You rascal, how dare you say that in this city no one can open their mouths?
- Excuse me, sir! (M. Nyzanov, p. 62).
- Fool, how did you not hesitate to say that in this city no one can open their eyes?
- Sorry, Your Excellency!
- Does the wind blow?
- No, high-ranking gentleman (M. Nyzanov, p. 62).

(Translated by D.Utepova).

This example reflects a superficial, formal respect for a dignitary.

There are two meanings of the word "mirza" in the dictionary of the Karakalpak language.

1. "Generous person, who is never sorry for anything"
2. "A person belonging to the upper class and the official word that is placed before the names or surnames of such people." [1. 331].

In these examples, in the first meaning of this word, we see that it has constant meaning, and the second meaning of the word "mirza" has a wide understanding today. If earlier the word "mirza" was used in relation to people of state significance, public figures, today representatives of other nationalities use it in relation to the heads of government, in official correspondence, as well as when addressing the general public in the form of "mirzalar" - gentlemen.

Z. Akbarova in her research related to speech etiquette, which designates the title and ranks in the Uzbek language, gives the following explanation: "Speech etiquette reflects the influence of time and environment. For example, only to express greatness the words "taqsir, a'pendim, mirza" – "Lord, sir" are used. A person who speaks modern literary Uzbek can use these words as forms of etiquette in connection with their social status.

Currently, the use of the word "mirza" - lord in addressing statesmen and heads of government has a stable meaning, and the word "taqsir" is mainly used in an official address to religious ranks [2. 31]. It is true that we come across the use of foreign words that mean title and rank. For example, a gentleman is a person who obeys moral and ethical standards introduced among the bourgeois aristocracy in England [3.124]. And in our language, this word is used in relation to men who require special attention to their person, and has a negative meaning.

In some cases, in spoken language, jargon or works of art, we come across the use of the words *madame*, *mademoiselle* when addressing women, girls.

Madame - in France, in the past in Russia and in other countries, was used when referring to married women and used in the meaning of Mrs. "xanim".

The word *Mademoiselle* "xanim qiz" was used in France, in the past in Russia and in some countries in addressing unmarried girls (as a rule, it was placed before the surname or given name) (p. 198).

Mrs - is a mastered foreign word of etiquette, used when addressing married women in England and America, in the meaning of "mistress". As a rule, it was placed before the given name or surname (p. 216).

Mister - this word of etiquette is used by the British and Americans in the meaning of *mirza* - master in relation to men and is placed before the name or surname (216-p.).

Signor - In Italy it was used when referring to men, means "lord", and in relation to a woman they used the word *signora* (mistress) (p. 314).

Sir - 1. In England, one of the titles of nobility and a person who has such a title. 2. In England, America and in some other English-speaking countries, when referring to men, this word of etiquette was used in the sense of "master" (p. 331).

Frau is a word used in relation to a married woman in Germany and in some other countries, preceded by a given name or surname (p. 370).

Thus, after considering these examples, we are convinced that each nation has its own words of etiquette. And the use of the words *mirza* in the Karakalpak language in relation to men and *xanim* in relation to women, along with linguistic features, in comparison with other people, are directly related to the influence of moral and ethical norms, norms of decency, culture. In the Karakalpak language, due to the respectful attitude towards a woman, if this woman was a

foreigner and had a high rank of international importance, then the word of etiquette "xanim" - mistress was applied to her. For example:

- Come again! - said Oyaz's wife.

- Thank you, I am very grateful to you, "xanim" - lady! - Lepes kissed the hand of a woman in white gloves (Matmuratov, p. 213). In this example, attention is drawn to the extremely deep respect of the Karakalpak jigit (man) Lepesbai for the wife of the sergeant at arms Chimbay (a representative of Russian nationality).

Consequently, the word *xanim* is used to show the flavor of that time, but at the same time, we see how it is applied when referring to strangers, representatives of a different nationality (Russian) in the meaning of salutatory etiquette.

- Excuse me, *xanim* (madam), I don't recognize you ...

- I'm Nadya (M. Nizanov, p. 205).

In this example, the word *xanim* is used in a respectful relationship to an unknown woman of a different nationality.

Etiquette word *xanim* was applied to the wives or daughters of the tsar, to the wives of tsarist officials. For example: *Xanim* (mistress), I am walking from a long road, I have just arrived, and I am standing here (A. Sadikov, p. 285). In this example, the loving horseman addresses to the king's daughter Nazlumkhan-sulu. This means that if the word *xanim* was used in the past when referring to women who are descendants of aristocrats, now it is applied to women who have a definite place in society, business women, women leaders, statesmen. And also, in some cases, at informal events, in the texts of advertising content, it is a sign of expression of respect for women. For example: Ladies and gentlemen (*Xanimlar ha'm Mirzalar!*) We invite you to the New Year's performance! (from the poster).

Ladies and gentlemen (*Mirzalar xəm xanimlar*), guests of the wedding celebration, welcome! (from the wedding celebration).

Ladies (Madams), get up by going to the table, from today you will no longer be served in this restaurant (M. Nizanov, p. 73) This is the story of a professor who was in London on a business trip. Here, as a sign of respect for a woman, the French word madame is used, and in artistic and creative language it serves for artistic and expressive purposes. Together with the words of etiquette, the words *ulli* (great), *ma'rtebeli* (high-ranking) are used as a sign of respect. For example: *Ulli patshamiz* - Our great king, it seems to me that I see something below (G. Yesemuratova, p.84).

Your Excellency (Ulli Ma'rtebeli) Yemelyanov! - began a conversation in Russian. Yerimbet opened his mouth in surprise (A. Mutmuratov, p. 46).

In the previous example, we see the respectful appeal of a common man to the king, and in the second example, the extremely respectful appeal of the Karakalpak dzhigit Lepes to the Russian official Emelyanov is reflected.

In the past, Karakalpak people used the terms *biy*, *beglerbegi*, *ju'zbasi*, *min'basi*, *ko'she biyi*, *ataliq*, and *nayip* as terms denoting a title, rank, degree. For example: On the occasion, you will also see the wedding.

Well, Biy ag'a (lord)! (A. Sadikov, p. 113).

The young gentlemen (na'wshe tereler) were alarmed at once, realizing where the conversation was heading (M. Nizanov, p. 94).

CONCLUSION

Etiquette words are used in every day speech. We come to conclusion that by using etiquette when addressing people, we can identify one's title and rank in community. In relation to religiously educated people, given their level of literacy and religious ranks, the words *maqsim*, *axun*, *molla*, *suwpi*, *iyshan*, *xa'ziret* were used, which served as etiquette words. For example: "Sir, as you are burning in the fire of love, beloved Garip from Chimbay, qazi damulla", having said qazi Bekbauli, revived the conversation (Khamidov, p.37). Here, the words of *qazi Damulla* are addressed to the religiously educated famous Karakalpak poet of the 19th century Qazi Maulik, a religious title has been added to his name, denoting his high literacy, which reveals deep respect for this person. Also, etiquette word *taqsir* is used when addressing religiously educated men, even if the addressee is young, this expresses deep respect for that one.

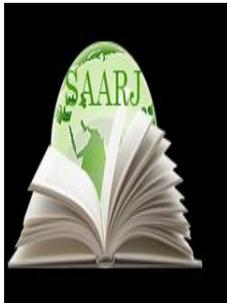
For example: Taqsir! Sir! - "say that bad is bad, but there are also good ones" - as they say (A. Sadikov, p. 47).

Lepes, saying, "Continue to joke, gentlemen!" came out of there (A. Matmuratov, p.126).

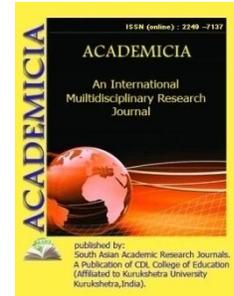
Thus, having reviewed the words of Karakalpak etiquette, denoting the title and rank of a person, we see that they have their own specific features.

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HOW TO SUPPORT HEALTHY CLASS COMPETITION IN AN ENGLISH LESSON

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ABSTRACT

This article is about the role of competitions. Actually, learning English and competition seem to have nothing in common, but modern school students come to classes not only for knowledge and gaining skills, but also to show leadership qualities, compete as a completed homework, learn to express opinion and, in addition, prove right - in English. And often, if guru students gather in the group, who carefully prepare tasks or like to read additional literature, or maybe simply have strong leadership qualities, the teacher has to raise fighting opinions in different angles.

KEYWORDS: *Competition, English, Class, Target, Motivation, Benefit.*

INTRODUCTION

Is competition in the group bad? Rather not, if this competition is healthy. It is important to explain to students that there is no rivalry between them, since they have the same goal, but not one for all - to learn the language. Accordingly, this type of work in the group is closer to cooperation than to rivalry.

What are the advantages of healthy competition?

Increases the motivation of each individual student in the group;

Improves concentration and involvement in occupation;

Speeds up the overall task run time

Forces students to look for an extraordinary, unique approach to tasks;

Helps you to be creative in your tasks;

the stronger the healthy competition in the group, the higher the result of the group as a whole and each individual student, etc.

The teacher can promote healthy competition among students in the occupation by following the following tips:

- There is an interesting TARGET approach, where the main components of building healthy competition in the occupation are: T - Task, A - Autonomous, R- Recognition, G - Groups, E - Evaluation, T - Time;
- do not choose your favorites, even if there are noticeable leaders in the group, make it clear that you value and respect the work of everyone equally;
- Try to praise all students equally often - someone for a good result, someone for strong efforts, and someone for an interesting idea;
- choosing the types of work for students, avoid tasks where there is a clear winner.

Even if only one team or one player wins, allow the rest to recoup or distribute prizes to absolutely everyone participating in the game;

- maintain a friendly atmosphere on the occupation, form a pleasant team: let students share stories, experiences, jokes, sing songs together in English and play board games, also share their experience and sometimes actively take part in the games;

Encourage mutual help between students in the occupation, try to form mini-groups or pairs where one is slightly stronger and can correct the mistake of the other or prompt the desired word;

- maintain respect for each other by introducing and encouraging the phrase "I am sorry for interrupting you, but..." "Could you tell me...", "Would you like to...", "Would you mind if...", etc., use them yourself and help students remember them and naturally use them in speech;

When selecting tasks, focus on everyone's creative approach, and not on the desire to win, make faster or better: for example, it is better to set a time limit for the game and ask participants to "remember the most original and interesting answers," rather than "play to win."

For successful digestion of material it is important to choose suitable style of training of a foreign language. Most often advantage at individual classes when the technique is selected according to basic level of each pupil, his wishes, terms of development of the program are considered.

The tutor provides 100% of the attention to you that is important for successful training. There is an opportunity to tighten weaknesses, to transfer a lesson or to repeat a certain subject. Classes are given without territorial binding: at work, at home, in cafe. It will provide saving of time for the road to training center, will allow to provide training in the most comfortable situation.

Group classes also have plenty of opportunities to learn English. The number of students (usually no more than 5-7), the chosen methodology and structure of classes by an experienced teacher is selected so that the group can successfully learn the information. In group classes you will find skills of "live" communication, often there is additional motivation in the form of healthy competition between students. This ensures rapid assimilation of information, objective comparison of "strengths" and "weaknesses," development of communication skills.

Advantages of individual English classes with a tutor

Effective learning of English requires sufficient time, desire and opportunities for development. Individual classes with a teacher will help fill possible gaps, hone speaking skills, and increase the level of English for business. Such an approach has been practiced for a long time and has many undeniable merits.

The main advantages:

- Flexible classes schedule.
- Training at home, in the office.
- Individual training course.

You can conduct individual classes with the teacher at any time convenient for you by agreeing in advance. The meeting place can also be chosen at will, focusing on a comfortable environment, as well as distance from the place of work or residence.

Disadvantages of individual English classes

Individual English lessons in Kiev are not deprived of some inconvenience for students.

These include:

The price is more expensive than for group classes.

There is no comparison of pronunciation in people other than the teacher.

Strong motivation is important.

The main complaint is the need for maximum concentration during the lesson. For many, this pace will be too fast, so it will take more time to absorb the topic. During group classes, there is a break to "relax" a little while the tutor is engaged with other students. In personal communication, such an opportunity will not appear, which requires increased attention from the student.

That is why the teachers of the center practice the preparation of an individual program for each student. It is necessary to take into account the pace and speed of training, priority skills, planned duration of the program.

Benefits of English Group Classes

Group occupation is the right choice for the successful development of English, especially for the development of conversational skills. The lessons are designed in such a way as to study and consolidate phonetics well, to pay as much attention as possible to the features of spoken speech.

The main advantages:

Affordable cost.

Personal development.

Communication with like-minded people.

Sharpening conversational skills.

The possibility of transferring individual lessons can serve as a bad incentive, reduce motivation. Skipping group classes is more difficult to catch up, because you will have to independently

study the topic or additionally contact the teacher. This ensures the required level of discipline, which contributes to successful training.

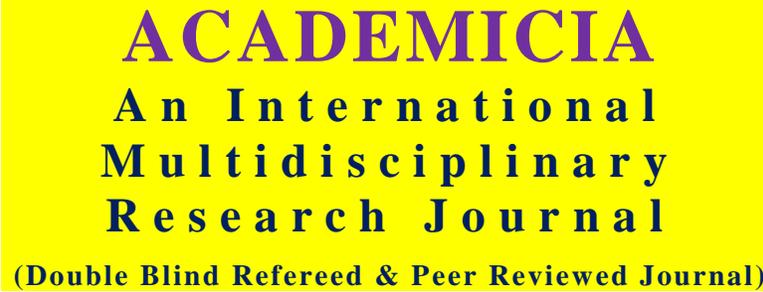
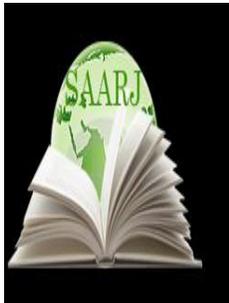
Disadvantages of English language group classes

A minus when learning English in the group is considered an insufficiently individually selected approach. It is difficult for the teacher to immediately assess your level, study the main directions and purpose of the classes. This can make it difficult for many students to study English, and at a furious pace of modern life it is difficult to allocate a certain time for classes. Lessons with a tutor can be transferred in another time, group - no, as well as quickly catch up with missed classes.

A variety of techniques, an individual approach to training, a flexible system and affordable prices are the main trump cards of our training. Teachers are TutorEng interested in successfully mastering your chosen course, so all lessons are designed to provide the most effective information, develop spoken English skills. We offer learning the language in Kiev at the business level, training for travel, tutoring for school students or students inexpensively.

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PHILOSOPHICAL AND METHODOLOGICAL ANALYSIS OF ORGANIZATIONAL LEARNING CONCEPTS

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ABSTRACT

This article deals with philosophical and methodological analysis of organizational learning concepts. Human activities in any form (scientific, practical and so on) is determined by a number of factors. Its end result depends not only on who acts (subject) or what she does directed (object), but also from how this process is performed, what methods, techniques and means are used. This is method problems.

KEYWORDS: *Philosophical, Methods, Analysis, Cognition, Organizational Learning, Concepts.*

INTRODUCTION

Method (Greek methods) - in the broad sense of the word - "path to something," the mode of activity of a subject in any of its forms.

The methodology has two main meanings: a system of certain methods and techniques used in a particular field of activity (in science, politics, art, etc.); the doctrine of this system, the general theory of the method, the theory in action.

The main function of a method – the internal organization and regulation of process of knowledge or practical transformation of that or other object therefore the method (in any given form) comes down to set of certain rules, receptions, ways, norms knowledge and actions. It is the system of instructions, the principles, requirements which have to focus in the solution of a

specific objective, achievement of a certain result in any given sphere activity. He disciplines search of the truth, allows (if correct) to save forces and time, to move to the purpose the shortest in the way. The true method serves as a peculiar compass on which the subject of knowledge and action paves the way, allows to avoid mistakes.

F. Bacon compared a method to the lamp lighting to the traveler the road in the dark and believed that it is impossible to expect success in studying any question, going a false way. The philosopher sought to create such method which could be "organon" (tool) of knowledge, provide to the person domination over the nature.

He considered such method induction which demands from science to proceed from the empirical analysis, observation and an experiment with that, that on this basis to learn the reasons and laws.

R. Descartes called the method "accurate and simple rules," the observance of which contributes to the increment of knowledge, allows us to distinguish the false from the true. He said it was better not to think about finding any truths than to do without any method, especially without deductive rationalist.

A significant contribution to the methodology was made by German classical (especially Hegel) and materialistic philosophy (K. Marx), rather deeply developed dialectical method - respectively on idealistic and materialistic foundations.

The problems of method and methodology occupy an important place in modern Western philosophy, especially in such areas of its and currents like philosophy of science, positivism and post positivism, structuralism and post structuralism, analytical philosophy, hermeneutics, phenomenology and in others.

Each method is certainly an important and necessary thing. However, it is unacceptable to go to extremes: a) underestimate the method and methodological problems, considering all this a minor matter, "distracting" from real work, genuine science, etc. ("methodological negativity"); b) exaggerate the value of the method, counting it more important than the subject to which they want to apply it, to turn the method into a kind of "universal label" for everything and everything, in a simple and accessible "tool" of scientific discovery ("methodological euphoria"). The fact is that... " no methodological principle can rule out, for example, the risk of stalling in the course of scientific research. "

The main purpose of any method - on the basis of the corresponding principles (requirements, instructions, etc.) to provide successful solution of certain cognitive and practical problems, increasing knowledge, optimal functioning and development of certain objects.

Methodology as a general theory of the method was formed in connection with the need to synthesize and develop those methods, tools and techniques that have been discovered in philosophy, science and others forms of human activity. Historically originally a problem methodologies developed within the framework of philosophy: dialogic the method of Socrates and Plato, the inductive method of F. Bacon, the rationalistic method of R. Descartes, the antithetical method of Fichte, dialectical method of G. Hegel and K. Marx, phenomenological E. Husserl's method, etc., therefore, the methodology (to this day) closely related to philosophy -

especially its sections (philosophical disciplines), such as gnoseology (theory of cognition) and dialectics.

Classification of methods of scientific cognition

In modern science, a multi-level concept is used methodological knowledge. In this regard, all methods of scientific cognition can be divided into the following main groups (by commonality and breadth of application):

1. Philosophical methods, among which the most ancient are dialectical and metaphysical methods. Essentially each philosophical concept has a methodological function, is a peculiar way of thought activity, therefore, philosophical methods are not exhausted by the two named.

They also include methods such as analytical (characteristic of modern analytical philosophy), intuitive, phenomenological, hermeneutic (understanding) and others.

2. General scientific approaches and research methods that have been widely developed and applied in modern science. They act as a kind of intermediate methodology between philosophy and fundamental theoretical and methodological

provisions of special sciences. To general scientific concepts often refer to concepts such as "information," "model," "structure," function, system, element, optimality, and more.

Characteristic features of general scientific concepts are, first, a in their content of separate properties, signs, concepts of a number of private sciences and philosophical categories. Secondly, possibility of their formalization, specification by means of the mathematical theory of symbolical logic.

The important role of general scientific methods is that in force

the intermediate character they mutually transition of philosophical and personal knowledge.

3. Personal scientific methods – set of ways, the principles knowledge, research receptions and procedures applied in any given science. These are methods of mechanics, physics, chemistry, biology, the social humanities.

4. Disciplinary methods – the system of the methods used in that or other scientific discipline entering into some industry sciences or arisen on a joint of sciences. Each fundamental science represents a complex of disciplines which have the specific subject and the peculiar methods of a research.

5. Methods of a cross-disciplinary research – as set of a number of the synthetic, integrative ways (which arose as result of a combination of elements of various levels of methodology), the scientific disciplines aimed mainly at joints. These methods found broad application in implementation of comprehensive scientific programs.

A prerequisite for any independent scientific research is acquaintance with sources. It is in the sources contains that "primary information," which is only interpreted by later authors. At the same time, when working with primary sources, the student must learn to critically evaluate the information received. It can be very useful to study the biography of the author, his social situation, his commitment to a particular philosophy, and so on.

If the source statements are made on separate cards, they will be conveniently grouped into sections.

It is necessary to study as fully as possible available scientific literature on the topic. It is better to start with the most solid studies of a generalizing nature, and then to proceed with the articles on the in-depth study of private issues. Special attention should be paid to discrepancies in estimates found in different works. In such cases, before siding with someone else, each author's reasoning should be thoroughly studied. Experience shows that novice researchers often fall into one of two extremes: either uncritically reproduce the conclusions of any researcher, or vice versa, they abruptly reject them, not especially burdening themselves with serious reasoning. Meanwhile, the culture of scientific discussion suggests not only critical, but also as respectful as possible to the opinion of the opponent. Even criticizing someone's opinion, in no way in case you should not switch to "personality," blame a person in "falsification" and the like. It will be much better to prove correctness based on professional knowledge of the facts.

I am right based on professional knowledge of the facts.

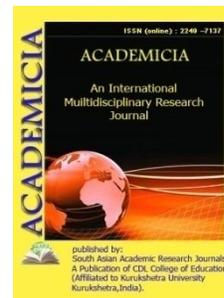
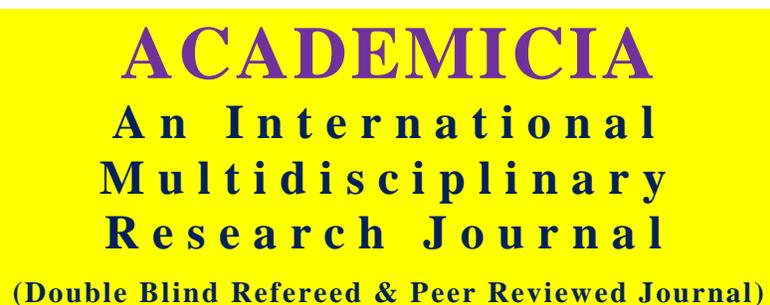
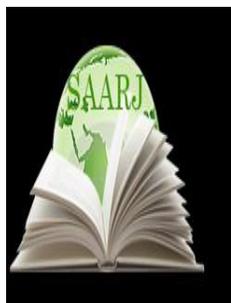
When inspecting scientific literature, it is recommended to write not only assessment judgments, but also references to sources and studies not yet known to the author, as well as to facts that can be used for more complete disclosure of the topic. At it is necessary to either keep the author's text unchanged, taking it in quotation marks, or short it in their own words (in the latter case, it will not be possible to use the extract as a quote, since the quote does not allow any changes to the author's text, with the exception of its abbreviation).

It is better to make extracts on individual sheets of standard size and write only on one side of the sheet, leaving fields on the sides. In the fields you must always indicate the numbers of the pages on which the extracts are located (without this it will not be possible later make footnotes correctly). It is also recommended to record immediately in the fields of the concept, the own comments that occurred during the reading, guesses - returning to them later, it will be possible to build an assumption or hypothesis from them if necessary.

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THE DEVELOPMENT OF SPEECH IN ENGLISH FOR PRESCHOOL AND PRIMARY SCHOOL CHILDREN

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ABSTRACT

This article is devoted to explore the development of speech in English for preschool and primary school children. Now it is difficult to overestimate value of training in orally speech communication in which speaking plays a paramount role. Oral speech in general and speaking as her integral part come to the forefront. Pupils of different age, starting a learning of foreign language, first of all want to learn to speak this language. Parents, estimating results and efficiency of the expenses, first of all pay attention to ability of the children to orally speech communication in the learned language.

KEYWORDS: *Preschool, Primary School, Children, Communication, Skill, Comparative Analysis.*

INTRODUCTION

It is worth paying attention that 10-12 years ago when training in speaking the focus was shifted towards training in a monologue. Today it is about training of pupils for dialogue of cultures where skills of monological and dialogical communication are very important, but the overweight towards dialogue is much stronger. It and is clear, in real communication to us seldom to have to perform with long monologues. Communication in the majority either dialogically, or polilogically.

A good foreign language lesson should be taught in the language studied, but there should be no language lesson. However, not all lessons are focused on the formation of speaking skills. Speaking can act as a means of forming adjacent speech and language skills and as an independent learning goal.

In the lesson, as a rule, the teacher tries to solve one main problem, the rest are related. Hence, the definition of the types of lessons as lexical and grammatical skills, lessons in the development of a particular type of speech activity, lessons in familiarization, training, control, etc. Speech in such lessons is a means of communication.

However, speaking skills, like any other skills, are not formed by themselves. To develop them, you need to use special exercises and tasks, which means there must be lessons aimed mainly at developing speaking skills.

What is a positive characteristic of lessons in the formation of oral skills

"The students speak the vast majority of the lesson. The ratio of teacher to student speech is clearly in favor of the latter. The teacher only guides and models various forms of speech interaction.

- All students take an equal part in communication. The teacher does not allow monopolization of attention and school time by a group of the most divisive and advanced students, knows how to involve even the weak and shy in communication.

"Students want to talk. The level of motivation in the lesson is very high due to the use of various sources of motivation creation.

- The language level corresponds to the real capabilities of this group.

Possible problems

- Students are embarrassed to speak AI, afraid to make mistakes and thus criticize themselves from the teacher and fellow students.

- Students have nothing to say about the problem under discussion, they do not have sufficient information on this issue and in their native language.

- Students do not understand the speech task, and therefore what needs to be done.

- Students lack language and speech tools to solve the problem.

- When one student speaks, the rest are silent, which means that there is a danger of their exclusion from educational communication, ineffective lesson time.

- With paired and group forms of work, students often switch to using their native language and make many mistakes.

Possible ways to overcome difficulties in the preparation and delivery of speech lessons

Fear of making a mistake, shyness, excessive criticism.

In order to minimize this negative phenomenon, it is enough for the teacher to create an atmosphere of benevolence and trust. However, this is sometimes easier said than done. What real steps can the teacher take to achieve the desired result in this matter?

- Do not be afraid to admit your own mistakes or confess to ignorance of something. Man can't know everything, but he can. However, if the teacher promised to find out or check something, then it is not recommended to forget about it. We teach by example.

- Do not allow students to sharply criticize each other, if necessary even create the most "critical" situations when they can also be reproached for ignorance or lack of knowledge.
- Wider use of collective forms of work (paired, group, project), where the success of each materializes in the success of the whole group and vice versa.
- Use different sources of motivation creation.

Sources of motivation creation (according to the classification of P.B. Gurvich)

Targeted motivation.

This motivation is based on a clear awareness of both the ultimate goal of studying AI and the goal of each task. This is directly related to the speech value of the lesson. It is known from psychology that what is associated with the active activity of a person, what is needed for this activity, what it is aimed at and with what it is carried out, is well learned.

Motivation for success.

Any person, and especially a teenager, painfully experiences "failure," but if the subject "succeeds," then he is studied with double interest. Students want to get something really tangible for the work that they spent, feel that they are going to some goal, get something that they can use immediately.

Motivation in the study of AI will increase significantly if the prospects for the use of knowledge are realized not only in the lesson, but also in extracurricular work. It is here that the successes achieved can be appreciated by both classmates and parents, school students of other classes, teachers and subjects, etc.

Country science motivation.

The very fact of the movement of ordinary actions and events into the country of the language being studied increases the interest of students and makes it possible to draw attention to various manifestations of national specific characteristics of a different culture.

Comparative analysis and comparison of the cultural characteristics of the native country and the countries of the language studied make it possible to better understand the characteristics of purely linguistic phenomena, which are a reflection of the actual aspects of people's lives. Language quickly responds to all social changes in the life of a country. It reflects the customs and customs of the country, its interaction with other countries of the world. All this has great value for understanding the social nature of language, its connection with thinking, but provided that this material is skillfully discussed and really correlated with the material being studied.

Aesthetic motivation

Many Methodists suggest that students should study IA not because they need to know the language, but because learning the language is a pleasure. For this to be true, sufficient attention should be paid to the design of the office, the quality of the visual aids used, paintings, slides, videos, music sounding at the lesson and at the change, as well as the culture of making entries on the board, in notebooks. All this should be aesthetic, arousing interest in the subject, and not irritation.

Instrumental motivation.

Based on the peculiarities of the brain, temperament, types of memory and other aspects of individual differences, each student has favorite forms and types of work. One easily makes entertaining stories with the vocabulary studied, the other prefers dramatization, the third likes to translate, etc. Taking into account the instrumental motivation is to allow each student to express himself as much as possible in any and most successful type of work. Well-constructed tutorials very often suggest the possibility of choosing different tasks based on solving similar speech problems on a particular language and speech material. Training in the team and through the team involves not only the possibility of "solo" self-realization, but also the use of talent in group forms of work. This is evident in the development of joint projects. Each significant contribution to the overall success of the group helps to consolidate the relationship of "responsible dependence" between classmates.

Nothing to say on the topic/issue under discussion. Lack of language and speech tools.

To solve this problem, it is necessary to create a sufficient level of support for the content, language and speech plan. The following recommendations can provide practical assistance to the teacher.

- Lessons in speaking skills should be based on already developed lexical and grammatical skills within the topic under study.

- In addition to lexical units and grammatical structures, students need to know and be able to use various forms of communication of speech, its logical construction using speech cliches, unions, introductory structures, response replicas, etc.

- Competent selection of texts for reading and audition can provide not only completion of certain gaps of the information plan, but also a necessary set of language and speech means on the discussed problem.

- In the matter the substantial and language value of training exercises is of great importance.

- The offered tasks need to be built taking into account a real information stock of trainees. Accounting of cross-disciplinary/intersubject communications is capable to facilitate considerably the solution of practical problems of communication on IYa.

- Use of support of verbal character (schemes, tables, plans with keywords, basic abstracts, etc.) and also nonverbal support (pictures, music, etc.) can greatly help

3. Pupils don't understand a speech task.

In order that it didn't happen at a lesson, the teacher has enough:

- to accurately represent what kind of monologue/dialogue it would be desirable to receive at the exit;

- to remember conditions of creation of the corresponding speech situation;

- in advance to formulate speech installation, to try to make it laconic and accurate;

- to put itself to the place of pupils of the class;

- If necessary to prepare additional support in the form of cards, pictures, schemes, the painted roles, etc.;
- To plan poll/cast, steam, groups can do;
- To remember a possibility of mutual training and mutual aid.

4. One speaks – the others are silent.

In order that all pupils had as much as possible opportunities and time for communication for IYa at a lesson, it is necessary:

- To use group and pair operating modes at a lesson more widely;
- to create game situations where the level of motivation is rather high and even if one person speaks, then the others aren't switched off from a general regime of work, and perform other speech operations: listen, write down, write out, consider, sketch, etc.;
- When planning lessons with a considerable share of the monological speech not to forget about fixations on listening for other pupils of group.

Where to Start Speaking Training

Usually they begin to teach speaking from the basics, that is, with the formation of pronunciation skills, the formation of lexical and grammatical skills, and listening skills. At the beginning of the training, it is impossible to separate the process of forming these skills. The teacher introduces students to the new structure. This involves studying new words, sounds, intonation. Students listen to and repeat this structure after the teacher and comrades. When such structures become sufficient within the framework of the educational situation, they can be combined into small monologues and dialogues.

This is well traced to the material of the textbooks for the initial stage of study. But in order for speech to be a speech in essence, and not only in form, it must be remembered that the basis of the generation and stimulation of speech is the motive, that is, the intention of the speaker to participate in communication. In order for this motive to appear in the lesson, it is necessary to create a speech situation. Speech situations can be real, conditional, or problematic. At the initial stage, it is no less important than at others.

As is known, oral communication can have a monological, dialogical or polylogical form. Let us take a closer look at the features of teaching these kinds of speech

Monologue training. Its varieties and characteristics. Ways to learn a monologue

First of all, let us identify those varieties of monologue that are found in real communication. These include:

- greeting speech;
- high;
- pricing;
- lecture;
- story;

- Characterization;
- description;
- incriminating or acquittal speech, etc.

How can knowledge of existing varieties of the monologue help to improve the process of teaching this type of speech activity?

Imagine this situation. In the classroom, one of the educational topics is studied, for example, "my hometown." Vocabulary, grammar, text read, exercises completed. As a homework, the teacher asks to tell about his hometown. What changes if, before giving such an assignment, the teacher remembers the existing varieties of the monologue and chooses some of them as the most preferred?

In order for a teacher to evaluate a completed homework, you need to know the characteristics that distinguish a monological statement from any other. It is these characteristics that make up the main parameters for assessing the dialogue.

Characteristics of the monologue

- targeting/matching of speech task;
- continuous character
- similarity;
- sonic completeness
- independence;
- expressive.

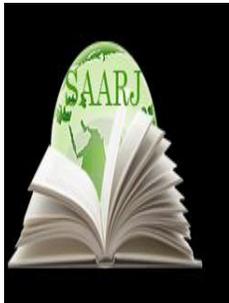
Indeed, before beginning to pronounce a monologue in real life, a person understands well why he does it, and pronounces it only if he really wants to speak out or considers it necessary. The purpose of the monologue is determined by the speech situation, which in turn is determined by the place, time, audience and specific speech task.

In the lesson, everything is slightly different. The situation must be created, or else the most important and very first characteristic of the monologue disappears - purposefulness, which largely determines everything else.

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TREATMENT OF NECROBACTERIOSIS IN DAIRY COWS, IMPORTED FROM FOREIGN COUNTRIES

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ABSTRACT

The article presents the results of studies of the effectiveness of various antibiotics in the model in vivo, as well as a combined ointment for accelerating wound healing in necrobacteriosis of highly productive cows. However, when administered intramuscularly, lincomycin hydrochloride and clindamycin phosphate were found to be highly effective.

KEYWORDS: *Necrobacteriosis, In-Vitro, Kitt-Tarozzi, Resistance, Antibiotic, Sensitivity, Clindamycin Phosphate, Lincomycin Hydrochloride, Injections.*

INTRODUCTION

Necrobacteriosis manifests its virulence due to the deficiency of macro- and microelements in the diet of cattle, poor quality feed, imbalance in sugar and protein ratios, non-observance of veterinary conditions with the requirements of veterinary and sanitary conditions.

Necrobacteriosis is an infectious disease characterized by the formation of purulent-necrotic formations in all organs and tissues of the body. These processes occur predominantly in the hooves, mouth (in young bulls), liver, lungs, muscles, genitals, udder and other tissues.

Necrobacteriosis causes serious economic damage, especially to livestock breeding farms. Cattle affected by this disease are difficult to treat, and the development of the disease is characterized by a sharp decrease in milk yield, obesity in fattening bulls and early inability to use animals. There was a decrease in cow milk yield of 14-50% of those infected with necrobacteriosis, as well as a decrease in the quality of milk, out of 100 fed calves, mortality of 17 calves and even more was observed. The disease also results in decreased sperm quality and loss of fertility in breeding bulls.

Research objectives Development of effective methods and means of treating necrobacteriosis of cattle, in particular, selection, development and testing of methods for effective treatment with antibiotics against the pathogen *F. necrophorum*.

Materials and research methods

The selection of antibiotics effective against *F. necrophorum* was first performed in vitro. In this case, the growth dynamics of necrobacteriosis strains was studied for 10 days by adding various antibiotics to the Kitt-Tarozzi liquid nutrient medium (table 1). The effect of each antibiotic was studied by a two-stage dilution method. The maximum concentration of antibiotics was 32 µg / ml, and subsequent dilutions were 16 µg / ml, 8 µg / ml, and 4 µg / ml (Fig. 1). After attachment to the liquid medium at various concentrations of antibiotics, an antipyretic agent was added to it at a dose of 0.5 ml per 0.1 McFarland turbidity standard, and the probes were incubated in a thermostat at 37 °C. Growth results were monitored twice a day. The growth of the microorganism was analyzed for the turbidity of the liquid medium. That is, the appearance of turbidity in the medium indicated the growth of the microorganism and, conversely, the absence of growth of test tubes, in which the turbidity was not observed.



Figure 1. Determination of MIC by serial dilution method (diagram)

One increase in the number of serial dilutions of probes was considered the minimum stopping concentration of the undiagnosed tube concentration.

Treatment of necrobacteriosis was carried out in 2 cattle farms of the Simmental and Holstein-Friesian breeds in the Takhiatash and Khojaly districts located in different regions of the country. A total of 41 cattle with varying degrees of necrobacteriosis were treated with the same test ointment for topical treatment, and the effects of intramuscular injections of three different antibiotics were studied, which were more effective with general antibiotic therapy in vitro:

amoxicillin trihydrate 150 mg / ml, lincomycin hydrochloride 100 mg / ml, clindamycin phosphate 300 mg / ml. At the same time, animals are divided into three groups: very heavy, heavy and medium-heavy. In addition, a vitamin preparation for injections, butasol-100, was used at each farm.

Effect of antibiotics on the growth of F. necrophorum in Kitt-Tarozzi nutrient medium

TABLE 1

No	Antibiotic name	Minimum suspension concentration (MTK), mg / ml	Sensitivity degree
1	Oxytetracyclinedihydrate, 200 mg / ml	8	Relatively low
2	Streptomycinsulfate, 200 mg / ml	16	Low
3	Penstrep (benzylpenicillin procaine, 2000 XB and dihydrostreptomycin sulfate, 200 mg)	4	Average
4	Amoxicillintrihydrate, 150 mg / ml	2	Relatively higher
5	Lincomycinhydrochloride, 100 mg / ml	1	High
6	Clindamycinphosphate, 300 mg / ml	0,5	Very high

Cattle, which are heavily infected with necrobacteriosis, were isolated on farms. The treatment was carried out in rooms protected from wind and sleet.

The first stage of treatment was carried out according to generally accepted methods: dead and necrotic tissues, purulent wounds were completely removed, and a 3% solution of hydrogen peroxide and 0.1% sodium hydroxide solution were used to wash the wounds. The growing hooves were cut off. The causative agent of necrobacteriosis is highly resistant to many antibiotics, which requires the use of combined ointments. To this end, in the course of our research, the composition of the ointment was tested on ligaments that heal quickly and have antimicrobial properties after wound healing.

100 grams of ointment contains the following drugs:

Amoxicillin trihydrate 50% powder (5 g), chloramphenicol sodium succinate powder (5 g), rifampicin (10 capsules), oxytetracycline hydrochloride powder (3 g), copper sulfate (5 g), medical petroleum jelly 77 grams. After applying the ointment, a bandage was applied to the cleaned wounds. This dressing was changed daily after applying the ointment for 5 days.

Research results

The results of screening studies of antibiotics effective against necrobacillosis in vitro are presented in Table 1.

Clindamycin phosphate is an analogue of the drug lincomycin, which is very effective against the causative agent of necrobacteriosis and has been widely used in veterinary practice all over

the world over the past 10 years. However, it is more difficult to find this drug in veterinary pharmacies, which can often be purchased at pharmacies that sell medications.

Amoxicillin trihydrate, which is highly effective in in vitro general antibiotic therapy, is 10 ml per 100 kg body weight every 48 hours, twice in total, lincomycin hydrochloride 1 ml per 100 kg body weight morning and evening for 5 days and clindamycin phosphate 1 ml per 100 kg body weights were administered intramuscularly in the morning and evening for 5 days, the effects of the injections are shown in Table 2.

**RESULTS OF A STUDY OF THE EFFECT OF ANTIBIOTICS IN CATTLE WITH
NECROBACTERIOSIS TABLE 2**

Morbidity rate	Number of animals	Number of injections, total	Application interval, hours	Number of animals healed	The effectiveness of the drug, %
Amoxicillintrihydrate, 150 mg / ml					
Very hard	4	2	48	2	80
Heavy	6	2	48	5	
Medium heavy	5	2	48	5	
Lincomycinhydrochloride, 100 mg / ml					
Very hard	5	10	12	3	85,71
Heavy	6	10	12	6	
Medium heavy	3	10	12	3	
Clindamycinphosphate, 300 mg / ml					
Very hard	2	10	12	5	91,66
Heavy	5	10	12	5	
Medium heavy	5	10	12	5	

As a result of the treatment, 35 out of 41 cattle fully recovered. The effectiveness of clindamycin phosphate treatment was 91.66%, which indicates a significant advantage over other antibiotics. The ointment used for topical treatment has proven to be a quick-healing and anti-microbial agent.

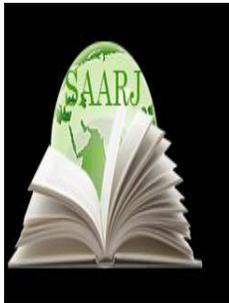
Findings

The results of the above studies show that the combined preparation (ointment) with local action in the complex treatment of necrobacteriosis in cattle, injections of clindamycin phosphate and lincomycin hydrochloride in general antibacterial therapy, as well as injections of butazole-100, increase the overall resistance.

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AN INTERPRETATION OF LIFE EXPRESSED IN SYMBOLS

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ABSTRACT

This article deals with the issues of artistic interpretation of symbolic images in the novel "Blackbird" by the writer Normurad Norkobilov. It shows the writer's artistic skills. Emphasis is placed on the fact that in recent years there has been a tradition of deeper interpretation of the traditions that emerged in the early twentieth century. Therefore, we must not forget that neither the philosophy nor the symbolism at the heart of artistic interpretation appeared yesterday, and that its roots and buds rose to a high level in a certain period. Only in the years of Independence did the artistic interpretation of different melodies form an opportunity to rise. Centuries-old traditions in the literature of literature, through the discovery of the mental and psychological state of man, the joy of suffering, and the way to express the spiritual world in symbols.

KEYWORDS: *Novel, Symbol, Metaphor, Image, Interpretation, Art, Theme.*

INTRODUCTION

Fiction, which has a long history, has tried and continues to try to interpret life in different tones, as well as to understand man and his complex destiny. When we look at the literature of the peoples of the world, we see that the changes and transformations in human nature and society have been interpreted artistically for centuries. In this sense, we understand more and more that the process of gaining independence in Uzbek literature has been complicated, and over the years, our artists have sung about freedom and liberty on the basis of various symbols. By the years of independence, our literature began to be reflected in a variety of forms and tones, based on the need for a deeper understanding of life and man. In the years that followed, the freedom to be truly creative, to speak the truth, to speak the truth, flourished in literature.

Abdulla Oripov, the Hero of Uzbekistan, in his article "Literature and Time" put forward the following views on free and independent literature: just Religious beliefs, on the other hand, were completely negative. One-sidedness and superficiality taught our writers to sing in the same voice, in the same tone "[1, p. 5]. There is no denying that there is a fact of life behind these considerations. The tradition of interpreting the complex aspects of the period to one degree or another was also observed in those periods, but in the literature of the pre-independence and post-independence period there were specific interpretations that led to a high degree of symbolism as well as philosophy in the literature. raised. At this point, we found it necessary to substantiate our views with the views of literary critic Ozod Sharafiddinov: "Independence literature is not a chronological concept. Simply put, when we say independence literature, we should not mean only the works created after 1991. Just as the literature of independence began with the works of the Cholpons and the Fitrats, so it has continued to take shape over the last decade. Of course, it will continue to improve in the decades to come "[2, p. 191].

Emphasis is placed on the fact that in recent years there has been a tradition of deeper interpretation of the traditions that emerged in the early twentieth century. Therefore, we must not forget that neither the philosophy nor the symbolism at the heart of artistic interpretation appeared yesterday, and that its roots and buds rose to a high level in a certain period. Only in the years of Independence did the artistic interpretation of different melodies form an opportunity to rise. Centuries-old traditions in the literature of literature, through the discovery of the mental and psychological state of man, the joy of suffering, and the way to express the spiritual world in symbols.

As the Russian literary critic LS Bigotsky puts it: "Each period has its own psychological gamma, which is selected by art", and we feel that the discovery of pre-independence artistic traditions is deepening [p. 3.93]. The symbolism and psychological interpretations of art are based on human destiny. This process is inextricably linked with the concepts of nationality and humanity. Universal ideas, the literature on the integration of problems in the mouth, began to take shape, which indicates that it is fed by national and world literature. As the literary critic GP Abramovich noted: "A work deprived of the quality of nationalism has no universal significance" [4, pp. 92-93].

Indeed, during the years of independence, the tradition of a fair approach to history, the image of historical figures, has prevailed. It should be noted that the changes in the system, the evolution of society have had a strong impact on the renewal of artistic standards, significant changes in the system of images. The creators realized that it is possible to think differently about the universe and man, and in this way, works of art, which are the product of significant changes, emerged. "The problem of time and literature is a very complex one," he said. Because the main feature of the time is its constant movement and change, the main feature of the original literature is that it strives to live longer than the time in which it was created, to try to be stable... At the same time, the past years are so weighty, so has the power to change so much that the psychology of the people has changed so much in its perception, understanding and explanation of the world that it would not have been possible in the previous decades "[5, p. 15], - writes the literary critic. scientist Kazakboy Yuldashev.

The centuries of art created over long periods of human history will never be clear to everyone. In this regard, in recent years, works of fiction have emerged that have a complex plot. One of such works is Normurad Norkobilov's novel "Blackbird". From the title of the work, we observe

the symbolism. This is due to the fact that he perfectly interprets the complex aspects of human life, his thoughts and inner wastes. We begin to feel more deeply that there is a human destiny at the root of the reality of life that the symbols cover. Let's take a look at the author's interpretation: "The dog in the flower, the Blackbird, did not rest until midnight, and began to growl angrily in a constant voice. It was not just the sound of a dog, but the sound of a huge, it sounded like the ghost of an evil, terrifying creature with legs "[6, p. 3].

The cry of the protagonist Erman is concentrated in these places. The main reason for the anguish in his heart was also freedom, captivity. An Armenian is a person who has gone through a very difficult life. Although he was an ordinary shepherd boy, he had some unique human qualities. This time, it serves to reveal the principles of humanity: "What surprised Erman this time was the dog's snarling and continuous growling, which meant that he was pushing his throat too hard. The longing in his voice, This anger was terrible - it was terrifying to the heart "[6, p. 4].

Even in the original interpretation of the novel, we understand and feel the existence of the above ideas. In the play, the objective, that is, the existing being, events and happenings, the external image, the actions of the protagonist, the environment and conditions that surround it, time and space are no longer directly transformed into an artistic texture. rather, it deepens their influence on the human imagination, consciousness, the protagonist's attitude to life and the world. The protagonist goes not to the character created by the author, but to the protagonist, who "invented" himself, formed on the basis of his imagination, the flow of consciousness. It is worth noting that now there are cases when the reader interacts not with the protagonist, but with the "thinking" of his spiritual world, arguing with the process of his thinking.

The existence of these traditions can be traced back to the development of prose over the past period. Therefore, it is possible to compare Isajon Sultan's novel "Eternal Wanderer" with the unique, writer's style of depicting painful situations and painful experiences. "As shapes, images, ideas and images were created, the modern world, which was becoming more and more violent, began to need a new spiritual foundation. A work of art is a product of the imagination, and the imagination is a premonition of events that may occur in the future. Literature around the world began to look for new ways "[7, pp. 406-407].

Indeed, in recent years, literature has been formed and developed in a variety of tones, effectively using the leading principles and methods of description in world literature. In the novel "Eternal Wanderer" we see a non-traditional way of interpretation, the flow of consciousness through a system of symbolic images, a set of concepts, philosophical observations: "A special place is prepared on the hill for the execution, the shoulders and arms of the convict are mixed. the shackles of the mattress were broken, and he could hardly walk, sighed, and could hear the jokes of the people around him. A piece of white cloud, built on the fresh currents of the Red Sea, cast a shadow over the prisoner's head. The convict was a Blessed Man. Who knows, maybe now the angels of God have come to his aid - maybe he doesn't feel the weight of the cast-iron chains? The crowd around him asked, "Where is your god? Why isn't he helping you? "He shouted and laughed. There was a shoemaker among the laughing crowd. "The images show that the play does not have a coherent system of images. In the passage above, you can see the images of the Blessed One and the shoemaker. He was barely able to walk because of the weight of the handcuffs on his hands and feet. It had all the appearance of a classic mechanical watch except it wound itself up.

The reason we cite the images in both novels is to explain the existence of contradictions in the path of human freedom, liberty, and self-realization through symbolism. Isajon Sultan's novel *The Eternal Wanderer* is dominated by the expression of human will and the pursuit of identity, while Normurad Norkobilov's novel *The Black Sheep* is about the suffering of a mountain boy in captivity and revenge on a man who was sentenced to slavery after his release. The interpretation of the struggles in the aspirations found its expression. There is a tradition of symbolism to think, to meditate: "But in this past opportunity, the prisoners have not died or been resurrected many times. Oh, how I wish I could forget the horrors of those days! In short, the souls of the slaves, if it is possible to compare, were in the hands of the chief of the tribe Itolmas - if he wanted, he could throw them under the feet of dogs, if he wanted, he could survive. There is no one who opposes such atrocities - the body and soul of the captive, who had a slight obstruction, were destined to be buried in the dust "

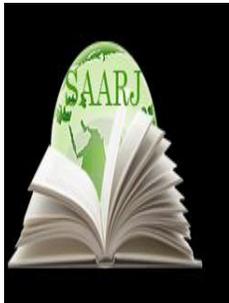
[6, p. 6].

While the captivity of the human body gradually affects its spiritual world, in the novel "Blackbird" the freedom and liberty of man, but the desire for revenge in his heart, keeps the dog in captivity. his opposition to it found expression. At this point, the captive tried to forget his fate, but the dog's inability to feel the pain of captivity led him to tragedy.

So, although fiction interprets a person's inner world, his spiritual world, his inability to escape the eternal judgment of his destiny leads him to realize that self-awareness is a candle that illuminates the path of life. The system of images in the subject of the work is explained by the fact that the interpretation of events is connected with the ground, with real life in it. In this sense, the characters in the novel struggle with their world, and their character is vividly reflected in the wave of contradictions.

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FACTORS OF DECREASING THE PERFORMANCE OF THE COMPETITIVE ACTIVITY OF ATHLETES

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ABSTRACT

The article deals with the issues of mental burnout in sports activities. The relationship between perceived stress and mental burnout among athletes involved in individual and team sports was studied. The study made it possible to establish mental burnout as a consequence of the process of chronic stress. Empirically, it has also been possible to establish a positive relationship between stress and burnout. The study showed a significant expression of perceived stress among athletes involved in individual sports, as opposed to team sports, which is associated with the presence of a social factor in team sports. Likewise, mental burnout, according to its indicators, has received wider development among athletes in individual sports, as opposed to team sports. It has been empirically proven that mental burnout is expressed in a feeling of physical tiredness, a decrease in the level of claims, followed in the future by deep disappointment, a drop in interest in sports activities and the termination of a sports career. The work provides some recommendations that could allow an athlete to maintain an interest in training and competitive activities, improve himself and strive to maintain his sports career.

KEYWORDS: *Mental Burnout, Emotional Burnout, Stress, Athletes, Sports Activity, Devaluation of Achievements, Level Of Aspirations, Descriptive Research.*

INTRODUCTION

High physical and mental stress, focus on achieving the highest possible results, fierce competition of rivals characterize modern sports of the highest achievements. Therefore, it is extremely important to pay attention to the influence of psychological factors on the achievements of athletes [1; 3; 6].

Burnout in athletic performance is a response to chronic stress. It contains physical, behavioral and cognitive components. Mental burnout is revealed in psychological, emotional, and sometimes physical withdrawal from activity that previously served as a source of pleasure for an athlete [1; 4; 6]. External reasons for the development of mental burnout in sports activity are: intense physical activity, unfavorable conditions of the training process, difficulties in relationships with a coach, lack of social support from the family. The main internal causes leading to the appearance of mental burnout in sports are revealed in the personal characteristics of athletes, such as anxiety, self-esteem, level of aspirations, locus of control, motivation [2; 4; 5; 9].

The relevance of research Despite the long history of research on mental burnout in sports, much has yet to be revealed. In particular, why mental burnout is triggered by stress. These problematic aspects formed the basis of our empirical research. Thus, literary sources show that mental burnout and stress affect performance in sports activity and lead to withdrawal from it. However, there is no literature on how stress causes burnout. Moreover, there is no evidence of the form and degree of relationship between these variables. Mental burnout in sports activity has negative consequences: a decrease in the effectiveness of training and competitive activity, susceptibility to diseases, the appearance of injuries, and further retirement from sports. The lack of reliable data on the characteristics of the manifestations of mental burnout and its relationship with stress in athletes of different sexes and qualifications, representatives of team and individual sports prompted this study.

The aim of this study was to study the relationship between perceived stress and mental burnout in individual and team athletes.

Research tasks:

1. To study the level of perceived stress and mental burnout in athletes involved in individual and team sports.
2. To identify the differences in the level of stress and mental burnout in athletes involved in individual and team sports.
3. Check for links between perceived stress and burnout.

Object of the research: 100 athletes took part in the research. In accordance with the tasks set in the study, the sample included athletes of both sexes, among whom were representatives of team (volleyball, basketball) and individual (rhythmic gymnastics, boxing) sports, highly qualified athletes (CMS, MS).

LITERATURE AND METHODOLOGY

Considerable efforts in sports psychology have been aimed at identifying personal and situational factors that contribute to the burnout of athletes [1; 5; 6; 7]. Burnout was first identified in the

early 1970s by Freudenberger (1974) as a behavioral pattern [4; 8; 9]. This is related to the relevance of studies of competitive stress and the means of overcoming it, to the problem of athletes' resistance to various sources of stress arising during competition. Regarding the relationship between stress and burnout, all studies show that stress is a predictor of burnout [1; 2; 6; 8; 9; 10], being a stressful experience of organizing competitive athletes - a popular area of research of sports psychologists over the past decade [1; 6; 9]. Of particular importance in the modern world of research is chronic stress and its consequence - depression. The consequence of chronic stress is mental burnout, which affects the effectiveness of training and the success of competitive activity and reduces their productivity [7; 9].

As a methodological basis for the study, we used:

- ✓ The concept of mental burnout in sports: theoretical models and causes of the phenomenon (Grin E.I.) [2]
- ✓ Concepts explaining the nature of the development of mental burnout. These include: the cognitive-affective model of R. Smith (1986), the model of involvement in sports by G. Schmidt, G. Stein (1991), the model of the fixed negative response to stress by J. Silva (1990), the model of one-dimensional development of identity and external control J. Coakley (1992) [7; 8; 9].

Research methods: 1) Mental burnout questionnaire among athletes T. Riedek and A. Smith, which contains 3 subscales and a total of 15 items, 5 of which are designed to measure emotional and physical exhaustion, 5 - for the depreciation of achievements and 5 to reduce feelings fulfilled duty [9].

2) Scale of psychological stress PSM-25, aimed at measuring the level of stress in athletes (high, medium, low) [1].

DISCUSSION

Data was collected at sports facilities before training. Other issues related to the age of the participants, gender, type of sport were also taken into account. Table 1 presents descriptive statistics (mean, standard deviation) according to the PSM-25 Psychological Stress Scale.

TABLE 1 STRESS INDICATORS IN ATHLETES ENGAGED IN INDIVIDUAL AND TEAM SPORTS (N = 100)

Stress level	Frequency of incidents,%		Frequency of incidents,%
	Athletes in team sports (n = 50)	Athletes in individual sports (n = 50)	
High	23,4	76,6	p <0,05
Average	31,7	68,3	p <0,05
Low	69,5	30,5	p <0,01

In the group of athletes involved in team sports, there are significantly more athletes with a low level of stress (69.5%). Athletes in team sports receive more social support in the team from their teammates, so they can share responsibility for the results during training and competitive activities. As a result, in their group there is significantly less number of athletes who have high and medium stress levels.

Athletes who go in for individual sports rely only on their own strengths and capabilities, that is, there is no social support in the team. Failures arising in the process of competitive activity, for which they are responsible, can be a source of increased stress levels (76.6).

Next, we consider the results of the manifestations of mental burnout. Table 2 presents descriptive statistics (mean, standard deviation) for each of the items on the subscales of the mental burnout questionnaire in athletes T. Riedek and A. Smith.

TABLE 2 MANIFESTATION OF MENTAL BURNOUT OF VARYING DEGREES IN ATHLETES (N = 100)

Mental burnout indicators	Incidence rate, %			Standard deviation
	High	Medium	Low	
Decreased sense of accomplishment	10,5	59,4	30,1	1,03
Emotional and physical exhaustion	13,2	75,8	11	1,04
Devaluation of achievements	12,2	60,9	26,9	1,19
Integral index of mental burnout	14	68	18	1,00

Evidence suggests that burnout is moderate to high in a large number of athletes. Interpretation of the severity of individual factors of mental burnout as a whole for the sample, presented in table 1, led to the following conclusions. Athletes who have a low level of mental burnout make up from 15 to 30.1% for the individual components of burnout and 18% for the integral component of mental burnout. The athletes who showed a high level of severity of individual components of mental burnout range from 10.5 to 13.2%. This allows us to conclude that mental burnout is an essential regulator of athletes' activity.

Table 3 presents descriptive statistics of mental burnout indicators among athletes involved in individual and team sports.

TABLE 3 INDICATORS OF MENTAL BURNOUT IN ATHLETES INVOLVED IN INDIVIDUAL AND TEAM SPORTS (N = 100)

Mental burnout indicators	Level	Athletes engaged in team sports (n = 50)	Athletes in individual sports (n = 50)
Decreased sense of accomplishment	High	15,3	11,1
	Average	21,5	68,5
	Low	63,2	20,4
Emotional and physical exhaustion	High	10,5	17,3
	Average	71,1	69,4
	Low	18,4	13,3
Devaluation of achievements	High	12,7	15,4
	Average	69,9	66,8
	Low	17,4	17,8
Integral index of mental burnout	High	11,4	18,2
	Average	72	66,2
	Low	16,6	15,6

The data of the conducted research show that athletes, who go in for individual sports, are more inclined to “decrease the sense of achievement” and have a high level of severity of the indicator “emotional / physical exhaustion”. The research data showed that athletes involved in team sports have a low level of the indicator “decrease in the sense of achievement”. Here you can also talk about social support from the team. The following table 4 presents the results of the correlation analysis of mental burnout and stress levels.

TABLE 4 THE RELATIONSHIP BETWEEN BURNOUT AND STRESS LEVELS IN ATHLETES

Burnout rates and stress levels	Decreased sense of accomplishment	Emotional and physical exhaustion	Devaluation of achievements	Low stress	Average stress level	High stress
Reduced sense of accomplishment	1					
Emotional and physical exhaustion	0,40	1				
Devaluation of achievements	0,36	0,48	1			
Low stress	0,15	0,14	0,06	1		
Average stress level	0,38	0,46	0,27	0,26	1	
High stress	0,62**	0,50*	0,64* *	-	-	1

The data of the correlation analysis of the conducted study between the indicators of stress and mental burnout indicate the influence of the emerging stress state on the development of mental burnout in athletes. In particular, we see that high and medium stress levels were closely correlated with the indicators "Decreased sense of accomplishment", as well as the relationship was revealed with the indicator "Devaluation of achievements". This study is also another piece of evidence that high levels of stress lead to emotional and physical exhaustion. In addition, we see positive correlations between the indicator "Devaluation of achievements" and indicators "Decreased sense of accomplishment" and "Emotional physical exhaustion". The results of the correlation analysis confirm that the occurrence of stressful situations in sports activity leads to mental burnout of athletes, which subsequently manifests itself in the athlete's withdrawal from sports.

RESULTS

The present study was designed to determine how stress affects burnout. Empirical research has shown a relationship between perceived stress and mental burnout.

The first finding confirms the results of many studies: stress is a reliable predictor of burnout. The higher the perceived stress level, the higher the likelihood of burnout.

The second conclusion reveals in detail what features of an athlete's personality react to a stressful state. Most of all, this is due to the motivational and emotional sphere of the athlete.

The study also shows that individual athletes are more likely to experience stress than athletes who practice team sports. This is due to the social factor, when in team sports the responsibility and the results of the competition are shared by all teammates, accordingly the perception of

stress will be much less. The same division is observed in terms of mental burnout. In the presence of a social factor in team sports, the indicators "Decreased sense of accomplishment", "Devaluation of achievements" and "Emotional physical exhaustion" are poorly expressed.

CONCLUSION

Modern sports of the highest achievements is characterized by high physical and mental stress, an orientation towards achieving the highest possible results, and fierce competition between rivals. The conducted research showed how strongly perceived stress is reflected on the personality of athletes involved in individual sports. These two constructs are of great interest in the context of sports, and their relationship has been studied and tested empirically as much as possible. In particular, the lack of social support places all responsibility on the athlete himself, the hope is placed only on his own strengths and capabilities, that is, there is no social support for the team. Failures arising in the process of competitive activity, for which he is responsible, can be a source of increased stress levels. What cannot be said about team sports, in which there is a spirit of sociality, when the result of the competition depends on all team members and, accordingly, responsibility is assigned to all athletes of this team.

Research into the relationship between perceived stress and mental burnout has shown a direct link. High stress levels lead to mental burnout. It is associated with the appearance of both physical, tic and emotional exhaustion. Mental burnout is also expressed in the devaluation of achievements, when the effectiveness of competitive activity does not cause positive emotions and does not stimulate further self-improvement in a sports career. The same is expressed in a decrease in the level of claims or a decrease in a sense of accomplishment.

Thus, burnout in athletes is direct evidence of perceived stress. As the study has shown, the development of mental burnout is of a staged nature. At first, significant energy costs are observed - a consequence of an extremely high positive attitude to the performance of competitive activity. Gradually, with the further development of mental stress, a feeling of fatigue begins to manifest itself, which is replaced in the future by deep disappointment, a drop in interest in sports activities.

RECOMMENDATIONS

The empirical data obtained require special work to train athletes in techniques and methods that reduce the manifestation of symptoms of "mental burnout". To maintain an athlete's interest in training and competitive activities and to increase his sports career, this article provides some recommendations.

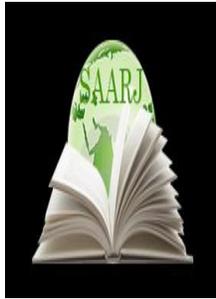
Methods for maintaining interest in sports and minimizing the occurrence of physical fatigue include self-regulation methods, i.e. increasing the effectiveness of a person's functional capabilities through the formation of a special mental state to achieve the intended result. Some self-regulation methods are relaxation training, autogenous training, desensitization, reactive relaxation, meditation, etc.

It is also not unimportant to maintain motivation for going in for sports, it is necessary to correctly define short-term goals and objectives, expand the circle of contacts, form a positive outlook, and maintain a positive point of view.

Control after competitive emotions, both positive and negative (frustration or aggression, sports excitement) is a system-forming factor in monitoring the degree of mental stress, which can lead to mental burnout. In some cases, even a splash of negative emotions after the competition period is necessary, the manifestation of shouting, the use of anti-stress items, relaxation sand, switching to outdoor games, cycling is allowed. As Albert Einstein said: "Life is like riding a bicycle. You need to move to keep your balance. "

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DISTINGUISHING FEATURES OF NEW METHODS TEACHING EFL IN TECHNICAL UNIVERSITIES

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ABSTRACT

In teaching EFL teachers should pay attention to choose proper teaching methods in order to make their lessons clear and effective for the learners. In this article we would like to show some methods in technical universities and their distinguishing features from others. Studying terminological units plays a great role in studying technical English and translating special texts. Studying professional vocabulary mainly occurs in the process of reading special texts. Furthermore, students expressed their subjective needs in terms of using the language in these domains as well as in everyday life.

KEYWORDS: *EFL, Teaching Methods, EFL In Technical Universities, Communicative Language Teaching.*

INTRODUCTION

All instructional designs for the teaching of a second or foreign language draw on a number of sources for the principles and practices they advocate. For example they generally make explicit or implicit use of:

- *A theory of language:* an account of what the essential components of language are and what proficiency or competence in a language entails
- *A theory of learning:* an account of the psycholinguistic, cognitive and social processes involved in learning a language and the conditions that need to be present for these processes to be activated Both the theory of language and language learning underlying an instructional design results in the development of principles that can serve to guide the process of teaching and learning. Different instructional designs in language teaching often reflect very different understandings of the nature language and of language learning, as we will see below. The

particular theory of language and language learning underlying an instructional design in turn leads to further levels of specification. Foreexample:

- *Learning objectives*: what the goals of teaching and learning will be
- *The syllabus*: what the primary units of organization for a language course will consist of
- *Teacher and learner roles*: what roles teachers and learners are expected to play in the classroom
- *Activities*: the kinds of classroom activities and techniques that are recommended.

When an instructional design is quite explicit at the level of theory of language and learning but can be applied in many different ways at the levels of objectives, teacher and learner role and activities it is usually referred to as an approach. Communicative Language Teaching is generally regarded as an approach because the principles underlying it can be applied in many different ways. Teachers adopting an approach have considerable flexibility in how they apply the principles to their own contexts. When an instructional design includes a specific level of application in terms of objectives, teacher and learner roles, and classroom activities it is referred to as a method. With a method there are prescribed objectives, roles for teacher and learners, and activities and consequently little flexibility for teachers in how the method is used. The teacher's role is to implement the method. Audiolingualism and Situational Language Teaching are examples of methods. The era of methods in this sense is often said to have lasted until the 1990s, by which time researchers and applied linguists shifted the focus to teachers and the process of teaching rather than methods. They suggested that while teachers may draw on principles and practices from approaches and methods they have studied or been trained in, once they enter the classrooms and develop experience in teaching their practice is much more likely to reflect an interaction between training-based knowledge, knowledge and beliefs derived from the practical experience of teaching, and their own teaching philosophy and principles. It is known as the theorization of practice.

Communicative language teaching (CLT) is an approach to language teaching that focuses on meaningful and real communication as both a means and the objective of language acquisition. CLT teachers prefer such classroom activities which help their students attain communicative competence in the target language through learner-centered interaction with the help of authentic materials. We must admit from the very beginning that the communicative approach is not ideal and nowadays it competes with other teaching methods. For example, G. Hadley argues that Communicative approach to FL teaching is losing its dominance and giving way to data-driven learning, although he is not quite sure if it is an effective EFL teaching method. G. Zhou cautions against absolutization of CLT at the expense of other methods: "For different teaching settings, different methods/ methodologies ought to be adopted, ideally, integrated, for they compensate for each other". Moreover, teachers of EFL often face some problems in applying CLT. As the overview of English language teaching in Bangladesh made by D. Ansarey shows, EFL teachers "whilst aware of the achievements, observe many difficulties in implementing CLT in their classrooms. These difficulties stem from four directions, namely, the teacher, the students, the educational system, and CLT itself".

Communicative meaning-focused learner-centered grammar instruction requires application of the following principles.

1. The material taught is to be selected in accordance with its communicative relevance and frequency.
2. Teaching methods should involve students into meaningful communication in real-life contexts.

Communicative activities simulate real-life verbal interaction and thus require students to express their own ideas and thoughts or to represent some given information to others. Such activities comprise drama, discussions, role plays, case studies, brainstorming activities, etc. Students respond spontaneously and concentrate mainly on the meaning of the discourse, but not on its outer form. Communicative activities proper are free in terms of vocabulary and structure choice and more fluency-oriented than pre-communicative ones. Communicative exercises on the topic Modern Technologies in our Life might contain such small-group, pair or individual tasks:

1. *Roleplay*. A psychologist tries to prove to his client that smartphone addiction leads to high levels of loneliness, depression and anxiety.
2. *Discussion*. Express your opinion on the problem of smartphone overuse.
3. *Case study*. Listen to the story of a depressed teen girl and say how smartphone addiction affects mental health.
4. *Brainstorming activity*. Give some tips to those who want to break free of compulsive smartphone use.
5. *Storytelling*. Tell a story from real life to demonstrate the existence of smartphone addiction. Prove that the mania is real. Together with pre-communicative exercises these communicative activities will make students' speech motivated, accurate and fluent.

Communicative approach to grammar is a means to develop the Technical University EFL learners' ability to interact with each other in context rich environments. Although the communicative approach is not ideal, it has some advantages. It makes classroom communication natural, creates conditions for self-realization, motivation and meaningful language acquisition. The paper establishes principles to be applied when teaching grammar communicatively.

1. The material taught is to be selected in accordance with its communicative relevance.
2. Teaching methods should involve students into meaningful communication in real-life contexts.

To illustrate the principles some communicative grammar activities are presented. Communicative approach to grammar teaching and learning simulates real-life interaction, motivates authentic communication between students, implies the use of language for meaningful purposes and gives priority to fluency over accuracy.

Studying terminological units plays a great role in studying technical English and translating special texts. Studying professional vocabulary mainly occurs in the process of reading special texts. These include descriptions of machines, equipment, instruments or processes of production. The ability to choose corresponding equivalents in the target language and general translation skills are trained at this stage. The lexical material includes multi-word terms consisting of groups of attributes denoting properties and characteristics of objects and phenomena and verbs denoting processes: apply, assure, effect, imply, involve, lead to, obtain,

perform, result in, etc. The grammatical aspect of teaching should be focused on translating predicative constructions and the passive voice.

It is necessary to explain the fact that a term is usually translated by a corresponding term of the target language, as technical terms have their permanent equivalents in the respective terminological systems of the source and target languages.

If a term causes difficulties and has no evident equivalents in the target language, it is necessary to analyse this term logically and linguistically, taking into consideration its connection with the context in order to choose a precise monosemantic equivalent. Correct understanding and translation of terms depend not only on good knowledge of the language, but also on being aware of realia of the native country and these of the country of the studied language. In translating special texts students must be able to cope with the problem of polysemy of terms. Though terms tend to be monosemantic, terminological systems possess polysemantic units and their translation depends on the context. For instance, in the sphere of construction, the term *moulding* may denote *a small decorated area of stone or wood at the edge of a wall or around a door, picture, frame, etc.* and, at the same time, *something that was produced in a mould* (Macmillan English Dictionary for Advanced Learners, 2006).

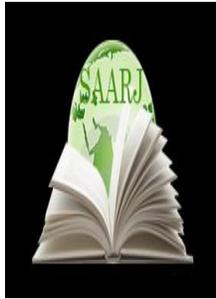
Students should also know the structural peculiarities of terms: they may consist of one word and be a word-group of one key-word and one or several adjuncts specifying or modifying the meaning of the main element. Multi-word terms are typical of special literature and may cause difficulties while translating. For example, in teaching to translate word groups consisting of several components from English into Russian, a teacher of English should explain to the students that it is necessary to stick to the following succession of actions: translate the dependent noun (the last word of the word-group); analyze the semantic relations between the members of the word-group and divide them into sense-groups (from left to right); translate the word-group starting with the dependent element and then translate every sense group from right to left. For instance in the word-group thermal expansion coefficient the main word is *coefficient* – *коэффициент*, and the adjective *thermal* modifies the noun *expansion*, so the translation is *коэффициент теплового расширения*.

As far as the first question is concerned, the hypothesis was that Technical University students needed to use English in vocational, academic and everyday life domains. The needs survey confirmed the hypothesis and showed that both the vocational and the academic environment required these students to be able to use English. Furthermore, students expressed their subjective needs in terms of using the language in these domains as well as in everyday life.

While the English language needs of students were identified in terms of tasks it was stated that the aim of the proposed English language course was not simply to provide the learners with opportunities to fulfill tasks by carrying out activities. Rather, the aim was to **develop the ability** in the learners to engage, in a skilled way, in activities where interaction between the individual and the environment was carried out with the inclusion of the target language.

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“SMART” AGRICULTURE TOOLS

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ABSTRACT

The article provides information on what innovative technologies have been implemented for the application of smart technology in agriculture. At the same time, the following goals are achieved: a large harvest is collected from a smaller area and manual labor is replaced by robotics. Automation of irrigation allows you to minimize the cost of irrigation water and at the same time obtain high yields. Modern systems allow you to analyze each area and determine the amount of moisture needed, avoiding excessive water consumption.

KEYWORDS: *Smart Technology, Agriculture, Drone, Sensor, Smart Greenhouses, Greenhouses, Internet.*

INTRODUCTION

Smart agriculture, significantly increases crop yields and livestock productivity, reduces costs and production costs. The dynamic development of this sector in the world presents a serious challenge to the agricultural sector of Uzbekistan, which, despite the favorable natural conditions, still does not have sufficient competitiveness in the production and marketing of its products. And this challenge is quite serious for the entire Uzbek economy, since in Uzbekistan half of the republic's population lives in rural areas, more than 1/4 of the working-age population is employed in agriculture, which produces almost half of the GDP.

In recent years, very serious and effective measures have been taken in Uzbekistan to develop the agricultural sector, introduce modern innovative technologies into agriculture. Further progress in this direction will increase the competitiveness of the sector and turn the existing challenge into new opportunities. But this requires the development and implementation in

Uzbekistan of an already existing range of agricultural technologies and innovations used today in other countries of the world. We present an overview of foreign experience in this direction.

"Internet of Things" (Internet of Things - IoT) is a system of interaction and information exchange between various devices and machines, which makes it possible to automate management and control processes through various "smart devices" and significantly reduce human participation in them. The fields of application of IoT technology in agriculture are precision farming; Smart farms; Smart greenhouses; raw material management; storage of agricultural products; agricultural transport management; "Big data" and others.

Precision farming is the use of smart devices to manage crop productivity in response to changes in the plant habitat, as well as more efficient land use. At the same time, there is an optimization of operating costs and an increase in yields by an average of 15-20% due to a reduction in the volume of seeds, agrochemicals, fertilizers and water used, which are applied strictly "on demand".

Precision farming also provides for parallel driving of agricultural machinery using GPS navigation, which eliminates double cultivation or squeezing of plants into the field, as well as differentiated seeding and application of chemicals.

Smart greenhouses allow more efficient use of fertilizers, chemicals, water, as well as optimize the number of personnel required to care for crops, and reduce losses due to human factors. According to experts, despite the fact that the world market for "smart" greenhouses does not exceed 3% of the total number of greenhouse structures, their number is growing by 9% annually. "Smart" greenhouses allow you to control the entire irrigation process and microclimate control. In addition, it is possible to monitor the yield and quality of all systems, which can increase the yield increase by 20-40%, with an increase in the quality of the product produced and a reduction in costs.

There are widespread projects to create, in a short time, a network of mini-farms near large cities to deliver "day after day" fresh and natural plant food, such as greens. At the same time, the following goals are achieved: a large harvest is collected from a smaller area and manual labor is replaced by robotics. It is assumed that in a year from such a farm with an area of 0.4 hectares, you can harvest the same amount of crops as from 12 hectares of a classic outdoor farm. In this case, the land on the mini-farm can be replaced with hydroponics.

Smart farms can improve pets' productivity and product quality, and lower costs. According to scientists, animal husbandry based on traditional methods is not very effective in its current form, since one third of the planet's land is grazed by livestock, while animals in the process of growing eat most of the grown grain. The use of automated systems for feeding, milking and monitoring the health of animals, according to experts, makes it possible to increase milk yield by 30-40% and more efficiently use the available feed base. In addition, there are technological solutions to improve the efficiency of veterinary services, which allow you to maintain individual veterinary records, a single database of animals, and records of animal owners. For example, an "electronic passport" of an animal is created on the basis of the chip, the information in the process of reading maintains the database in the software up to date, which ensures constant and reliable veterinary control.

Monitoring the use of agricultural machinery using satellite navigation systems (for example, GPS) and sensors allows you to reduce fuel consumption, as well as optimize routes and the workload of personnel serving equipment. It should be noted that in the EU countries 80% of agricultural machinery is sold with navigation equipment, but only 30% are actually connected to the network, since agriculture is dominated by small family farms with small cultivated areas, and therefore the economic feasibility of switching to smart, the more expensive equipment they have is low.

The safety of raw materials in the process of collecting and moving them can be ensured by appropriate sensors that allow full tracking of both the location and the weight of the moved raw materials.

"Smart" storages for vegetables and fruits allow monitoring the state of products during storage using specially defined algorithms in real time (storage temperature, humidity level, carbon dioxide content), which helps to make the right decisions. If the conditions are violated, the system corrects the situation and notifies about changes in the warehouse owner. The created technological solutions for the processing and storage of agricultural products, the automation of these processes can reduce personnel costs and improve storage conditions for the harvested crop.

Automation of irrigation allows you to minimize the cost of irrigation water and at the same time obtain high yields. Modern systems allow you to analyze each area and determine the amount of moisture needed, avoiding excessive water consumption. For example, there are systems that operate on the basis of wireless sensors that transmit a signal to the controller and to the irrigation control unit, which makes it possible to automate the irrigation process and control its implementation at all stages: from monitoring the operation of the irrigation system mechanisms to analyzing the state of soil moisture.

Electronic trading platforms for agrarians are used for operational communications between agricultural producers (farmers) with purchasing and trading organizations, which reduces the time of product delivery from the field to the counter and reduces its losses associated with intermediate storage.

In case a farmer produces an organic product or wants to emphasize a special type of its certification, then he can use "blockchain" technologies to track the delivery of products. Consumers can scan a product barcode in a supermarket to find out what they are buying and see the entire supply chain from farmer to supermarket.

With the help of special programs working with the use of "blockchain" technologies, it is also possible to automate the process of tracking information along the entire grain supply chain. As grain is harvested from each field, all information about the harvest is collected and displayed in real time in the program, and then sent to suppliers' warehouses, distributed between them depending on the required quality and price, which excludes intermediate storage of grain in bulk. According to experts, currently about 30% of grain and other goods supplied in bulk are lost due to middlemen and poor logistics.

Drones-which include both ground-based drones and unmanned aerial vehicles (UAVs) and multicopters (quadro-, hexa-, octocopters), as well as winged drones. The latter are more often used over large areas or for mapping purposes. They also allow you to create electronic 3D maps

of fields, calculate indicators for fertilization, inspect fields and monitor the condition of the crop, monitor the operation of transport and agricultural machinery, protect land, apply plant protection products and fertilizers to fields, etc. Monitoring from drones can provide data not only on crops, but also on weeds, for example, their standing density and even species composition. By filming from drones, it is possible to construct thermograms, since the temperature of the plants signals the degree of their stress, especially from drought.

Sensors - which are installed in the ground at control points, are the basis of the system for determining the characteristics of the soil and are able to detect, for example, relief heterogeneity, soil types, illumination, weather, the number of weeds, parasites and promptly inform the user about this for making a decision. Thus, sensors and sensors placed in the field at a considerable distance, which are connected into a network, allow obtaining information about the state of fields and crops, in particular, about humidity, temperature, level of weed infestation, plant growth phases, etc., without leaving the site.

UAVs, together with ground devices in the form of buried sensors with wireless communication that measure the physical and chemical properties of the soil, as well as an autonomous weather station, can form a system that will provide a farmer or agronomist and modern "smart" machines with a complete set of data necessary for making the right decisions.

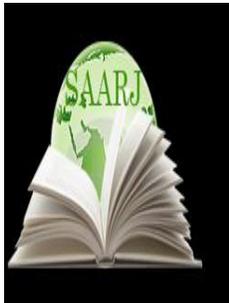
Robots (robotic machines), performing a wide range of tasks - from harvesting to cleaning the area from weeds, are rapidly gaining popularity in agriculture. According to the consulting company Tractica, by 2024 the supply of agricultural robots will grow to 594 thousand units, having increased from 32 thousand at the end of 2016. By the beginning of 2017, there were over 150 suppliers of robots for the agro-industrial complex in the world. At the same time, the following key areas of application of robots in the agro-industrial complex are noted: unmanned tractors and aerial vehicles; automated systems for growing crops; automated control systems for dairy farms, etc. At the same time, "smart" tractors and combines can work autonomously and do not require a person's presence, which makes it possible to use them at any time of the day. In addition, they can be equipped with many additional features such as built-in pest control systems.

For example, the American company Blue River Technology creates robots that, using computer vision, distinguish crops from weeds in the field and selectively spray only it with chemicals, and in Japan they created a robot that collects strawberries from the beds instead of a person. According to scientists, in a few years all routine field work such as sowing, weeding and watering will be able to be performed by agricultural robots.

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**DETERMINANTS OF EMPLOYEE MOTIVATION IN THE NIGERIAN
 INSTITUTE FOR OIL PALM RESEARCH [NIFOR]: HERZBERG'S
 HYGIENE FACTOR APPROACH**

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ABSTRACT

Employee motivation is one of the most popular discuss in management and organizational psychology studies with several motivational theories developed over the past seven decades. However, the universal validity of these motivational theories including Herzberg's Two Factor motivation theory is controversial. The purpose of the current study is to analyse the factors affecting employees' motivation based on Herzberg's hygiene factors theory and to ascertain the viability of the Herzberg's hygiene theory in today's scenario. Survey design together with convenience sampling was employed to select respondents working at the Nigerian Institutes for Oil Palm Research (NIFOR) in Benin City. The instrument used is a well-constructed questionnaire designed by the researcher to solicit responses from a sample size of 67 employees working at the main station of NIFOR. Using Cronbach's alpha coefficient, the reliability was calculated to be 0.60. Friedman's' test results show that among all Herzberg' hygiene factors affecting motivation, salary and wages is most perceived while job security is ranked lowest. Furthermore, the regression analysis results obtained from this study show that only the hygiene factor of Job Security revealed a statistically significant positive effect on employee motivation. Hence, the study recommends among others that management should consider policies that will promote the level of job security of staff in the course of formulating reward policies. This should be mixed with policies that will enable growth-inducing tasks in job content. By implication, a proper mix of this combination will spark positive responses from the employees and automatically stimulate work motivation in the workplace.

KEYWORDS: *Motivation, Herzberg's Hygiene Factors, NIFOR, Regression Analysis*

INTRODUCTION

Background of Study

Human force is considered the most valuable asset of any organization of which different factors affect its performance and efficiency. In today's world of non-stop change, in which organizations compete with all their capabilities, a large portion of organization's resources and attention are dedicated to staff concerns in order to improve their activities as much as possible in order to produce active participation in different markets (Foster, 2001).

Since managers, white-collar workers, and blue-collar workers are all involved in an organization results, then an employee's performance, new ideas, as well as efforts to promote the organization in a positive way will help build the values of an enterprise (Kovach, 1987) which is a good indication that the success or failure of a business is affected by their productivity (Bajziková, 2018). Overall employee productivity is influenced by employee motivation (Machová, 2014) which is a complex and purposeful process targeted to create a working environment and atmosphere that helps satisfy the aspirations, needs, and interests of employees thus stimulating their action in a desirable way (Muogbo, 2013).

Particularly, Kampkötter (2018) notes that a successful business is aware of the importance of its staff and their positive motivation; they are the greatest asset helping the company meet its goals. Currently, due to advances in technology, information, and globalization, human factor is becoming the biggest competitive advantage such that the importance of human resources is considered strategic. They become an integral part of strategic management of an organization and a factor important for organizational going concern. According to Dobre, (2013) effective employee management is supported by motivation which focuses on ways to encourage employee creativity, improve work performance, and create conditions that support team activity within the organization.

Specifically, Ukaejiofo, (2013) posit that human resources management has a significant impact on performance; hence employees must work or behave in certain ways that leads to attainment of organizational goals and objectives.

However, the process of motivation is supported by setting realistic company goals and engaging employees with programmes which focuses on the optimal use of available workforce to meet company goals and at the same time knowing and developing the personality of the employee. Kim & Lim (2015) suggests that an effective motivational program covers aspects with low performance in a given period or those areas which seem to be significant for work activity due to another reason. Therefore, the goal of the program is to create conditions which encourages employee motivation that affects employees in a psychologically and economically profitable.

Statement of Problem

Nowadays in developing countries (Nigeria inclusive), the key challenge of an organization is the lack of specialist and absence of motivation and job satisfaction among employees Babu et al., (1997). As noted by Achim et al., 2013; Dobre, 2013, motivation plays a critical role for individuals to be successful and happy in both daily and working life. Therefore, it is essential to

keep high level of employee motivation in order to contribute positively to their well-being and sustainability of the organizations.

Related Studies in Nigeria on motivation of employee have mainly focused on areas of health and education. For instance, the studies of Ukaejiofo (2013); Uzonna, (2013); Babalola & Nwalo (2013); Mayowa-Adebara & Aina (2016); Nwezi & Alphonsus (2017) all examined employee motivation among different health and education institutions in Nigeria. However, Agricultural Research Institutions (ARI) by their nature presents a unique context whose attempt to adopt traditional approaches or theories of management may pose different results altogether.

Given however, that Nigeria's economy is partly agriculturally based, it is important that these theories of motivation be validated in an agricultural research environment. Hence, this study seeks to close this gap by validating Herzberg's theory of motivation on research staff of Nigerian Institute for Oil Palm Research [NIFOR] in Nigeria. This empirical article is intended to develop construct validity for motivation of employees in National Agricultural Research Institutes of Nigeria, using Herzberg's theory. The empirical study will identify specific motivational factors that should be incorporated into the human resource practices of the organization which in turn would, assuming other factors are constant, enhance the staffs' capacity to deliver on NIFOR's mandate.

The main purpose of Research Institutes in Nigeria is to carry out Scientific Research studies. Thus, Research institutes in Nigeria do operate to improve and increase the knowledge available to specific research projects as well as broaden the possibilities of how to utilize the knowledge to best advantage. Particularly, the core mandate of NIFOR among others includes; the conduct of research into the production and products of oil palm and other palms of economic importance and transfer its research findings to farmers (Ujadughele & Osagie 2016). Hence it is expected that NIFOR as a public institution, charged with agricultural research activities should motivate its staff to enable improved work performance, efficient generation of technologies and achievement of its goals embedded in the national aspirations of economic growth, food security and poverty eradication in Nigeria.

Herzberg's two-factor theory for motivation, a widely renowned practical approach towards motivating employees, has been identified as appropriate construct validity for this study. NIFOR has various categories of employees to include; Research Scientist, Administrators, Executives, Technologist among other whose motivation is expected to vary according to Herzberg's two factor theory. The outcome of the study will be useful to NIFOR's management in making a "mix" of these factors for improved performance of the institute. Various Head of Divisions and Heads of Departments [HODs] will also benefit from the results obtained from this study since it will allow them opportunity for a rethink about different other motivational tools and systems capable of bringing out the very best from their subordinates.

Furthermore, in the sphere of motivation, there exist several theories developed in Western cultures to explain the process and set of needs. (Iguisi, 2009) However, since motivation is closely related to individual, cultural, and socio-economic factors (Dweck & Leggett, 1988; Steers & Sanchez-Runde 2002) then these theories proposed in developed countries should be tested in developing and underdeveloped countries. Particularly in developing countries, the background of employee motivation might be different from those in developed countries (Ozsoy, 2015).

In explaining employee motivation, Herzberg proposed two main factors a) motivation factors b) hygiene factors. According to this theory, motivation factors are all directly related to work-related factors and job satisfaction. On the other hand, hygiene factors include predominantly external factors that are not related to work itself, but they affect employees' dissatisfaction (Herzberg et al., 1959; Herzberg, 1966). In this study we concentrate on the hygiene factors since [a] they have been considered as motivational factors in some cases and [b] they have been rarely discussed in the light of Agricultural Research Institutes in Nigeria. Consequent upon these reasons this study aims to test Herzberg's Two Factor Theory with samples taken from Agricultural Research Institute in Nigeria. In addition to testing the study hypothesis with Ordinary Least Square Estimator (rarely applied in prior related studies) I control for differences in personality traits of the respondents knowing fully well that motivation is closely related to individual differences (especially personality traits) revealed from the studies of Park, Song, Kim & Lim 2015; Limbu, Jayachandran & Babin 2014. Hence, for the remaining part of this study, the concept of motivation and motivational theories together with hypothesis development are briefly discussed. However, methodology of the study is closely followed by findings recommendations and conclusion. Finally, the study extends by adding its limitations as well as delimitations.

Conceptual Literature

Motivation

Motivation is one of the major issues in behavioural sciences and based on the crucial position and important role of human resources in achieving organizational defined goals, this issue has also long been of interest to human science and organizational researchers. In literature, work motivation proved to be one of the most important assumptions of the effectiveness of work and the achievement of the given goals of both individuals and the whole organization (Boljanović & Pavić 2011). Motivation is a term that has also been referred to as a catalyser or an engine that runs human forward. Motivation is an issue which has been deeply noticed by psychologists. It is the organism's internal states that lead the person's behaviour toward a special goal (Nigel Bassett-Jones, 2005). According to Robins (2001) motivation is a need satisfying process which means that when an individual's needs are satisfied or motivated by certain factors, the individual will exert superior effort towards attaining organizational goals. As mentioned by Vroom (1964) motivation is a term derived from the Latin word 'Movere' which connotes 'to move'. It is an internal force dependent on an individual's needs which drive him/her to achieve. In a similar pattern, Schulze and Steyn (2003) affirmed that in order to understand people's behaviour at work, managers or supervisors must be aware of the concept of needs or motives which will help move their staff to act.

Motivation is a process that takes place within the person, which affects the degree, direction and duration of the effort involved in achieving a goal (Greenberg & Baron 2003). Motivation refers to some aspect of life that exists in the consciousness and behaviour of each person and it launches to action, and the task of human resources managers is to find a way to understand how to inspire and ensure a high level of employee motivation, bearing in mind that their motivation is influenced many factors: biological, intellectual, economic, social, emotional etc because every employee perceives different activities, events, people and goals as motivating. It is precisely because of this complexity that the motivation of an employee must be regarded as an internal driving force subject to the influence of both internal and external factors. Generally,

motivation for employees is a combination of meeting the needs and expectations of work and factors at the workplace that enable their motivation.

Motivation and Employee Performance

There is a wide range of tools used to motivate employees. As noted by Fredric Taylor money is seen as the most important factor that motivates an employee to achieve higher productivity in industry. This form of reward results in employee satisfaction and directly affects their performance. Salary is a valuable tool that plays an important role in the improvement of employee performance, as well as organizational productivity (Kampkötter, 2015) Several studies such as those of Bajziková, 2018; Plessis, Douangphichit and Dodd 2016, Zameer, Ali, Nisar, Amir 2014; Mani 2010; have shown that salary, promotion, bonuses, and other types of rewards are used by most enterprises to improve employee performance. Praise, setting realistic and achievable goals, appropriate workload definition, employee engagement, appropriate empowerment, responsibility, feedback, work equipment, expressing the positive personality features of a supervisor, appropriate leadership style, and providing relevant information are considered to be other important motivation factors (Kmecová, 2018; Sanchez-Sellero, Sanchez-Sellero 2018; Sánchez-Sellero, Sánchez-Sellero, & Cruz-González 2018, Grenčíková, Guščinskiene & Španková 2017; Nemeč, Kristak, Hockicko, Danihelova, & Velmovska 2017; Machová 2014; Naile & Selesho, Muogbo 2013, Kropivšek, Jelacić & Grošelj 2011)

This is in line with the views of Emeka et al., (2015) who asserted that high motivation of employees is influenced by a variety of factors such as job security, employees' satisfaction, training and development, compensation, appraisals, positive feedback, intrinsic (intangible) rewards and extrinsic (tangible) rewards. Further noting that through motivation, employees do their best work even in strenuous circumstances and face greasy challenges easily. Dahlqvist and Matsson (2013) asserted that for higher performance of employees, motivation is an important aspect, which also allow them longer stay in organization and ultimately increases company's reputation. Employees are more satisfied through opportunities, good working condition, good policies, security of a job and loyal relationships (Palaniammal, 2013). In the study of Shahid (2012) the author summarized that employees' motivation is highly motivated by financial incentive, relationship with co-workers, promotional opportunities and employees' employment, while, Bruzelius and Skarvad (2004) believed that intrinsic and extrinsic rewards make the employees' motivation high and they become professional which boosts company's worth. Employee's motivation helps in growth of organization as well as growth of individual. The rewards positively influence worker's performance and motivate them to boost their productivity by keeping in mind task fulfilment and goal achievement.

Theoretical Framework

There are numerous theories of motivation in the literature and they have been divided into both process and content motivation theories. Notable among the motivation content theories are; Maslow's Hierarchy of Needs (Maslow, 1954), Herzberg's Two Factor Theory (Herzberg, Mauster, & Snyderman, 1959; Herzberg, 1966; Herzberg, 1971; Herzberg, 2003; Herzberg et al., 2005), McClelland's Theory of Needs (McClelland, 1961; 1985; 1976) Alderfer's ERG Theory (Alderfer, 1967; 1969). However, theories such as Vroom's Expectancy Theory of Motivation (Vroom, 1964), Porter and Lawler Expectancy Theory (Porter & Lawler, 1968); Adams' Equity

Theory (Adams, 1963), and Locke's Goal Setting Theory (Locke & Latham, 1990; 2006) have been categorized as motivation process theories. In this study, we direct our attention to

Herzberg's Motivation - Hygiene Theory

This theory was proposed by Herzberg & his assistants in 1969. On the basis of his study of 200 engineers and accountants of the Pittsburgh area in the USA, he established that there are two separate sets of conditions (and not one) which are responsible for motivation and dissatisfaction of workers. When one set of condition (called 'motivator') is present in the organization, workers feel motivated but its absence does not dissatisfy them. On the other hand, when the other set of conditions (called hygiene factors) is absent in the organization, the workers feel dissatisfied but its presence does not motivate them. Both conditions are unidirectional, that is, their effect can be seen in one direction only (Kumar, 2016). According to Herzberg the factors which act as Motivators are Achievement, Recognition, Advancement, Work itself, Possibility of growth and Responsibility while Hygiene factors are: Salary and wages, job security, organizational policies, supervision practices and relationship with authorities, relationship with peers, work conditions and personal life (Herzberg, 1959).

This study is specifically concerned with Herzberg dissatisfies as they relate with motivation. The hygiene factors identified for the study are also applicable to NIFOR and include: company policy, supervision, working conditions, interpersonal relations, job security and; salary and fringe benefits. Similar studies in Africa and the developing world have also identified these factors as appropriate in motivation studies. (Acom, 2010; Kwasi & Amoako, 2011; Manzoor, 2010; Mwala & Mwale 2011; Namuddu, 2008; Sene et al; 2011)

Salary and Wages

The main reason human involves himself in economic activities is to earn money, satisfy his physiological needs and support his family. Naturally, everyone needs food, clothing, shelter and other basic requirements; these requirements in today's societies are often supplied by paying the price. Payments are often seriously scheduled in such a way that in most cases, like mortgage, rent, transportation services, and other charges, they are paid monthly and if there is delay in their payment, the person would face stiff negative treatments. If staff's salary payments do not follow a fixed principle and they are not paid within a certain time, this will disturb their peace and their relationship with the job will be bleak. Hence, based on many related studies, salary and wages is one of the main hygiene factors ranked as first (Marjolen, 2003).

Hypothesis I: *Salary and wages has a significant effect on staff motivation in NIFOR.*

Personal Life

Employees in every organization are faced with different challenges in their personal lives which may include; trying to make a balance between personal life and the job they have chosen for their livelihood, reaching an agreement with family about the person's job, and the person's marital status. Three main areas which is expected that a person should be able to handle simultaneously without preferring one to the other are; the job, family and personal matters. The challenge is that there isn't always enough time and opportunity available to coordinate all three areas. Hence, if employees can dominate at least two main areas of their lives, it can be said that they enjoy an acceptable life situation. Employees should seek activities that have the greatest

relevance, consistency and authenticity to their ability and capacity (Pirzadian, 2005). In the light of the foregoing the second hypothesis is stated as;

Hypothesis II: Personal life *has significant effect on staff motivation in NIFOR.*

Work Conditions

Often for the employees to easily work and have high efficiency in their workplace, they are required to be placed in a healthy environment, both physically and psychologically. An appropriate environment should be provided in the workplace. These indexes can be mentioned in providing an appropriate workplace: - Low level of human emissions such as noise, dust, etc. - Safe working environment - Absence of potential context for any workplace accidents - regular provision of appropriate work tools, etc. (Kolins, 2005). Following the foregoing the third hypothesis is stated as

Hypothesis III: Work conditions *have significant effect on staff motivation in NIFOR.*

Supervision and Relations with Authorities

Hawthorne studies conducted at Western Electric Company followed by Elton Mayo indicated the effect of group work supervision performance and relationships with authorities on staff's motivation and job satisfaction. The main duties of managers are trapped in the realm of human relations. Human relations include all relations a person has with his peers due to work requirements. Effective management is what makes the most of individuals' talents, thoughts, ideas and abilities. In organizations, supervisors play a key role in motivating staff; so, paying attention to their position and the role of association with others in supervision is considered an essential issue. In general, supervisor is a liaison between the manager and staff and vice versa. The term "supervision" is often used to refer to leading the staff to their daily activities. Supervision and control can also be considered as the process for monitoring the activities to make sure they are done according to the schedules (Robbins, 2005). Staff's behavior is heavily influenced by supervision and managers' relationships with authorities. Therefore, managers are going to see staff's motivation and efforts, if they deal with the positive aspects of staff, rather than only considering their problems. This is possible if they implicitly trust the realization of overall objectives and they clearly state their opinions and put their heart and soul into work (Pirzadian, 2005).

Hypothesis IV: Supervision and relationship with authorities *have significant effect on staff motivation in NIFOR.*

Relationship with Peers

Relations help to ensure the attainment of beliefs, attitudes and shared values. Developing a shared understanding of the organization's goals also creates unity and solidarity between different groups. Transferring required data to the staff should not be considered a difficulty or burden, but a chance. Good relations are likely to enhance performance and efficiency and they are also effective in increasing individuals' commitment to the organization. Relationship plans, if properly managed, can release energy, enthusiasm and ideas; if relationship plans don't exist, this energy will probably be extinguished. Therefore, specific needs of a business will be met if we emphasize individuals' performance, create a specific set of culture and value for the company and if we improve individuals' work (Armstrong, 2004). Relationships in group or

organization have four main functions: control, motivation, expression of feeling and information transfer (Robbins, 2010). Therefore, hypothesis five is stated as:

Hypothesis V: *Relationships with peers have a significant effect on staff motivation in NIFOR.*

Organization's Policies

Policies are the same constant guidelines about the kind of approach that the organization plans to apply for its human resources. These policies actually define philosophies and values about how to deal with human resources. Several principles are elicited from this definition that the managers are expected to act upon these principles when dealing with issues related to human resources. Thus, organizational policies as reference points are served to develop the process of making decisions about human resources and designing employment related actions (Armstrong, 2009). Organizational policies can be stated as general manifests of organization's values. In the light of the foregoing, hypothesis 6 is stated as;

Hypothesis VI: *Organisations' policies have a significant effect on staff motivation in NIFOR.*

Job Security

In talking about job security, everyone imagines that individuals should enjoy formal and stable employment to let their job security be ensured. However, this definition suffers from the inadequacy that the staff's thoughts about progress and development will gradually recede. In the real sense of it, job security is to provide a situation for the individual to be reinforced, so that the organization becomes dependent upon the person's expertise and capabilities, and his expertise and capabilities are also required outside the organization. Dimensions of job security that are achieved through development and support of human resources include: Specialized empowerment, courage and action empowerment, empowerment in experience learning, job satisfaction enhancement, empowerment in behavioral skills, enabling behavioural skills, thinking empowerment, empowering the employees in their work ethics and conscientious (Soltani, 2000). On this note we state the seventh hypothesis of the study as;

Hypothesis VII: *Job security has a significant effect on staff motivation in NIFOR.*

Empirical Review

There have been various studies in support of this theory. For instance, focusing on work motivation in Hyderabad Industries of roofing products in India, Shahid (2013) employed a 50-respondent sample size to illustrate how financial incentives, performance appraisal system, good relationship with co-workers, promotional opportunities in the present job, and employee empowerment largely affect the level of employee motivation.

Chien (2013) tested the validity of Herzberg's two factor theory and found it to be plausible for studying job satisfaction among employees in a Chinese chemical fibre company. He recommended that management should improve areas of workforce planning, succession planning and clarity of performance standards.

Ehiorobo (2004) conducted a study in Nigeria on the implication of adequate motivation on workers' productivity in a power generating company. In a sample of 100 respondents, he

concluded that salaries and other rewards were equally as important as other motivational factors.

Marnewick (2011) in South Africa investigated the applicability of Herzberg's two factor theory to Africa 50 years after the birth of the theory's and in Africa where it's "foreign". He researched into motivation of information technology (IT) managers and concluded that IT team members were indeed motivated by achievement, recognition, responsibility. The study revealed that that age, race and gender did not influence motivation.

Namuddu (2008) employed Herzberg's two factor theory in a bid to understand the performance of Sebagala and Sons, a private supplier of electric equipment in Uganda. With a purposive sample of 60 respondents, the study focused on salary, company policy, career development, and causes of higher turnover rate. Findings from the study suggested that most employees would leave due to job insecurity and if offered better pay elsewhere.

Methodology

The present study is empirical in nature and based on primary data collected through a comprehensive questionnaire. The questionnaire contained questions relating to hygiene factors developed in Herzberg's theory. The questions which are contained in the questionnaire were closed ended. The questionnaire is divided into two sections. Section A which seeks biographic information of respondents to include; age, gender, marital status, educational qualification, and the department in which they work. Section B focused on hygiene factors as enumerated in Herzberg's theory. The study focused on staff of Nigerian Institute for Oil Palm Research (NIFOR) working at its main station in Benin City. The researcher employed convenience sampling technique and circulated a total of 70 questionnaires. Target kept for response was as high as 70. However, a total of 67 employees from Research, Administration, Accounts & Finance and other departments responded to the questions. To process the elicited data from the retrieved questionnaires as well as to study the research hypotheses, this study employed Stata 14 & SPSS 23 statistical soft wares.

POPULATION DEMOGRAPHICS

The Survey consists of thirty-five (35) questions designed to elicit Information on the work environment. The first five (5) questions were based on demographics such as Gender, Age, Marital Status, Educational Qualification, and Department. The next 4 questions were used to measure Motivation, and the rest twenty-seven (27) were employed to measure hygiene factors.

As per Table 1 below, the survey was conducted on 68 employees, out of which 26 (38.24%) were females and 42 (61.76%) were males

Gender Classification

Gender	Freq	Percent	Cum
FEMALE	26	38.24	38.24
MALE	42	61.76	100.00
Total	68	100.00	

Authors Computation 2020

As per Table 2 below the highest numbers of respondents (49) were in the age group 36years and above (72.06%), closely followed by (15) between 31-35 yrs. (22.06%) representing a population set of fully grown adult respondents with some work experiences. Other age groups 26 – 30 yrs (3) at 4.41% and 26- 30yrs (1) at 1.47% were insignificant.

Age Classification

Age	Freq	Percent	Cum
26 -30 YEARS	1	1.47	1.47
26-30 YEARS	3	4.41	5.88
31-35 YEARS	15	22.06	27.94
36 YEARS AND ABOVE	49	72.06	100.00
Total	68	100.00	

Authors Computation 2020

As per Table 3 below, we find that out of the total respondents 64 persons making a total of 94.12% were married and only 4 persons 05.88% are unmarried.

Marital Status

M_Status	Freq	Percent	Cum
MARRIED	64	94.12	94.12
SINGLE	4	5.88	100.00
Total	68	100.00	

Authors Computation 2020

Table 4 below reveals that 35.29% of respondents hold a Bsc or HND degree while 57.35% or 39 persons in the population possess an MSC or Phd degree. But for the class of OND we find only 3 respondents (4.41%) and 2 persons (2.94%) had other lower qualifications.

Educational Qualification

E_Qualifica tion	Freq.	Percent	Cum
BSC,OR HND	24	35.29	35.29
MSC OR PHD	39	57.35	92.65
OND	3	4.41	97.06
OTHERS	2	2.94	100.00
Total	68	100.00	

Authors Computation 2020

In terms of the departments where the respondents belong, we find that most of the respondents in the sample were researchers making a total of 28persons with a 41.18% score and closely followed by administrators which recorded 23persons or 33.82% points. A total of ten (10)

respondents represented accounts and finance department while other seven (7) persons (10.29%) were drawn from other departments.

C_Dept	Freq	Percent	Cum
ACCOUNTS & FINANCE	10	14.71	14.71
ADMINISTRATION	23	33.82	48.53
OTHERS	7	10.29	58.82
RESEARCH	28	41.18	100.00
Total	68	100.00	

REGRESSION RESULT

TABLE 4.6 REGRESSION RESULTS FOR MOTIVATION MODEL

Independent Variable	Coefficient	Probability Value	Level of Statistical Significance
SALARY AND WAGES	0.063	0.580	> 5%
PERSONAL LIFE	-0.017	0.914	> 5%
WORK CONDITIONS	-0.298	0.071	> 5%
S & R AUTHORITIES	0.022	0.923	> 5%
RELATIONSHIP PEERS	0.005	0.975	< 5%
INSTITUTE'S POLICIES	0.246	0.069	> 5%
JOB SECURITY	0.509	0.002*	< 5%
R² = 30.2 F- Statistics = 1.99 Prob F = 0.043 Observation = 68			

Note* denotes 5% level of statistical significance

We validate our result obtained above by subjecting the ordinary least square regression estimates to a litany of classical linear regression model assumptions. These assumptions include: test for multicollinearity, normality of residuals, model specification, appropriate functional form and the test for influential observations. However, we note that all conditions were successfully met with; hence we proceed to interpret the results from the Ordinary Least Square Regression estimator.

Ranking of hygiene factors influencing staff's motivation in NIFOR

Ho: P>0.05 (There is no significant difference between hygiene factors and staff's motivation.)

H1: P<0.05 (There is a significant difference between hygiene factors and staff's motivation.)

Friedman test is employed to rank the hygiene factors that affect staff motivation in NIFOR. The results are shown in tables (4.7) and (4.8) below.

TABLE 4.7 FRIEDMAN'S TEST

N	X ²	df	Sig. Level
68	108.832	6	0.000

Authors Computation 2020

As the significance level of the test is smaller than 0.05 in the table above, H1 is confirmed; therefore, Friedman test can be employed to rank hygiene factors influencing staff's motivation in NIFOR.

TABLE 4.8 PRIORITIZED HYGIENE FACTORS INFLUENCING STAFF'S MOTIVATION WORKING IN NIFOR

Rank	Hygiene Factors	Avg. Rank
1	Salary and Wages	5.00
3	S & R AUTHORITIES	4.97
3	INSTITUTE'S POLICIES	4.10
4	WORK CONDITIONS	3.99
5	RELATIONSHIP PEERS	3.59
6	PERSONAL LIFE	3.49
7	JOB SECURITY	2.22

Authors Compilation 2020

The test results above show that salary and wages with an average score of 5 is ranked first in staff's perception. This means that staff in NIFOR holds the opinion that among all Herzberg's hygiene factors affecting motivation, salary and wages is most perceived; but job security is ranked lowest with an average score of 2.22.

The researcher tests the internal consistency and reliability of the question items by employing Cronbach Alpha Coefficient. Accordingly, the item test is not consistent and reliable if alpha level falls below 0.60. However, scholars suggest that alpha levels higher than 0.95 are not necessarily good, since it might be an indication of redundancies (Hulin, Netemeyer, & Cudeck, 2001). Hence the result obtained in this study (Alpha = 0.60) supports an internal consistent and reliable question items. See Appendix for Details

DISCUSSION OF RESULTS

This study has been conducted to analyse the factors that significantly influence motivation of staff at NIFOR based on hygiene factors in Herzberg's theory. The results showed that:

From the goodness of fit indices obtained, it is understood that Ordinary Least Square Regression estimator employed to test the effects of hygiene factors on staff's motivation enjoys a good fit and all obtained indices are in accordance with determined standards hence, the OLS Regression Model is been approved. Here, the model significance (F-Statistics = 0.042) indicates that the overall model which we estimated in evaluating hygiene factors is acceptable.

Gender and Marital Status Differences: In order to provide additional support for testing Herzberg's theory, Hedges' g (1981) test was employed to find out whether the average (mean) values of the factors in Herzberg's Hygiene theories differ with respect to gender and marital status. The findings reveals that both effect sizes (gender = -0.024 and Marital Status = 0.055) are trivial based on the rule of thumb as posited by Cohen (1997) who suggested that $g=0.2$

should be considered a 'small' effect size, 0.5 represents a 'medium' effect size and 0.8 a 'large' effect size. This suggests that if two groups' means don't differ by 0.2 standard deviations or more, the difference is trivial, even if it is statistically significant. Following the findings obtained it is revealed that males mainly highlight motivation factors more than females; however, the effect size difference is not high enough to consider males' scores remarkably higher than females. Therefore, it could still be concluded that the preference of males and females were found to be similar. Similarly, it is also clear that married staff in NIFOR mainly highlight motivation factors more than unmarried staff, however, the effect size difference is not high enough to consider scores for married staff' remarkably higher than those that are not unmarried'. Therefore, it could still be concluded that the preference of married staff and unmarried staff were found to be similar.

Hygiene factors were ranked using Friedman test and it was found that salary and wages with a mean Score of 5 ranked highest, as workers perception about these hygiene factors is greatest here; this is followed closely by supervision and relationship with authorities, institutes policies, work conditions, relationships with peers and personal life. However, the result shows that job security had the least perception on employees' motivation respectively. The results obtained in this study are consistent with those of Mickbeal (2008) and Fischer (2000), while it's negates the findings of Abozed's (2011). In the study of Mickbeal and Fischer's wages and salary obtained the highest perception about employees' motivation among other hygiene factors which is expressed in Herzberg 2factor theory.

Based on the priority order of respondents about hygiene factors that affects employees' motivation, salary and wages, supervision and relationship with authorities, institutes policies, have been the top three major factors perceived as best motivators of staff in NIFOR. This suggests that management's attention to salary and wages, supervision and relationship with authorities and institutes policies will not only prevent dissatisfaction and loss of employees' motivation, but it also enhances workers motivation. Therefore, it should be noted that employees' motivation may be sparked up by timely payment of salaries and wages, adequate supervision and appropriate relationships with employees in the organization; and a touch of fair institutes' policies will also result in more diligent and creative staff. Implementing motivational schemes, such as individual, group and organizational motivation plans, will also result in increased morale and motivation of staff in NIFOR.

Furthermore, the priority of respondents' perception about hygiene factors that affect employees' motivation reveals that relationships with peers, personal life and job security respectively have the least perception on staff motivation in NIFOR. Of course, this doesn't imply that the above-mentioned factors are unimportant, rather it shows the importance of these three factors compared to other hygiene factors. Therefore, NIFOR management can provide appropriate context in order to motivate staff by activating the following practices:

Provide appropriate conditions in order to build positive relationship between employees in form of organization's rules and regulations. Striking a balance and equilibrium between existing conditions in the workplace and staff's physical and psychological features together with improved physical work conditions, such as providing appropriate space (especially in this era of Corona Virus [COVID 19] pandemic), lighting and tools to suit the capacity of the staff, and consider various dimensions of staff's personal life by designing proper plans to accommodate workers' personal problems.

Furthermore, in this study we take a unique step ahead (among related prior studies) to reveal the significant effect of these hygiene factors on staff motivation in NIFOR. According to the results obtained from the Ordinary Least Square Regression (OLS) analysis, only the hygiene factor of Job Security shows a statistically significant positive effect on employee motivation. This implies that *ceteris paribus* ie holding all other selected factors constant, staff in NIFOR will be most motivated when issues surrounding his/her job security is always addressed. Clearly, lack of attention to this factor may cause workers to lose motivation thereby causing adverse impact on other factors. Consequently, the researcher posits that not all of Herzbergs' Hygiene factors would spur work motivation among staff in NIFOR. This finding is consistent with those of Stiglbauer, Selenko, Batinic, and Jodlbauer (2012) who noted that no matter how involving a job is; employees will feel dissatisfied if they feel their job is vulnerable and insecure. They further noted that the feeling of dissatisfaction may transcend gender, contract type, and nationality differences. The findings here also align with those of Berglund, Furaker and Vulkan (2014) whose result imply that if employees perceive a risk of a job loss, or increasingly worry about losing their jobs, this would lead to job dissatisfaction yielding motivation lose.

Recommendations

Basically, the study recommends that management should consider policies that promote the level of job security of staff when formulating reward policies. This is due, as it has been empirically revealed that this factor when catered for initiates job motivation among staff in NIFOR. Furthermore, we encourage management to consider policies that will enable growth-inducing tasks in job content, and not pain avoiding behaviours in the job environment. This will cause a positive response from the employees contributing to stimulate work motivation and growth in the workplace.

Limitations of Study

There are some limitations that need to be addressed in this study. The first one is the limited number of sample size. An important issue in theory testing is the inclusion of a heterogeneous sample (preferably a rather large sample size) into the research. However, in this study Herzberg's theory was tested by almost a plain homogenous sample (participants were all within main station of NIFOR, and they all work under similar conditions). If data were collected from a larger and heterogeneous sample, (staff from sub and out stations) then it would be possible to make greater comparisons among employee categories. In the current study, there are also limitations related to measurement.

Indeed, Herzberg's initial study and the sample group are also still being criticized. Although, this study test the theory with one approach (i.e Likert-type measurement), an additional in-depth interview method would lead to more comprehensible findings in a bid understand the dynamics of motivation.

Delimitations

These are the characteristics of the research under the researcher's control that define the boundaries and limit the scope of the study (Anthonisz & Perry, 2015). In this study, the delimitation is that participants include only employees working within the NIFOR main station situated along Benin Akure road Benin City Edo State Nigeria. Therefore, results presented in this study may not apply to other employees in Sub and experimental stations.

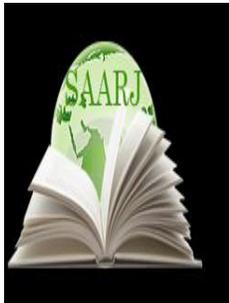
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THE EFFECT OF THE DEMOGRAPHIC SITUATION ON SOCIAL PROBLEMS IN FERGANA VALLEY

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ABSTRACT

In the conditions of administrative command and centralized planned economy, the peculiarities of the former Soviet republics, including Uzbekistan, are not taken into account, the specific demographic situation in Uzbekistan, i.e. rapid population growth, gross mistakes in the allocation of productive forces, unilateral economic development the consequence was negatively reflected in the social life of the population.

KEYWORDS: *Social Life, Population, Demographic Situation, Social Problems, Fergana Valley.*

INTRODUCTION

It is known that during the Soviet era, the wrong, ineffective socio-economic policy of a large country based on a false communist ideology, command-and-control system, aggravated the living conditions of the people of Uzbekistan in the late 80's. Deterioration of living conditions, rising unemployment, declining social labor productivity and incomes, ultimately declining welfare, absolute dissatisfaction with the social situation in the country, social security and social protection, declining living standards and imbalances in the system of social production formed.

Also, before the independence of Uzbekistan, there were a number of factors that hindered the solution of social problems of the population. In particular, it was a severe economic crisis caused by the comprehensive repression of the Uzbek SSR by the former center, the failure of the policy of "reconstruction".

The peculiar demographic situation in Uzbekistan, ie rapid population growth, administrative command and centralized planned economy system, did not take into account the specific features of the former Soviet republics, including Uzbekistan, gross mistakes in the deployment of productive forces, unilateral economic development. the consequence was negatively reflected in the social life of the population. In particular, in the 1980s, especially in the second half of the twentieth century, the sharp decline in the pace of agricultural and industrial production in the Fergana Valley showed a negative impact on the social situation in the region.

Main part On the eve of independence, the problem of employment was especially important and acute. Uzbekistan's economy is overcrowded, the number of able-bodied but unemployed people continues to grow, the quantity and quality of labor supply and demand are disproportionate, and national-ethnic and social factors have not been taken into account in the placement of productive forces for many years. It was a source of social tension in society.

The situation with employment is particularly acute in densely populated regions and rural areas of the country. In large cities, the increase in population per square meter and the fact that people are living in extreme densities have led to social ills such as unemployment. This is especially true of large cities in the Fergana Valley. On January 1, 1985 in the Andijan region 1 sq. M. There were 370 people per square kilometer, 273.7 in Fergana and 164.9 in Namangan [1]. Out of more than 5 million people in the Fergana Valley (according to the 1989 census, 1 million 727 thousand in Andijan region, 1 million 477 thousand in Namangan region, 2 million 154 thousand in Fergana region), 1.5 million people were not employed [2]. These figures have increased further in recent years. Excessive population density, high growth rates due to the influx of manpower from its natural and other regions, have aggravated all social problems, especially in densely populated cities.

The government of Uzbekistan, despite the political and economic influence of the Soviet government, has taken historic steps to find a positive solution to social problems. In particular, the formation of state policy on the employment of the population, which is the basis of the economic life of the people, has begun.

Also, for a densely populated and fast-growing region such as the Fergana Valley, the social significance and severity of the housing problem required a serious approach to the problem. However, during the years of the Soviet regime, especially in the 1980s, various measures were taken to provide the population with full (normal) housing, recommendations were made and many decisions were made, but this problem remained one of the most acute social problems in the Fergana Valley.

The housing supply of the Fergana Valley was lagging behind the average level of the republic and the union. For example, the housing supply in Fergana was less than a quarter of the union average. In early 1989, 28,000 families from urban and rural areas were queuing to improve their housing conditions, while 526 people were living in emergency housing [3]. In Namangan, housing is also an acute problem, with one in three people in need of improved housing and about 15,000 families having to buy land to build their own homes [4].

One of the main reasons for the deterioration of the social sphere in the Fergana Valley in the early years of independence was the concentration of about 30% of the population in Andijan, Fergana and Namangan regions, which occupy only 4% of the total land area [5]. This is because

the high population density, the large number of families, and the slow pace of migration have had a negative impact on socio-economic development.

As of 1991, the Fergana Valley is the most populous region in the country. In particular, the population of Fergana region is four times more than the population of Syrdarya region, and 3.5 times more than the population of Navoi region. The population of Andijan and Namangan regions was three times higher than that of Syrdarya region, 2.7 times higher than that of Navoi region, and twice as high as that of Jizzakh region [6].

Therefore, it was important to properly assess the socio-economic development and demographic processes of the Fergana Valley, to pay attention to increasing the level of employment resulting from the re-establishment of the population in the regions.

From the first days of independence, the formation of the social protection system in the country, social protection has become one of the continuous priorities of the program of economic reforms, ie one of the priorities at all stages of reform. As a strong social policy is one of the guiding principles of Uzbekistan's path to independence and development, this process has been improved, a set of economic, legal and social measures has been developed for those in need of material and social protection, social protection has been recognized as a priority, legal framework has been created.

The population density in the Fergana Valley has long been higher than in all other regions of the country. In terms of population density at the beginning of 2003, Andijan region (542.8 people) had the highest population density, followed by Fergana region (410.5 people), Tashkent region (293.8 people), and Namangan region (272.9 people) [7]. As of January 1, 2010, the population of Fergana region is 3 million 48.7 thousand people, labor resources are 1 million. 720.1 thousand people [8].

The values formed in the transition to market relations, the peculiar changes in customs, the desire of the people to create decent living conditions, the proliferation of contraceptives, the increase in employment of women in social production and services, each family within its means, resulting in a slight decline in the birth rate.

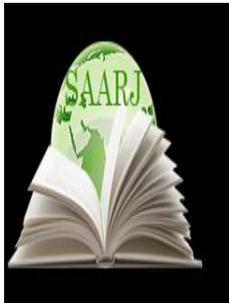
In this situation, it is expedient to develop targeted state programs on internal and external labor migration in order to increase employment and efficient use of available labor resources. Appropriate redistribution of existing labor resources in these programs to the prospects of innovative development in the regions, in this regard, the construction of affordable housing for young families involved in internal migration and the construction of new social infrastructure in the regions.

CONCLUSION

It should be noted that the process of amending the legal framework of our work on social protection is developing, and the evolution of the social protection system, which has become an integral part of building civil society, is developing with promising results. Declaring the priority and high value of human rights and interests on the basis of the "Action Strategy for the Development of Uzbekistan (2017-2021)", the implementation of radical reforms in all spheres of life of the state and society, including the social sphere. indicates social orientation.

TRANSLITERATION

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CONTRIBUTION OF ICT TO THE TOURISM SECTOR DEVELOPMENT IN UZBEKISTAN

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ABSTRACT

The issue of ICT and economic growth has received much attention with respect to the developed countries as opposed to the developing countries. Yourself, A., [1], highlighted that ICT enhances economic growth of developing countries by way of: providing cheaper, quality, and empowered communication to marginalized communities. Majority of empirically analyzed papers found out that development of ICT use leads to growth in GDP per capita, employment and productivity in a country. According to the research conducted by the World Economic Forum (World Economic Forum, 2013) a 10 percent rise in the ICT sector of a country leads to a 0.76 percentage rise in GDP per capita, also a 1.03 percentage increase in the rates of employment.

KEYWORDS: *Marginalized, Empowered, And Conducted, Correlation, Empirically.*

INTRODUCTION

This year has been named “2020- the Year of Science and Development of the Digital Economy”. Due to economic reforms that were made during the years of independence, many firms were established and on the ICT basis modern management systems were introduced. Nowadays the share of ICT in GDP is accounted for 1.9% and it is planned to increase it up 10 per cent by 2030. But the return from investment directed to the tourism is still very low. It is well known, that investments directed to tourism of Uzbekistan could lead to the development of science and technologies, to better administration of firms and improvement of living conditions of people, and wide use of ICT is becoming a major factor in the modernization of the sector. All these dictate the necessity of using ICT, new technologies in deepening of provided economic

reforms and structural changes, in efficient exploitation of resources, in implementing of long-term economic programs and increase of their productivity. The tourism sector is no exception.

In order to generate the econometric model time series data was utilized. The study was created based on existing theoretical model and it was implemented using deductive approach. In order to collect data we used two sources: ICT investments were obtained from the International Telecommunication Unit, World Bank Open data for the period between 2010 and 2020, Statistical Committee of the Republic of Uzbekistan. These include the statistical and empirical data on economic growth, investment, labor supply, hotel places. The production function is as a type of transformation function where inputs are transformed into output. Production functions play a role in many business disciplines. Several different production functions have played an important historical role in economics. Our research is employing the Cobb-Douglas function to check the correlation between ICT investment, labor, hotel places and tourism output in Uzbekistan, and find out coefficients of them. They will help to give the industry frame philosophy to management ICT investment in tourism efficiently. In the other hand, when the society pursuit some certain quantity of output, the research will give recommendation how much factors changing can make it possible.

The issue of ICT and economic growth has received much attention with respect to the developed countries as opposed to the developing countries. Yourself, A., [1], highlighted that ICT enhances economic growth of developing countries by way of: providing cheaper, quality, and empowered communication to marginalized communities Majority of empirically analyzed papers found out that development of ICT use leads to growth in GDP per capita, employment and productivity in a country. According to the research conducted by the World Economic Forum (World Economic Forum, 2013) a 10 percent rise in the ICT sector of a country leads to a 0.76 percentage rise in GDP per capita, also a 1.03 percentage increase in the rates of employment.

Variable Selections The variables used in the research paper and their definitions are given as follows: Tourism GDP – dependent variable; measured as a real sector's output (man. \$); Investment (mln. \$); Employment – measured as a number of persons and hotel places, measured in units. The regression-assumptions and several tests recommended by empirical econometric-literature (Stock, 2011) have been checked, in order to choose the model, which best shows the impact of ICT use on economic growth. Stock J. (2012) stated that standard-stationary tests are generally for huge-sample size of data set, as sample-size of the implemented data is not very large, any stationary tests have not been applied. Taking into account this statement he stationary test of time series data was not provided. The following equations were used in the research [2]:

$$\text{Tourism GDP} = \beta_0 + \alpha \text{ Investment} + \beta_1 \text{ Labor} + \beta_2 \text{ Hotel places} + u_i \text{ and (1)}$$

$$\text{Cobb – Douglas model: } \ln \text{ Tourism GDP} = \ln \beta_0 + \alpha \ln \text{ Investment} + \beta_1 \ln \text{ Labor} + \beta_2 \ln \text{ Hotel places} + u_i \quad (2)$$

MAIN PART

In this study, econometric models have been utilized to evaluate each of the growth indicator variables empirically. Each growth indicator variable has been used to find how they relate to the growth rate of tourism industry in Uzbekistan. The overall growth models that have been estimated in this study by using the pooled Ordinary Least Squares (OLS), employing time series

data. By this way it is possible to detect the extent by which the growth rate is influenced by the variables above and the extent by which most likely ICT investment policy impacted the growth rate.

Analysis of descriptive statistics show that variables distributed normally because their averages and means are close to each other. The findings of the descriptive analyses, tests and statistics indicated that all sampled variables have positive but not all of them are significant for the chosen period of time. Overall outcome of the study adduced that each of the chosen indicators meets all the requirement of regression analyses. To define the more appropriate estimating model techniques, first of all, we used linear regression models with the assumption that analyzing the impact of variables vary over time. Besides, there is also important assumption that those time-invariant characteristics are unique and they are not correlated with other individual characteristics. From the regression result sit can be observed that except hotel places all variables have significant affect on the dependent variable's-values of those variables less than 0.05, so hypothesis of two-tail p-values test was rejected. Moreover, t-value test hypothesis also rejected, except a variable, all independent variable have significant influence on the dependent variable. Almost all variables` t- values are more than 1.96, so higher t-value the higher the relevance of the dependent variable. F-test showed that regression models are proper. The panel data of the selected countries to describe the causality between information and communication technology has been tested for the Correlation matrix of residuals Test in order to show the independency of the variables in the model selected. The finding from the test released that all the explanatory variables and control variables have less than 1.00 and this means there is no correlation between the variables and they are fully independent from each other.

However, we also applied Cobb – Douglas type regression models (linear - log models). From the regression results, it can be seen that, unlike linear models, all variables have significant influence on the dependent variable, so p-value of each independent variable lower than 0.05 as well as t-value of all independent variables are higher than 1.96 as mentioned above more t-value the more the relevance of the outcome variable

The Solow residual is a number describing empirical productivity growth in an economy from year to year and decade to decade. Robert Solow defined rising productivity as rising output with constant capital and labor input. It is a "residual" because it is the part of growth that cannot be explained through capital accumulation or the accumulation of other traditional factors, such as land or labor. The Solow Residual is procyclical and is sometimes called the rate of growth of total factor productivity. Generally, tourism sector technical contribution ratio (TCA) is generalized explained as the contribution of tourism technology development to the sector's output growth rate, which including the benefit of science technology development and tourism policy amending, management and service progress. Here we set:

$$R_{TTC} = (R_{TGDP} - I_{GR} * \alpha - L_{GR} * \beta) / R_{TGDP} \quad (3)$$

Where

R_{TTC}: The Tourism Tecnology Contribution ratio

R_{TGDP}: Tourism GDP increasing rate

I_{GR}: Investment growth rate

α : Investment output elasticity

L_{GR} : Labour growth rate

β : Labour output elasticity

The elasticity factors can employ Cobb-Douglas production function to obtain, in Uzbekistan the elasticity of Investment, Labor accordingly is 0.79, 0.11. The R_{TTC} is to analysis tourism development and technology renovation, labor and capital development trend in long run, and is also very important for make a country's tourism development strategy.

At the beginning we investigated and examined empirically the unidirectional causality between economic growth of a country and tourism sector. There is a positive relationship between GDP and output of tourism sector. For example, one per cent increase of GDP; other factors are held constant, leads to 2.88 percent of the sector. This relationship is associated through investments on ICT infrastructure and Internet use. Thus we moved on to the analysis of the influence of ICT development on tourism sector's output. Our findings state that capital, labor resources influence on output positively while hotel places negatively. This is a reality because in tourism development now shortage of hotel places put constraints on the sector development. One per cent increase of investments (including also ICT investments) into tourism sector is associated by 0.79 percent increase of output. Labor elasticity coefficient is smaller – 0.11. Using the Cobb – Douglas type model, by applying formulae (3) we calculated the technology contribution ratios for 2017 to 2020 years.

TABLE - 3 CONTRIBUTION OF ICT TO TOURISM SECTOR DEVELOPMENT

Indicators	017	018	019	020 (plan)
Contribution of ICT, %	6.98	77.6	11.83	7.88
Share, %	56.3	85.8	45.3	30.2
Real Output Growth, %	12.4	90.4	26.1	26.1

Source: The author's estimations using E Views -9.

Having analyzed the data implemented and obtained results, the possible interpretation and explanation with the empirical literature review, the following conclusions are driven. As a result, we could say that ICT drives the economy and also effective ICT investments do have a positive impact on the economy and its branches.

Based on the analyses and evaluations driven from the current research, several policy recommendations can be suggested. In order to encourage sustainable economic development, governments and policy makers in Uzbekistan should put more emphasis on rising investment in mobile-phone sector, since this infrastructure is much cost effective and useful rather fixed line phones. Additionally, authorities are supposed to promote and increase ICT usage to penetrate internet use and broadband acceptance. To improve government management and increase efficiency in public-administration, the authorities should apply e-government. Moreover, they should encourage expanding of ICT usage in private business and organizations sectors as well

by several policy remedies for example: tax reductions, subsidy, improving e commerce and promoting public

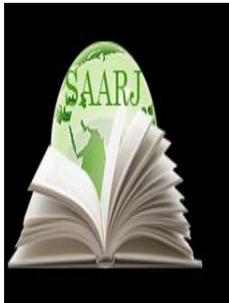
CONCLUSION

The obtained results based on the recent implications promises that the future direction of ICT can contribute to the economic growth more if relevant measures and steps are taken. Nowadays the ability to create, distribute and exploit knowledge has become a major source of competitive advantage, wealth creation and improvements in the quality of life. Some of the main features of this transformation are the growing impact of information and communications technologies (ICT) on the economy and on society.

Besides this, any technology implementation has a strong relation with human resource knowledge background. Therefore, education and training of tour operators will also take some time. Some suggestions could be made based on our research results. Nowadays in the conditions of increasing competition in industries especially in tourism sector, an implementation of modern information-communication technologies (ICT) in tourism sector boosts the competitiveness of firms, of small businesses and of private entrepreneurial entities, which makes possible to gather and process high volume of information for organizing strategic management.

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REPETITIONS EXPRESSING EMOTIONS IN ELIZABETHAN TRAGEDIES

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ABSTRACT

The article deals with the analysis of repetitions expressing emotions in Elizabethan tragedies. The chief use of repetition is to mark strong emotion and excitement of the characters. Repetition is essentially an emotional reflex, and it is as such that it chiefly occurs: even the more rhetorical emphatic use, where it is employed to draw attention to a particular word or phrase, is generally timed emotionally as well. Excitement, passion, bustle almost inevitably produce repetition, and dramatists who are rich in such qualities, like Shakespeare or Marston, are generally rich in repetitions

KEYWORDS: *Repetition, emotion, excitement, imagery, pathetic, rhetorical.*

INTRODUCTION

Repetition is essentially an emotional reflex, and it is as such that it chiefly occurs: even the more rhetorical emphatic use, where it is employed to draw attention to a particular word or phrase, is generally timed emotionally as well.

Excitement, passion, bustle almost inevitably produce repetition, and dramatists who are rich in such qualities, like Shakespeare or Marston, are generally rich in repetitions. But repetition is also a favorite effect for the sentimentally inclined — Heywood is a very good example.

Webster with the 56 repetitions and 19 reechoing of the **White Devil** attains once more to figures comparable with Shakespeare's, though still considerably smaller. Nor is this surprising; for, of all the playwrights of the great period of Elizabethan drama, Webster stands closest to Shakespeare in his style and method of working. He too combines the intense intimacy and realism that we find in Middleton also, with a feeling for beauty, and a richness of imagery that we find nowhere else outside Shakespeare. While most of the writers of the second, the greatest

period of Elizabethan drama, strove after forcefulness, achieving beauty more by accident, as it were, or through the slashing conviction and intensity of their imagery, Shakespeare, and Webster too, contrived to combine this forcefulness with the earlier Elizabethan or Renaissance love of beauty. Their imagery is beautiful in itself and it illuminates the most somber and terrible themes with a shining flame of loveliness.

Yet the similarity in Shakespeare's and Webster's use of repetition is not to be sought for primarily in figures and statistics — The **Duchess of Malfi** [3,118-220] has only 23 examples of repetition — an impossibly small number for Shakespeare — but rather in the quality of the repetitions and their life-giving power. It is not important that the proportion of dependent types in The **White Devil** is very similar to that in Shakespeare's mature tragedies - 17 out of 55, or just under 1/3, for the proportion of such types is fairly constant in Elizabethan tragedy, once we exclude the markedly rhetorical writers like Peele, Kyd and Marston who rise to a half and more, and the writers like Chapman, Tourneur and Massinger, who avoid repetition and confine themselves mainly to ejaculatory or independent types. And further, in The **Duchess of Malfi**, where Webster also restricts his use of repetition, the dependent types sink to 2 out of 23. Webster may even be said to differ from Shakespeare in the comparative rarity of the purely exclamatory types as against the imperative forms: in The **White Devil** the figures are 13 and 28, in The **Duchess of Malfi** 8 and 13 respectively; as a good many of the imperatives are of the type **come, come** and so, so, that might equally well be regarded as interjections, the difference between the two groups is not so great perhaps as it appears. The similarity with Shakespeare does not however lie so much in the types and forms employed, but in their function in the play.

As with Shakespeare, and no doubt in part because of their greater frequency, the repetitions appear heaped at points of emotional stress: the great quarrel scenes between Brachiano and his wife, between Victoria and Brachiano, the trial scene — the climax of the play —, the deaths of Marcello, Brachiano and Victoria. With few other playwrights besides Shakespeare and, as will be shown later, John Fletcher, do the repetitions come in such plainly marked rhythmic waves. Mostly, even when their purpose is to mark emotion, they do not come together in successive waves, but seem to be fairly evenly distributed over the body of the play. Even Marston, who in the frequency of his repetitions is second to none, does not save them up so markedly for the moments of supreme tension, does not, in short, use them to underline the rhythmic pulsation of the play as a whole. In The **Duchess of Malfi**, owing to the infrequency of repetitions, this pulsation is hardly to be observed, except in a certain concentration of examples, 5 in all, in the last scene.

Heywood's limitations - go, however, further than that: has no sense of personality either. A particularly good example : of that is in *The Rape of Lucrece* [5, 101-135], where Martius Scaevola and Horatius are respectively described as laughing, and blunt, yet remain entirely undifferentiated in their speech. Valerius marked by his comic songs, but in his conversation he resembles the others exactly. Heywood's characters have no individualities and there is no manner of differentiation to be observed in his repetitions. In *A Woman Killed with Kindness* all the characters use exactly the same melodies, except that a sort of climax is reached in the deathbed scene, where the pathetic effect is forced by slightly rhetorical touches. Heywood's whole interest is centered in the exploitation of the pathetic and in conveying static emotions, above all varying shades of grief. The types of repetition that he uses for these effects are the

ones, and he seldom goes beyond simple realism. Even in deathbed scene the climax is attained merely by a very simple use of thesis, as in Nan's answer, *sick, sick, oh sick!* V 5, or her imperative forms, *Tell me, oh, tell me, where Master Frankford? V 3, and Pardon me, Pardon oh, pardon me.* V 48, All the various types are put under contribution to enhance the pathos: there is, e. g. the faithful Nicholas's **Strike, strike, do strike; yet hear me!** III 56, and Frankford's **Rise, nay, rises, and I'll debate with thee.** IV v. 70, or the exclamation of the servant, **O mistress, mistress! My poor mistress!** V iv 23, Mountford's *Alas, alas! 'It's all trouble hath left me.* III I 24, and many other forms, But some types prove themselves more especially effective. As in *King Lear*, great play is made the apostrophe to achieve pathetic effects: here, excluding ashes of calling to a distance, there are 12 apostrophes — in *Lear* there are 9, **Romeo and Juliet** has 5, **Sophonisba** 7, while only Fletcher's *Bonduca* exceeds with 14; very few indeed the other plays considered here have as many as 4 even. The cry **O God, O God** stands out particularly clearly, used by various speakers no less than 4 times. Frankford's **Oh, Nan! Oh Nan!** IV v 80 is famous, but the most, obviously pathetic effect are the cries of the faithful servants — Nicholas's **O master, master, that Wendell is a villain!** III iii 54 and the collected household, **Oh, mistress, mistress! What have you done, mistress?** IV v54

The dependent types too are mainly used for pathetic emphasis. Mountford's **Here's a pawn, — My sister, my dear sister's** I 106, as he offers to sacrifice her to the hated Acton; Acton's **A poor, poor wench, to my great adversary Sister.** III I 103, as her beauty pierces his heart. Frankford's **I did indeed, witness my tears, I did.** IV v 79, as he reproaches his erring wife, Nicholas' **I'll tell my master, by this air, by this air. I will; Fall what may fall, I'll tell him.** III ii 24. These last examples with the repetition of a phrase, separated by heavy thesis, are especially characteristic of Heywood's style. Sometimes these phrases assume the force of a leitmotiv, punctuating a long speech, as in Mountford's exclamation of **By Acton freed!** IV I 91 ff. or Wendell's **I care not, I ...I care not, I...care not, I Why, what care I?** II III 136 ff, such forms occur in Heywood's other plays also, and are distributed irrespective of the characters that use them.

Of course, the repetitions in *A Woman Killed with Kindness* are not devoted entirely to pathos. A certain number are of that colloquial kind that by the use of phrases like *come, come, and no, no*, the calling for servants and so on creates a realistic background for the play. And *A Woman Killed with Kindness* is remarkably rich in genre scenes depicting the mirth of the servants' hall, where repetition is frequent in the confused cries of the company. Other examples are excited, like Mountford's cry, **so, well cast off! Aloft, aloft! Well flown!** I iii 1, at the hawking match, or mark surprise, as Shafto's **Sir Charles! A hand, a hand! At liberty?** II 21, But to what an extent the repetitions in this play are governed by the prevailing tone of sentimentality is seen when we compare it with Heywood's later, less pathetic works. Against the 76 repetitions of *A Woman Killed with Kindness*, *The Rape of Lucrece* (published 1608) has only 27, *The English Traveler* (published 1633) 24. Of the 76 repetitions in *A Woman Killed with Kindness* 33 at the least markedly sentimental. The reechoing, on the other hand, maintain a fairly constant level with 8 for *Lucrece* and 10 for *The English Traveler* [5, 208-271], of which latter, however, 6 are due to the mystifications of the comic under plot. A

Woman Killed with Kindness can thus hardly be taken as really typical of Heywood's manner. He belongs as regards the use of repetition rather to the party of Chapman, Jonson and Middleton than that of Shakespeare, Webster and Marston.

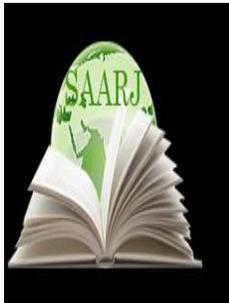
CONCLUSION

With the serious characters, though the repetitions are used to express quite complicated emotions, they seldom achieve a really personal note, nor, within the limits of a given character, is there any wide variety of harmonizing effects that suggest a character of some complexity.

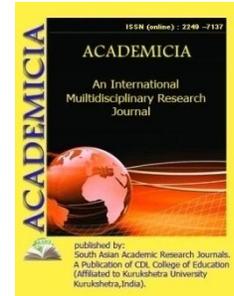
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INCREASING THE EFFICIENCY OF THE HOUSING AND COMMUNAL SERVICES SECTOR

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ABSTRACT

This article is given information about the establishment of the Ministry of Housing and Communal Services, the main directions of the organization of the system of storage and use of multi-apartment housing, the direct and indirect link between the housing and communal services sector and other sectors of the national economy and the main part of the housing stock. The lack of a comprehensive approach to the management and use of the multi-apartment housing stock hinders the further improvement of the system of quality and guaranteed utilities to the population and leads to justified protests from homeowners.

KEYWORDS: *Housing and communal services, organizer, Housing Fund, executive power.*

INTRODUCTION

The Ministry of Housing and Communal Services of Uzbekistan was established in accordance with the decree of President Sh.M.Mirziyoev dated on April 18, named "On measures to further improve the management of housing and communal service".

According to this decree, the purpose of the establishment of the Ministry is "to further improve the system of management and use of multi-apartment housing on the basis of close cooperation with housing and communal services, formation of an effective system for technical control over compliance with the rules of maintenance of apartment houses, to radically improve the provision of quality housing and communal services to the population", as well as to ensure the sustainable operation of homeowners associations.

Today, more than 4,000 private homeowners' associations operating in Uzbekistan serve more than 32,400 apartment buildings. Despite the steady growth of the population over the past period,

the level of housing has reached an average of 15.2 square meters per capita, up from 12.4 square meters in 1991.

However, based on the analysis of the current state of the housing and communal services sector, it was identified that there are a number of problems that need to be addressed urgently. Local executive authorities do not adequately coordinate the activities of private homeowners' associations and housing and communal services.

The lack of a comprehensive approach to the management and use of the multi-apartment housing stock hinders the further improvement of the system of quality and guaranteed utilities to the population and leads to justified protests from homeowners. Adequate control over the maintenance of the multi-apartment housing stock is not organized, and in many cases the requirements for the technical operation of the housing stock and the safe living of the population are violated. The rules and deadlines for the repair and restoration of buildings and structures are not followed, the demolition of old houses is not carried out, the condition of the areas adjacent to multi-apartment houses does not fully meet sanitary norms, rules and hygiene standards.

The population is not adequately provided with quality drinking water and central heating. According to the decree, the Ministry of Housing and Communal Services, including the Ministry of Housing and Communal Services of Karakalpakstan, regional departments of housing and communal services and the Tashkent city Main Department of Housing and Communal Services and its district (city) departments have been established.

The resolution named "On measures to further improve the system of storage and use of multi-apartment housing in 2017-2021" has been published by the President of the Republic of Uzbekistan. This decision is aimed at radically improving the technical condition of the multifamily housing stock and its rational use, carrying out repair and restoration work in a timely manner, was adopted in order to increase the efficiency of the housing and communal services sector, as well as to create the necessary conditions for further beautification of areas adjacent to multi-apartment houses.

The resolution defines the main directions of the organization of the system of storage and use of multi-apartment housing, which includes:

- Improving the living conditions of the population, timely and quality repair of engineering and communication systems and common infrastructure in multi-apartment houses, as well as landscaping of areas adjacent to the multi-apartment housing stock, implementation of measures aimed at the construction of children's and sports grounds there;
- implementation of comprehensive measures to create an effective vertical system of housing and communal services management, which will allow the use of the multi-apartment housing stock and the development of the market for its services;
- creation and strengthening of the material and technical base of housing and communal services, in particular, repair and restoration services, equipping them with modern equipment and providing them with qualified specialists.

Housing and communal services and all its operational activities should be aimed at meeting human needs and creating conditions for the realization of all its potential. This sector, while

consistently improving living conditions and ensuring the material and moral level of the servicemen, contributes to the growth of labor productivity in other sectors of the national economy and finally to the growth of overall production efficiency.

There are direct and indirect links between the housing and communal services sector and other sectors of the national economy. For example: gas and heat management is determined by the development of energy. This is due to the fact that heat and gas supply is an integral part of the structure of the country's energy supply and is aimed at meeting the needs of the population in electricity and industrial consumers.

On the other hand, the laws for the development of electricity and gas supply to consumers are formed through the development of the electricity and gas industries. The use of gas in industry and utilities contributes to the growth of labor productivity, leads to an increase in production capacity, a decrease in the effort required to produce the product, a reduction in fuel costs. In turn, the enterprises will provide the gas industry with equipment. This situation determines the strong economic ties between the gas industry and the urban industry.

The objective law of planned and proportional development in the national economy and the resulting system of planned economy, in the construction of new cities and the expansion of existing cities, housing and communal services will allow for integrated development.

The main part of the housing stock, all utilities and buildings that reflect the prosperity of our country are state property and the wealth of the people. This is due to the fact that general passenger transport, including municipal electric transport, which belongs to public utilities, is targeted, optimization of the cost part of the fuel and energy balance of the country based on the use of optimal volumes of various energy carriers (gas, heat, electricity) and the effective provision of capital investment in housing and communal services.

It follows that the sphere of housing and communal services is formed both on the basis of the influence of the general laws of the economy and on the influence of the gas industry, municipal services, energy and similar sectors of the national economy. It determines the appearance of features in the network, and studying and knowing them allows you to effectively solve the problems posed to it.

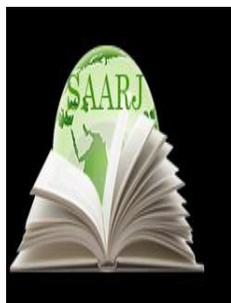
The development of the housing and communal services sector has a significant impact on the continuity of production of industrial enterprises and organizations. This is reflected in the provision of the necessary accommodation and clear transport to the workers. As a result, labor effort and time spent in the household are reduced. Thus, if the furnace heat supply is switched to a centralized heat supply, the free time required for workers to rest and develop will increase.

CONCLUSION

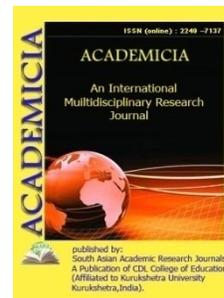
In short, the development of the housing and communal services sector and addressing important socio-economic issues, such as overcoming differences between rural living standards and the living standards of isolated group. Of course, this process does not mean equalizing the traditions, characteristics and needs of different regions. On the contrary, this process means taking full account of the features shown in order to meet the growing needs of the population equally.

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ANALYSIS OF FAMILY ECONOMIC AND SOCIAL INDICATORS

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ABSTRACT

The article analyzes the socio-economic indicators of families, as well as the importance and necessity of ensuring the economic stability of the family. The study of the characteristics of ensuring the economic stability of the family requires, first of all, a thorough study of the financial situation of the family. It is known that the family has a number of functions in society, one of the most important of which is related to its economic activity. Therefore, any family can become strong and become an active subject of socio-economic processes in society only if it solves domestic problems together and is economically self-sufficient.

KEYWORDS: *Family, socio-economic indicators of families, economic stability, household.*

INTRODUCTION

In our country, the socio-economic support of the family has risen to the state level, as evidenced by a number of measures aimed at its development. In particular, the President of the Republic Sh.M.Mirziyoev on February 27, 2020 in a video conference on measures to reduce poverty through the development of entrepreneurship highlighted the most important and urgent talks aimed at further development of the country, "« Young families need support, assistance and support. Social protection policy aimed at strengthening attention and care for both categories and well-off families will be continued at a new stage. 12-15% or 4-5 million people are poor, their daily income does not exceed 10-13 thousand soums, or a family has a car and livestock. but if a person is seriously ill, 70 per cent of the family's income goes to medical treatment, and the vital needs of the family, such as food, treatment, education and clothing, are met. »[1]

The study of the characteristics of ensuring the economic stability of the family requires, first of all, a thorough study of the financial situation of the family. The average salary in Uzbekistan in

January-March 2020 amounted to 2.5 million soums [2]. In some regions of the country, which is the object of research, it is 20% higher than in the country. Per capita income in the provinces increased by 4.5 times in 2020 compared to 2015, and expenditures by 4.52 times [3] It should be noted that today the majority of family expenses in the region, ie 53.9% were spent on food, 16.1% on services.

Today, science pays special attention to the study of the socio-economic foundations of the family, its socio-psychological and biological aspects. In the economic approach to the issue, the family is the basis of the household; it is the main link of the microeconomic system and is integrated into the macroeconomic system, i.e. the national economy.

It is known that the family has a number of functions in society, one of the most important of which is related to its economic activity. Therefore, any family can become strong and become an active subject of socio-economic processes in society only if it solves domestic problems together and is economically self-sufficient.

The family is the primary socio-economic unit of society, in which the population is re-established, children are brought up, and their movement from individuality to socialization is ensured. In addition, the family generates income and meets the material, economic and consumer needs of its members.

MATERIALS AND METHODS

The family plays an important economic role in the development of any society, because the people who make up society live in the family. Therefore, it is of scientific importance to study the socio-economic and demographic development of the family, ie its quantitative changes, the characteristics of the formation of income and expenses, the composition. As of January 1, 2020, there were 34538.3 thousand populations and 8489 thousand families in the Republic of Uzbekistan (Table 1).

TABLE 1 CHANGE IN THE COMPOSITION OF THE POPULATION LIVING IN THE REPUBLIC OF UZBEKISTAN IN 2015-2020

Republic and regions	2015	2016	2017	2018	2019	2020	2020/2015 % change	2020-2015 relative to the year' (+ -)
The Republic of Karakalpakstan	1763,1	1791,1	1817,5	1842,3	1869,8	1898,3	107.7	135.2
<i>provinces:</i>								
Andijan	2857,3	2910,5	2962,5	3011,7	3066,9	3127,7	109.4	270.4
Bukhara	1785,4	1815,2	1843,5	1870,2	1894,8	1923,9	107.7	138.5
Jizzakh	1250,1	1276,1	1301	1325	1352,4	1382,1	111	132
Kashkadarya	2958,9	3025,6	3088,8	3148,4	3213,1	3280,4	111	321.5
Navoi	913,2	927,9	942,8	958	979,5	997,1	109.1	83.9
Namangan	2554,2	2603,4	2652,4	2699,6	2752,9	2810,8	110	256.4
Samarkand	3514,8	3583,9	3651,7	3720,1	3798,9	3877,4	110.3	362.6
Surkhandarya	2358,3	2411,5	2462,3	2514,2	2569,9	2629,1	111.4	270.8
Syrdarya	777,1	790,6	803,1	815,9	829,9	846,3	109	69.2
Tashkent	2758,3	2794,1	2829,3	2861,2	2898,5	2941,9	107	183.6
Fergana	3444,9	3505,3	3564,8	3620,2	3683,3	3752	109	307.1
Khorezm	1715,6	1746,9	1776,7	1805	1835,7	1866,5	108.7	150.9
Tashkent city	2371,3	2393,2	2424,1	2464,9	2509,9	2571,7	108.4	200.4
Total	31022.5	31575.3	32120.5	32656.7	33255.5	345382.9	111.3	3515.8

The table was analyzed by the author.

The table shows that during 2015-2020, the total population of the regions of the Republic of Uzbekistan increased from 31022.5 thousand to 34538.3 thousand or 11.3%. During this period, the population growth rate in Samarkand, Jizzakh, Kashkadarya, Surkhandarya, Navoi, Namangan regions (110.-111.4%) was close to the national average. In some regions, the situation is lower than the national average. In particular, in the Republic of Karakalpakstan, Andijan, Bukhara, Syrdarya, Tashkent, Fergana, Khorezm and Tashkent (107.7-109.4%) the population growth rates were relatively low.

It should be noted that the number of families in Namangan, Andijan and Fergana regions increased from 668.4 thousand to 718.2 thousand or 107%, in Andijan region from 738.8 thousand to 801.9 thousand or 105%, in Fergana region from 945.8 thousand to 995.6 thousand or 105%. This situation is observed in all cities and districts of the region. Thus, the growth rate of the number of families in 2016-2020 will be in Markhamat, Pakhtaabad, Altynkul, Bulakbashi, Andijan, Ulugnor, Shahrikhan districts of Andijan region (101-128%), in Naryn, Namangan, Chartak, Turakurgan districts of Namangan region (101-141.5%). In the city of Kokand, Furkat, Toshloq, Yazyavan districts of Fergana region (109-112%) were higher, in other regions and districts the indicators were lower than the average.

TABLE 2 CHANGES IN THE NUMBER OF FAMILIES AND FAMILY MEMBERS IN NAMANGAN REGION IN 2016- 2020

Cities and districts	2016			2020			Change in 2020 compared to 2016, %		
	Total population, thousand	Number of families, thousand	Average number of family members	Total population, thousand	Number of families, thousand	Average number of family members	Total population	Number of families	Average number of family members
Cities:									
Namangan	590,2	145,2	4,1	632,6	165,8	3,8	107,2%	114,2%	93,9%
Districts:									
Mingbuloq	119	30	4,0	121,4	30,4	4,0	102,0%	101,3%	100,7%
Qosonsay	196	44,2	4,4	221,7	47,8	4,6	113,1%	108,1%	104,6%
Namangan	168,3	47,1	3,6	178	46,1	3,9	105,8%	97,9%	108,1%
Norin	147,3	32,4	4,5	163,8	42,7	3,8	111,2%	131,8%	84,4%
Pop	207	43,2	4,8	219	56,9	3,8	105,8%	131,7%	80,3%
Turakurgan	212	51,7	4,1	228,9	56,2	4,1	108,0%	108,7%	99,3%
Uychi	221,1	58,9	3,8	213,1	58,1	3,7	96,4%	98,6%	97,7%
Uchkurgon	162,4	42,7	3,8	172,1	44,7	3,9	106,0%	104,7%	101,2%
Chartak	184,2	33,6	5,5	198,1	44,7	4,4	107,5%	133,0%	80,8%
Chust	251	45	5,6	264,8	64,1	4,1	105,5%	142,4%	74,1%
Yangikurgan	205,4	57,4	3,6	217,2	63,3	3,4	105,7%	110,3%	95,9%
By region:	2663,9	631,4	4,2	2830,7	720,8	3,9	106,3%	114,2%	93,1%

The table is compiled by the author on the basis of data from the Namangan Regional Department of Mahalla and Family Support.

TABLE 3 CHANGES IN THE NUMBER OF FAMILIES AND FAMILY MEMBERS IN ANDIJAN REGION IN 2016-2020

Cities and districts	2016			2020			Change in 2020 compared to 2016, %		
	Total population, thousand	Number of families, thousand	Average number of family members	Total population, thousand	Number of families, thousand	Average number of family members	Total population	Number of families	Average number of family members
Cities:									
Andijon	421876	103.4	4.0	444.1	103.4	4.2	104	100	105
Asaka	306994	77425	3.9	323.1	81.1	3.9	105	104	100
Khamabad	40618	10272	3.9	42.5	11.0	3.9	105	107	100
Regions:									
Andijon	245968	61244	4.0	261.3	72.3	3.6	106	118	90
Baliqchi	189007	49640	3.8	199.3	52.1	3.8	105	105	100
Buloqbohi	135079	31572	4.2	141.9	36.4	3.9	105	116	93
Boz (Boston)	67833	17593	3.8	71.7	18.6	3.8	106	106	100
Jalaquduq	176472	45535	3.8	184.8	47.1	3.9	105	104	102
Izboskan	223052	57686	3.9	236.3	58.4	4.0	106	101	103
Ulug'nor	56193	14703	3.8	59.7	16.1	3.7	106	114	97
Qurghonteppe	203836	53270	3.8	214.8	54.1	3.9	105	101	103
Marxamat	163144	39977	4.1	172.6	44.6	3.9	105	112	95
Oltinkol	166636	48322	3.4	176.3	53.8	3.2	106	111	94
Paxtaobod	181255	48885	3.7	191.7	53.8	3.5	106	110	94
Khojaabad	103626	26840	3.9	109.3	26.0	4.2	106	97	108
Shahrixon	280922	59997	4.7	297.6	76.4	3.9	106	128	83
By region:	2962512	738884	4.0	3125.4	801.9	3.9	105	109	83

The table is compiled by the author on the basis of data from the Andijan Regional Department of Mahalla and Family Support.

The table is compiled by the author on the basis of data from the Andijan Regional Department of Mahalla and Family Support.

Comparative analysis shows that the rate of increase in the number of families in the period under review was higher than the total population. That is, the average annual growth rate of the total population during this period was 103%, and that of families was 106%. The main reason for this is the high proportion of people of marriageable age in the total population, and the tendency of young people to live separately from their parents. In recent years, the average size of families in Andijan region has also changed. For example, in 2016, the average family size in the province, ie the average number of family members, was 3.9 people, while by 2020 this figure was 3.8, or a decrease of 2.6%.

If we look at the analysis of this amount by region, we can see that Shahrihan (28.0%), Markhamat (12.0%), Ulugnor (14%) and Andijan (18.0%) of Andijan region, Yazyovon (112%), Tashlak (109%) of Fergana region, Namangan region InNaryn (112%), Kasan (117% 0, and Chartak (145.5%) districts, the rate has changed more than the regional average, which is explained by a decrease in the number of fourth, fifth, sixth and subsequent births in the family.

Cities and districts	2016			2020			Change in 2020 compared to 2016, %		
	Total population, thousand	Number of families, thousand	Average number of family members	Total population, thousand	Number of families, thousand	Average number of family members			Total population, thousand
Cities:									
Fergana	283.1	88.3	3.2	290.1	90.7	3.2	102	103	100
Margilan	217.5	52.5	4.1	234.9	54.7	4.3	108	104	105
Kokand	245.6	58.6	4.1	253.6	64.2	4.0	103	110	97
Quvasoy	91.2	25.8	3.5	92.9	26.6	3.5	101	103	100
Regions:									
Beshariq	272.6	86.2	3.2	290.1	90.7	3.2	106	105	100
Baghdad	213.7	54.8	3.9	234.9	54.7	4.3	110	99	100
Buvoyda	241.1	63.0	3.8	253.6	64.2	3.9	105	102	103
Dangara	88.3	25.5	3.4	92.9	26.6	3.5	104	104	103
Yozyovon	216.1	48.4	4.4	227.5	54.4	4.2	105	112	95
Quva	212	55.1	3.8	216.2	58.0	3.7	102	105	97
Altariq	203.5	52.7	3.8	228.7	56.1	4.0	112	106	105
Qoshtepa	162	430	3.7	174.3	46.3	3.8	108	107	103
Rishton	107.5	26.7	4.0	110.9	27.8	3.9	103	104	98
Sox	225.2	57.9	3.9	255.9	63.0	4.0	114	109	103
Toshloq	203	54.8	3.7	213.2	59.6	3.6	105	109	97

The economic stability of a family depends on its income level. In a market economy, there have been a number of changes in the structure of family income:

First, the forms of income have changed, ie traditional incomes (salaries, pensions, allowances, stipends) have been added to income from entrepreneurial activities, property, real estate, securities, foreign currency;

Second, the quantitative and qualitative components of income have changed, such as real disposable income, accumulation and distribution ratio, income deficit, subsistence level, poverty rate, purchasing power of family income;

Third, new areas of income use have been added: mandatory payments and fees, costs for the purchase of foreign currency, securities, personal property, investments in commercial banks.

It should be noted that the higher the level of family income, the more opportunities there are to meet its basic needs, maintain health, organize recreation, get information, spend their free time in a cultural way.

In 2020, the per capita income of family members in Andijan region amounted to 390082.8 thousand soums. However, during this period in the republic this amount amounted to 284651.9 thousand soums. In the context of market relations, per capita income is growing.

TABLE5 CHANGES IN PER CAPITA INCOME OF FAMILY MEMBERS IN ANDIJAN REGION IN 2016-2020 * (THOUSAND SOUMS)

Cities and districts	Years					Changein 2020 compared to 2016	
	2016	2017	2018	2019	2020	+,-	%
Cities:							
Andijon	2961.2	3257.3	3833.8	10926.4	11691.3	8730.1	394.8
Asaka	340.2	374.2	440.4	1255.2	1343.1	1002.9	394.8
Khanabad	193.4	212.7	250.3	713.5	763.4	570.0	394.7
Regions:							
Andijon	600.7	660.8	777.8	2216.6	2371.8	1771.1	394.8
Asaka	807.0	887.7	1044.8	2977.7	3186.2	2379.2	394.8
Baliqchi	513.2	564.5	664.4	1893.6	2026.1	1512.9	394.8
Buloqboshi	166.8	315.5	371.3	1058.3	1132.4	965.6	678.9
Bo'z	286.8	183.5	216.0	615.5	658.6	371.8	229.6
Jalalquduq	493.6	543	639.1	1821.5	1949.0	1455.4	394.8
Izboskan	613.6	675	794.5	2264.3	2422.8	1809.2	394.8
Ulug'nor	133.4	146.7	172.7	492.1	526.5	393.1	394.7
Qurghonteppe	514.6	566.1	666.3	1899.0	2031.9	1517.3	394.8
Markhamat	440.2	484.2	569.9	1624.2	1737.9	1297.7	394.8
Oltinkol	400.2	440.2	518.1	1476.6	1580.0	7179.8	394.8
Paxtaobod	380.2	418.2	492.2	1402.8	1501.0	-	394.8
Khojaabad	273.5	300.9	354.2	1009.4	1080.0	806,5	394.9
Shahrixon	1120.4	1236.6	1455.5	4148.1	4438,5	3318.1	396.2
By region:	9898.5	10888.8	12816,1	36525,9	39082,8	29184,3	394,8

The table numbers were calculated by the author on the basis of data from the Main Department of Statistics of Andijan region.

As can be seen from the table, during 2016-2020, the per capita income in the region increased from 9898.5 thousand soums to 39082.8 thousand soums or 3.9 times. During this period, the growth rate of cash income was peculiar to the cities and districts of the region. In particular, the cities of Andijan, Asaka and Andijan, Balikchi, Bulakbashi, Boz, Jalaquduq, Izbaskan, Ulugnor, Marhamat, Pakhtaabad, Khojaabad districts are close to the regional average, and in Bulakbashi district is much higher than the regional average.

It should be noted that in 2020, the highest per capita income in the region was recorded in Andijan (11691.3 thousand soums), Shahrihan (4438.5 thousand soums), Asaka (4438.5 thousand soums) districts. The main reasons for this are the expansion of entrepreneurial activity in these areas. At the same time, compared to other regions of the region, new industrial enterprises have been established in these areas. Therefore, in order to increase the real income of the population, it is necessary to pay special attention to the expansion of entrepreneurial activity and the establishment of real sector enterprises. The formation of family income in Andijan region has its own characteristics.

TABLE 6 CHANGES IN THE STRUCTURE OF FAMILY INCOME IN ANDIJAN REGION 2016-2020 *, %

Indicators	Years					In 2020 compared to 2016 (+, -)
	2016	2017	2018	2019	2020	
Gross income	100,0	100,0	100,0	100,0	100,0	-
Cash income	82,4	83,8	84,5	85,5	86,5	4,1
including:						
Salary	28,2	29,0	29,4	29,7	30,0	1,8
Income from business activities	12,9	15,1	15,4	18,1	19,4	6,5
Income from personal subsidiary plots	17,8	17,7	17,0	15,3	12,8	-5,1
Social transfers	15,5	16,0	16,7	16,9	17,2	1,7
Financial assistance from relatives	5,2	4,2	4,1	3,1	2,8	-2,4
Income from property	1,3	1,2	1,1	1,5	1,9	0,6
Credit, loans	1,4	0,5	0,6	0,9	1,4	0
Other cash income	0,1	0,1	-	-	-	-0,1
Income in kind	17,6	16,2	15,5	14,5	13,5	-4,1

The table is based on the data of the Main Department of Statistics of Andijan region.

The table shows that in 2020, 86.5% of the total family income in the region was cash income, the remaining 13.5% was income in kind. However, the change in family income during the period under analysis was not uniform. Thus, during 2016-2020, the share of cash income in the structure of family income increased from 82.4% to 86.5% or 4.1 points, while the share of income in kind increased from 17.6% to 13.5% or 4.1 points. decreased.

The increase in the share of monetary income in the structure of family income depends on the sources of its formation. That is, in the period under review, from 28.2% to 30.0% of wages, from 12.9% to 19.4% of business income, from 15.5% to 17.2% of social transfers, from property income 1, An increase from 3% to 1.9% led to an increase in the share of cash income in gross income. At the same time, the analysis of family income in the analyzed period showed that the income from personal subsistence farms decreased from 17.8% to 12.8%, financial assistance from relatives decreased from 5.2% to 2.8%, loans, loans (1.4%).) showed no change.

The survey was conducted in Andijan region to determine the income of families in the districts. The survey results are presented in Table 7.

TABLE 7 MONTHLY INDICATORS OF FAMILY INCOME IN THE DISTRICTS OF ANDIJAN REGION, %

Indicators	Regions				Average
	Pakhtaabad	Izbaskan	Andijan	Altynkul	
Upto 0-400 thousand soums	21,4	22,9	21,3	23,6	22,3
400-800 thousand soums	20,6	18,2	21,8	18,3	19,7
800-1200 thousand soums	26,2	25,3	19,8	17,8	22,3
1200-1800 thousand soums	18,4	19,1	22,3	26,4	21,6
Morethan 1800 thousand soums	13,2	14,5	14,8	13,9	14,1
Total.	100,0	100,0	100,0	100,0	100,0

The table is based on the results of a sociological study conducted by the author.

When we asked respondents in a sociological survey, "What is the monthly income of your family?", 21.4% of families living in Pakhtaabad district, 22.9% in Izbaskan district, 21.3% in Andijan district, 23 in Altynkul district. , 6% to 800 thousand soums. In addition, 20.6% of families living in Pakhtaabad district, 18.2% in Izbaskan district, 21.8% in Andijan district, 18.3% in Altynkul district live in Pakhtaabad district with a monthly income of 400-800 thousand soums. 18.4% of families, Izbaskan district - 19.1%, Andijan district - 22.3%, Altynkul district - 26.4% to 1200-1800 thousand soums, 13.2% of families living in Pakhtaabad district, Izbaskan in Andijan district - 14.5%, in Andijan district - 14.8%, in Altynkul district - 13.9% - more than 1800 thousand soums. In the districts surveyed, the average monthly income of families with a monthly income of more than 1,800,000 soums was 14.1%.

The survey was conducted to determine the sources of income of families in the districts of Andijan region. It should be noted that according to the results of the survey, the share of paid income of families is high in Andijan and Altynkul districts, and the share of natural income in Pakhtaabad and Izbaskan districts.

Wages, income from entrepreneurship, and social transfers, which are the main factors influencing the economic stability of families, were close to the regional average. It should be noted that there is a significant difference between the incomes of urban and rural families. That is, in 2020, in the structure of income of urban families in the region, wages and income from entrepreneurship accounted for almost 85.0% of the budget of urban families, and 77.3% in rural families. Factors such as the well-developed industry in urban areas, the almost uninterrupted payment of wages in industrial enterprises, the abundance of opportunities for entrepreneurship have ensured a relatively high share of wages and business income in the cash income of urban families.

It is known that the main part of the income of rural families is the income from the sale of products grown on the farm. The analysis shows that in 2016, the share of income from land in the structure of rural family income in the region was 25.9%, wages 39.3%, social transfers

28.7%, and in 2007 these figures were 55.6%, respectively. %; Were 17.0% and 10.3%, respectively. In other words, during the period under review, the share of income from horticulture increased by 29.7 points (2.14 times), while wages decreased by 22.3 points, social transfers - by 18.4 points.

Thus, in Andijan region, family income is formed depending on the impact of economic reforms and the general state of the economy. As a result of the transition to market relations, new types of family income have emerged in the region, which consisted mainly of income from entrepreneurship, income from property, employment in market enterprises. It should be noted that before the economic reforms, wages accounted for 90.0% of family income. Today (2020) this figure is 30.0% in the region.

The following factors contributed to the decrease in the share of wages in the structure of family income:

Decrease in real output as a result of structural changes in the economy;

Changes in the structure of employment due to the formation of property relations;

The emergence of the shadow economy;

RESULT

In general, in the world experience, in a developing economy, the share of expenditures on food products decreases with the growth of per capita income. This, in turn, indicates an increase in the economic well-being of families living in the region.

Thus, in the context of the new economic relations, the analysis of the dynamics of per capita income and expenditure of family members in Andijan region shows that income exceeds expenditure. At the same time, the ratio between a family's income and expenses is in many ways an indicator of its well-being.

Thus, the ratio of income and expenses in the region in 2016 amounted to 9898.5: 9553.1 thousand soums; in 2020 this amount was 39082.8: 37648.8. This shows that the economic stability of families in Andijan region is becoming increasingly important.

Improving the living conditions of the family and each of its members, expanding educational opportunities, improving their health, increasing their capacity to participate in socially useful work as a labor force are among the priorities of the social policy of our state. In this sense, the first and foremost task of ensuring the protection of the family is related to the development of man, his role and prestige in the family and society. Consequently, the humanity of a society is assessed not by how high the economic potential of a country is, but by the fact that this potential is focused on the well-being and all-round development of everyone.

DISCUSSION

It should be noted that the region annually allocates a certain amount of funds from the state budget for social support of families, especially low-income families. This assistance has played an important role in ensuring the economic stability of families during the transition period.

Distribution of social payments to families in Andijan region * (billion soums)

	(city)	Years					2020/2016%	Years					2020/2016%
		2016	2017	2018	2019	2020		2016	2017	2018	2019	2020	
1	Andijan city	42181	43247	44689	48436	42848	102%	4047	4047	4827	6031	6713	166%
2	Khanabad city	3662	3803	3990	4457	4176	114%	256	256	323	398	450	176%
3	Qorasuv city	3309	3431	3566	3994	3703	112%	258	258	313	427	465	180%
4	Andijon	23474	24418	25672	28739	26554	113%	2087	2087	2514	3105	3490	167%
5	Asaka	28364	29370	30783	34079	31735	112%	2211	2211	2739	3383	3825	173%
6	Baliqchi	17891	18634	19508	21898	20587	115%	1505	1505	1769	2178	2331	155%
7	Bulaqbashi	13167	13593	14240	15946	14763	112%	1251	1251	1356	1624	1750	140%
8	Boz	6202	6504	6832	7734	7220	116%	505	505	602	736	809	160%
9	Jalaquduq	17417	18178	19201	21681	20613	118%	1187	1187	1412	1737	1928	162%
10	Izbosakan	21370	22410	23529	25775	24821	116%	1790	1790	2015	2484	2828	158%
11	Marhamat	16577	17045	17818	19699	18661	113%	1257	1257	1424	1679	1810	144%
12	Oltinkol	15931	16661	17478	19509	18446	116%	1285	1285	1474	1800	1933	150%
13	Paxtaobod	17073	17854	18740	21257	19886	116%	1367	1367	1601	2095	2358	172%
14	Ulug'nor	4934	5171	5553	6464	6098	124%	332	332	409	554	617	186%
15	Khojaabad	10714	11156	11802	13133	12377	116%	895	895	1028	1261	1371	153%
16	Shahrixon	25656	26593	27980	31354	28981	113%	2190	2190	2673	3361	3712	169%
17	Qurgontepa	15529	16176	17087	19175	18247	118%	1111	1111	1299	1632	1789	161%
Total in the region:		283451	294244	308468	343330	319716	113%	23534	23534	27778	34485	38179	162%

The table is based on the data of the Main Department of Statistics of Andijan region.

As can be seen from the table, during 2016-2020, the amount of social payments to families in Andijan, Namangan and Fergana regions increased year by year and pension payments increased from 283.4 billion soums to 319.7 billion soums or 113%, and total benefits from 25.5 billion soums to 38.1 billion soums or 162 increased by%. In Namangan region, pension payments increased from 726.4 billion soums to 1310.4 billion soums or 180.4%, and pension payments increased from 40.5 billion soums to 62.1 billion soums or 153.4%. In Fergana region, the indicators of these regions have also changed. The growth trend of social payments was observed in all cities and districts of the provinces. In particular, the growth rate of pension payments is higher than the regional average in Andijan, Khanabad, Karasuv, Ulugnor, Asaka, Shahrihan, Pakhtaabad districts (163-180%), in Bulakbashi, Boz, Izbaskan, Marhamat, Altynkul, Kurgantepa districts (140-161%). which was low. If we want to determine the reasons for the increase in pensions from year to year:

First, the natural population growth is determined by a sharp increase compared to other regions and districts;

Secondly, as a result of the lack of manufacturing enterprises as a result of high natural population growth;

Thirdly, despite the existence of manufacturing enterprises, workers and employees are not currently specialists in charge of the student;

Fourth, there is an increase in the number of low-income and breadwinners in the general population.

Distribution of social benefits to families in Namangan region * (billion soums)

Cities and regions	Pension						Retirement					
	Years					2020/ 2016, %	Years					2020/ 2016, %
	2016	2017	2018	2019	2020		2016	2017	2018	2019	2020	
Cities:												
Namangan	26,1	26,8	27,4	28,2	32,4	124,1%	3 914	4 012	4 215	4 784	6 077	155,3%
Regions:												
Mingbuloq	66,2	76,3	93,7	112,4	101,6	153,5%	6,4	7,3	9,2	13,9	13,1	204,7%
Qosonsay	66,2	76,3	93,7	112,4	101,6	153,5%	6,4	7,3	9,2	13,9	13,1	204,7%
Namangan	46,2	71,6	90,5	117,5	149,5	323,6%	2,5	2,9	4,1	6,3	8,3	332,0%
Norin	48,4	72,8	91,2	118,8	150,1	310,1%	2,7	3,2	4,7	7,7	9,6	355,6%
Pop	48,2	72,7	90,9	118,1	150,9	313,1%	3,2	3,8	5,5	8,9	11,1	346,9%
Turakurgan	51,2	74,3	95,3	122,1	157,2	307,0%	3,5	3,8	5,7	8,1	10,2	291,4%
Uychi	12,3	69,6	100,1	119,2	96,6	785,4%	2,177	4,998	7,845	13,186	10	459,3%
Uchkurgon	162,4	42,7	38,0	172,1	44,7	27,5%	106	104,8	100	162,4	42,7	40,3%
Chartak	57,2	76,1	103,2	112,6	113,8	199,0%	1,8	2,9	4,3	5,8	8,1	450,0%
Chust	74,0	98,3	100,3	109,4	110,5	149,3%	2,1	2,4	3,6	5,8	7,2	342,9%
Yangikurgan	68,0	90,3	92,2	100,5	101,5	149,3%	2,6	3	4,5	7,3	9,1	350,0%
By region:	726,4	847,76	1016,5	1343,3	1310,44	180,4%	40,5	41,8	43,7	50,4	62,1	153,4%

The table is based on the data of the Main Department of Statistics of Namangan region.

At the same time, the change in the amount of benefits in the analyzed period was also peculiar, and the highest rates of increase in the amount of benefits were recorded in Andijan, Karasuv, Asaka districts.

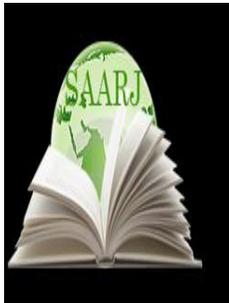
CONCLUSION

Thus, in the context of deepening economic reforms in Andijan region, due to the special attention paid to targeted social protection of families, the amount of social payments and financial assistance provided to them by the budget and local governments has been steadily increasing. As a result, the share of low-income families in the total number of families in the region has sharply decreased. Therefore, a sociological survey was conducted to determine the economic status of families in the districts of Andijan region. When we study the types of urban and rural families, the economically stable families in the districts average 13.7% in urban areas, 13.8% in rural areas, 34.7% in urban areas, 32.2% in rural areas, and 47% in low-income families in urban areas. 6%, in rural areas - 49.8%, vulnerable families in urban areas - 4.0%, in rural areas - 4.2%. At the same time, given that the increase in the economic well-being of families in the region depends on the employment of each able-bodied member of the family, we will focus on it in our next articles.

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BUILDING AN ELECTRONIC DOCUMENT MANAGEMENT SYSTEM RAILWAY AUTOMATION AND TELEMECHANICS

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ABSTRACT

The article provides more information about a new method of controlling automation devices. The process sequence is considered as a function of the software part of the system. An automated system for replacing devices and an electronic document management system are proposed. In this process, the names of each device are obtained through a single data source. Information about each device is entered into the database and their control is automated by the personal code of each device. An easy and reliable system will be created for all employees. This process significantly increases the maintenance of automation devices.

KEYWORDS: *Software module, technological structure, document, server, exchange, replacement of devices, database, client program, monitoring and accounting.*

INTRODUCTION

Electronic document management systems are a powerful means of increasing labor productivity and the quality of work performed in the creation and design of new equipment. They play an important role in the development and implementation of systems of railway automation and telemechanics (SRAT), both existing and new generations.

The main results of the work are implemented in the software module “Automated system of accounting and control of railway automation and telemechanics devices” (ASA-CRAT).

The electronic document management system increases the speed of decision-making due to a sufficient amount of information and reducing the time for processing documents.

In modern conditions, the following trends are observed in the development of electronic document management of SRAT: expansion of functionality, increased requirements for information security, reduction of time for processing technical documentation, etc. These new qualities of electronic document management systems can be achieved through the use of modern techniques and information systems.

The use of information and communication technologies allows to significantly expand the channels of interaction of the automation service with the involved organizations, thereby contributing to the strengthening of cooperation between enterprises based on mutual understanding, taking into account the interests of each.

METHODS

Allowing organizing technological work of control and accounting of devices of railway automation and telemechanics using ASA-CRAT

The proposed technological structure takes into account the possibilities of existing communication lines, data transmission technologies. The database of control and accounting of railway automation and telemechanics devices is organized on the ASA-CRAT server. In turn, the ASA-CRAT server interacts with the database.

It should be borne in mind that the traditional paper flow of control and accounting of railway automation and telemechanics devices will not soon lose its importance — in the coming years, important documents will still be published, approved and delivered in paper form.

Nevertheless, there are (and a number of organizations are already operating) integrated paper-electronic technologies, in which control and accounting of railway automation and telemechanics devices is carried out in electronic form, and it is with an electronic copy that work is going on, and a paper copy is transmitted in the usual way.

Electronic document flow for control and accounting of railway automation and telemechanics devices in the form of ASA-CRAT can significantly increase the efficiency of the automation and telemechanics service, and enterprises associated with this document flow.

Informational paperless technologies for control and accounting of railway automation and telemechanics devices facilitate the process of managing all flows of equipment. They form the backbone of solutions that provide automated and centralized exchange of equipment information and extract only the information you need from all available sources.

From a technological point of view, ASA-CRAT is an integration system that covers office work, control and accounting of railway automation and telemechanics devices, and connects them with the external environment of electronic exchange.

Experience shows that the modern scope of work on the construction and repair of railways is no longer conceivable without the use of information technology. Paper carriers do not allow fast data exchange, accumulation, processing and analysis of information. Obviously, most of the work (especially well-algorithmic) performed by a person can be transferred to a computer. Currently, in connection with the organization of the association of factories producing signaling equipment for railway transport, the task of allocating resources to ensure timely and high-quality implementation of plans for overhaul, capital construction and operation of signaling devices becomes especially urgent. Such a task can be performed on the basis of databases of

technical documentation generated in the distances of automation and telemechanics in electronic form using the set of tasks “Automated system of accounting and control of railway automation and telemechanics devices”.

RESULTS

ASA-CRAT is intended for automation of accounting and control of devices for railway automation and telemechanics, as well as for planning the work of a repair and technological section and forming various options for replacement cards for devices.

The program is used in the distances of railway automation and telemechanics.

The main functions of the program:

Creation and maintenance of a database, including passports of specific devices and information about the place of their installation;

Tracking the movement of devices in connection with periodic replacements, write-offs, receipts, etc.;

Planning the replacement of devices with the issuance of technologically necessary information;

Monitoring the implementation of plans for the replacement of devices;

Analysis of failures of devices for signaling, centralization and blocking devices;

Planning the work of repair and technological areas;

Issuance of output documents, the ability to search for devices in the database for arbitrary requests.

ASA-CRAT is, on the one hand, an extensive database that stores complete information about the installed equipment, including its history. On the other hand, ASA-CRAT is a client part that works with this database and implements the needs of various services. For accounting of devices and their timely replacement at distances, ASA-CRAT is used. This is an automated record of the replacement and movement of equipment. The main functions of ASA-CRAT are: creation and maintenance of a database, including passports of specific devices and information about the place of their installation; tracking the movement of devices in connection with periodic replacements, write-offs, receipts, etc.; planning the replacement of devices with the issuance of technologically necessary information; monitoring the implementation of plans for replacing devices; analysis of instrument failures caused by RTA; planning the work of RTA sites; issuance of output documents, the ability to search for devices in the database for arbitrary request.

DISCUSSION

The purpose of the ASA-CRAT is to increase the efficiency of the processes of maintaining a database for monitoring and accounting for railway automation and telemechanics devices, maintaining signaling, centralization and blocking at the station and remote level of management of the economy through the use of computer technologies for its receipt, storage and processing.

The client program is a very important link in this project. It plays the role of a means of input, output, search and grouping of information. It is with this program that users work, it is she who should be the result of design thought; simple, attractive and also ergonomic.

Registration of devices is carried out in several stages. The required fields are filled in. After that, the device is added to a specially specified department.

The executors, in turn, receive a message in the “Orders” tab, which is located above.

In this window, you can search for devices that are stored in the database and associated with the workflow process. For example, in order to find a device, select the “Search” tab, the serial number of the device, click “OK”, we open a table with data, where we see all dates.

Printing is performed by clicking the menu items Document — > Print Settings; Preview; Print. Fig.

Devices replacement information (SCB)

The information window on replacing signaling devices is shown in fig.1.

ID	Раздел	Место	Адрес	Наименование по схеме	Дата проверки	Срок
186	Служба 11	2/4	11	ПС-220	01.02.2015	3 мес
187	Служба 11	20/22	14	ПС-220	01.02.2015	3 мес
188	Служба 11	М4	21	М4	01.03.2013	5 мес
189	Служба 11	20/22СП1	31	СП49	01.04.2016	15 мес
190	Служба 11	2С1	34	СП49	01.04.2016	15 мес
200	Служба 11	СТР2	13	С	01.04.2016	15 мес
201	Служба 11	СТР20	13	С	01.04.2016	15 мес
202	Служба 11	СТР4	43	С	01.04.2016	15 мес
203	Служба 11	СТР2	53	С	01.04.2016	15 мес
204	Служба 11	М4	22	М401	01.12.2005	10 мес
205	Служба 11	СТР20/22	33	МСД	01.01.2013	15 мес
206	Служба 11	СТР24	42	МСД	01.01.2013	15 мес
207	Служба 11	М4	23	М401		
208	Служба 11	М4	24	М4		
209	Служба 11	СП6		ПП15А	01.03.2016	
210	Служба 11	СХ		ПП25А	01.08.2015	
211	Служба 11	МСД		ПП5А	01.03.2016	
212	Служба 11	СМ1		ПП5-3А	01.04.2013	
213	Служба 11	М4		ПП10-3А	01.09.2015	
214	Служба 11	М4		ПП14-3А	01.09.2015	

Fig.1 Window for selecting executors

Device search window

The information window of the search for signaling devices is shown in Fig. 2.

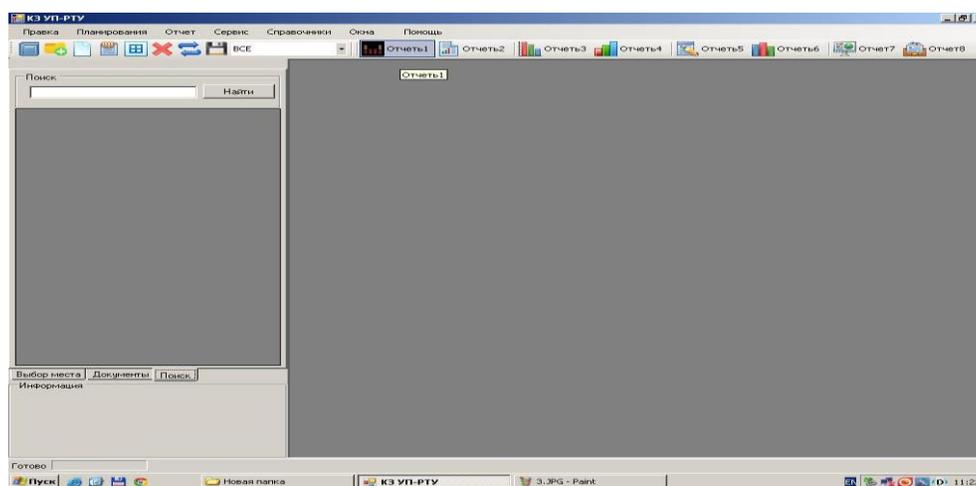
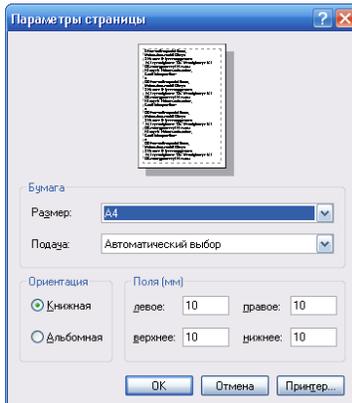


Fig.2 Responsible selection window

Print settings



Print.

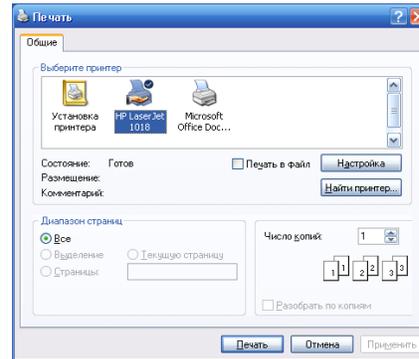


Fig.3 Dialogues and stamps

This selection shows a graph report that you can print. This concludes the overview of the main functions implemented in this program.

CONCLUSION

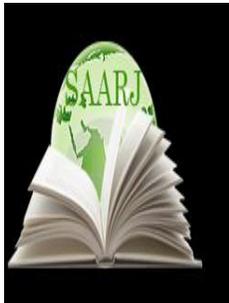
The client program has also successfully passed the launch procedure on the above platforms. To check the correctness of the document flow process in the program, several tests were developed: multiple client connections to the server (50 clients were connected in different network nodes, while a serious slowdown in the exchange of requests was not noticed); explore total practicable feature (all required documents that meet the request criteria were issued); cleaning of temporary files on the client computer using tools built into the client program (files were deleted in the normal mode, the deletion of files occupied by the system was postponed); document printing (all required documents were printed in accordance with the requirements on all installed printers in the system).

The new system makes it easier to control devices. Through this system it is possible to receive continuous information about the system. As a result, automatic control of automation devices is provided.

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INTERACTION OF PRE-TRIAL PROCEEDINGS BODIES IN THE FIGHT AGAINST ILLICIT TRAFFICKING IN NARCOTIC DRUGS AND PSYCHOTROPIC SUBSTANCES: PROBLEMS AND SOLUTIONS

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ABSTRACT

Problems that arise when organizing interaction in the disclosure and investigation of crimes related to the illicit trafficking in narcotic drugs and psychotropic substances are considered in this article. The features of the coordination of the actions of the pre-trial proceedings bodies in the fight against crime are given. Suggestions and recommendations are made to improve the efficiency of the organization of interaction between the pre-trial proceedings bodies.

KEYWORDS: *Interaction, Pre-Trial Proceedings Bodies, Combating Crime, Illicit Trafficking In Narcotic Drugs, Psychotropic Substances, And Precursor.*

INTRODUCTION

An analysis of statistical studies of the problems of combating crimes related to the illicit trafficking in narcotic drugs and psychotropic substances in the world shows that the growth rates of this type of crime have reached a scale that directly threatens the foundations of society and the nation's health.

Thus, according to the National Information and Analytical Center on Drug Control (NCDC), in 2019, law enforcement agencies of the Republic of Uzbekistan detected over 330 drug-related crimes and seized more than 377 kilograms of drugs.

According to the United Nations Office on Drugs and Crime, 900 tons of opium and 375 tons of heroin's are smuggled out of Afghanistan every year. The market for the production of the world's most destructive drug is estimated at \$65 billion. In Europe alone, the turnover of the drug business exceeds \$120 billion per year.

Globally, this is about 8% of the volume of the global trade for the underworld: 15 million drug addicts depend on it. It takes up to 100 thousand human lives a year, affects the unprecedentedly high rates of HIV infection and, is not least a source of funding for criminal groups, including terrorist ones.

Today, there is not only an increase in the number of drug addicts, but also an increase in the activation of drugs traffickers, an ever-increasing internationalization of the drug business. The problem of non-medical consumption of narcotic drugs, psychotropic, toxic substances remains relevant for most countries of the world, including this phenomenon, has not spared Uzbekistan.

The legal basis of our state policy in control, circulation of narcotic drugs, psychotropic substances or their analogs and countering their illegal circulation is the Law of the Republic of Uzbekistan of August 19, 1999 “On narcotic drugs and psychotropic substances”.

This law reflects the main provisions of such international legal norms for combating illicit trafficking in narcotic drugs and psychotropic substances, such as the United Nations Single Convention on Narcotic Drugs of 1961, the UN Convention of 1971 On Psychotropic Substances, the UN Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances, adopted in 1988, etc.

Several laws of the Republic of Uzbekistan regulate responsibility for the illicit trafficking in narcotic drugs, psychotropic substances, the competence of bodies exercising management and control in trafficking in narcotic drugs, psychotropic substances and precursors, etc.

Following the Law of the Republic of Uzbekistan “On introducing amendments and addenda to the Criminal Code of the Republic of Uzbekistan”, the liability of persons who have committed crimes related to the illegal trafficking in narcotic drugs and psychotropic substances has been liberalized by introducing a special norm on the exemption from punishment in the criminal law, if a person voluntarily surrendered to the authorities or surrendered narcotic drugs or psychotropic substances – part 1 of Article 273 of the Criminal Code of the Republic of Uzbekistan.

It should be emphasized that the internal affairs bodies take an active part in this work and, within their competence, carry out activities to take control over the circulation of narcotic drugs, psychotropic substances and their precursors, issue licensing documents, as well as carry out inspections for compliance with licensing requirements and conditions under the law. According to Article 4 of the Law of the Republic of Uzbekistan “On the Internal Affairs Bodies”, among the main areas of activity, control in the sphere of circulation of narcotic drugs, psychotropic substances and their precursors is separately indicated.

Despite the creation of conditions for combating such crimes, the number of criminal acts related to the illegal circulation of narcotic drugs and psychotropic substances is constantly growing.

Unfortunately, substance use is most prevalent among young people, especially between the ages of 18 to 25, and it is the health of young people that suffers the most from the associated consequences.

Of course, this situation is associated with the ineffective organization of departmental and interdepartmental interaction, including in the exchange of operational information between the authorized bodies of pre-trial proceedings.

The President of Uzbekistan, Shavkat Mirziyoyev, at the videoconference on a critical analysis of the activities of the internal affairs bodies, pointed out serious shortcomings, emphasizing that in criminal investigation activities, the interaction between law enforcement agencies in the fight against crime does not meet the proper requirements and that the non-detention of the majority of those in wanted persons allows them to continue their criminal acts, which is a very alarming fact.

The foregoing requires an adequate response from investigative bodies and operational units, which, by using the available arsenal of criminal procedural and operational-search tools and methods, allows solving the main task in the fight against these crimes – identifying and exposing the organizers and active members – members of organized groups and criminal communities.

It is quite fair to attribute this remark to the organization of interaction between the pre-trial proceedings bodies. Since in the implementation of search measures to establish the whereabouts of criminals, including for criminal acts related to the illicit trafficking in narcotic drugs and psychotropic substances, in suspended cases in connection with the search for a criminal, fast and high-quality detection and investigation of crimes depend on their concerted actions.

Regarding the problem of organizing the interaction of the subjects we are considering, A.A. Khamdamov approves that a certain degree of organization of modern crime requires from operational officers and investigators a new approach to the use of forces and means, methods of criminal procedure and operational search activities. The above opinions are undoubtedly appropriate, because, taking into account the disguised, carefully prepared nature of grave and especially grave crimes committed by criminals in the illicit trafficking in narcotic drugs and psychotropic substances, it is not possible to identify all the participants in criminal activity, to collect the necessary evidence of their guilt within the framework of a preliminary investigation through carrying out only legal proceedings.

For these purposes, in accordance with the Law of the Republic of Uzbekistan “On operational-search activity”, it is necessary to carry out the entire complex of public and covert operational-search activities that are at the disposal of operational units of state bodies authorized to carry out operational-search activities.

Based on the needs of the investigative and operational-search practice, it can be stated that without knowledge of the specific features of interaction within the framework of proceedings on a specific criminal case on illicit trafficking in narcotic drugs and psychotropic substances, it is difficult, and sometimes even impossible, to choose effective tactical techniques that allow solving the problems of criminal legal proceedings.

An effective combination of forces, means and methods inherent in a specific subject of interaction, specific only for the investigator (an indictment, drawing up an indictment, and several others) or only for the operational officer (test purchase, operational experiment, etc.) while maintaining the secrecy of the preliminary investigation and sources of receipt secret information, the organization and tactics of conducting operational-search activities, is aimed at solving the main task in the fight against organized crime in the illegal drug trafficking – bringing perpetrators to criminal responsibility.

The weak link in this activity is the lack of scientifically grounded recommendations of a tactical nature; no less acute are the legal and organizational issues of interaction between the pre-trial proceedings bodies in the investigation of crimes related to the illicit trafficking in narcotic drugs and psychotropic substances.

The main directions of the considered interaction, characteristic for the investigation of these crimes, should consist of the following types:

- 1) Interaction aimed at preventing, detecting, suppressing crimes related to illicit trafficking in narcotic drugs and psychotropic substances, as well as timely identification of the reasons and conditions conducive to the commission of the above-mentioned illegal act;
- 2) Interaction aimed at the possibility of destroying narcotic drugs, psychotropic substances and their analogs, crops and equipment, the further use of which is deemed inappropriate, the basis for which is a verdict or other decision of the court, or the decision of an inquiry officer, investigator to terminate a criminal case or to refuse in the initiation of a criminal case;
- 3) Interaction related to the regulation of the issue of the use of narcotic drugs in operational-search activities (during controlled deliveries, test purchases, operational experiments, collection of samples for comparative research, operational implementation).

At the same time, one should not forget that the essence of the interaction of the pre-trial proceedings bodies does not mean their direct service subordination, the merger of procedural, operational-search activities and other special activities. Each of these employees, despite the commonality of tasks in the fight against crime and the uniting of efforts in solving them, remains a representative of an independent subdivision of the internal affairs body, acting within its competence. The unity of action is achieved by the coherence of efforts aimed at solving and investigating crimes.

The importance of planning issues should be also noted. The organizing basis for the preliminary investigation stage is the comprehensive plans of investigative actions and operational-search measures in a specific criminal case. However, in the practical activities of investigators and operational officers, these plans are developed only for 69% of criminal cases. This situation is especially typical for the stage of initiation of a criminal case on the fact of committing a crime of illicit drug trafficking when the operational development of persons who were subsequently brought to criminal responsibility was not carried out beforehand. In this connection, it seems expedient to develop standard draft plans for a specific criminal offense in the sphere of illegal drug trafficking.

It is worth remembering that the crimes in consideration are committed mainly as part of organized criminal groups, which greatly complicates their exposure, and for this reason, they are committed over a long period of time. Therefore, the tactical skill of investigative and operational units must be based on a deep knowledge of the peculiarities of the modern criminal environment, the forensic characteristics of the perpetrators, their habits, the various measures they take to counteract the investigation, as well as clear knowledge and the ability to legally use the entire available arsenal of criminal-procedural and operational-search means and methods. This requires the specialization of investigators and operational officers in a specific type of criminal activity in the illicit trafficking of narcotic drugs and psychotropic substances, which is

one of the most important conditions for increasing efficiency in solving the problems of disclosing and investigating these crimes.

The next element of organizing the successful interaction of the investigator with the criminal investigation units in the disclosure and investigation of the type of crimes under consideration is the timely creation of an investigative-operational group. Since, the competent organization of its work, the continuous interaction of the investigator with the operational-search units as part of the group makes it possible to successfully disclose and investigate many grave and especially grave crimes related to the illegal circulation of narcotic drugs and psychotropic substances.

This is since, in the investigation of the considered category of crimes, the main advantage in terms of overcoming opposition to the investigation in comparison with a sole investigation is the more effective conduction of investigative, search and other actions. First of all, this is ensured by the fact that the employees involved in the work of the investigative-operational group have a better command of the methods of investigating crimes of illicit trafficking in narcotic drugs and psychotropic substances, they know the peculiarities of the subject of encroachment, the peculiarities of countering the investigation connected with it. At the same time, as noted above, it is desirable that some of the investigators, including the head of the group, specialize in the investigation of this particular type of crime.

At the same time, in solving the above tasks, it is of no small importance in interaction to assist the investigator by an employee of the operational unit. This is because, in the course of operational-search activities, information may be obtained that will direct the investigator to the need for certain investigative actions to suppress and prevent opposition to the investigation. In turn, the data obtained by the investigator in the process of conducting investigative actions necessitates operational search measures to overcome opposition to the investigation of a criminal case. To solve these problems, the investigator, together with an employee of the operational unit, studies and analyzes the available operational data, compares this information with the evidence collected as a result of the investigation and other operational data. Such an assessment is aimed at clarifying the reliability of the actual data and determining the possibility and order of their use.

Thus, crimes in the illicit trafficking in narcotic drugs and psychotropic substances cannot be regarded as isolated, not interconnected, since most of these crimes represent a certain organized process. Without a systematic consistent disclosure of the crimes that make up this process, one cannot speak of an effective fight against the illicit trafficking of narcotic drugs and psychotropic substances. Therefore, upon detection of one of the criminal processes included in the chain of crimes of illicit trafficking in narcotic drugs and psychotropic substances, one cannot be limited only to its disclosure, but it is necessary to strive to identify all links in the organized chain.

CONCLUSION

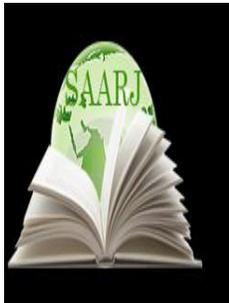
Summarizing the above, it is worth noting that this task cannot be accomplished without a reasonable and timely organizational and informational interaction of all law enforcement agencies, in particular, an investigator with operational units involved in the fight against drug trafficking, including with law enforcement agencies of foreign countries. It is obvious that if the investigative and operational-search divisions of the Ministry of Internal Affairs, as independent bodies, cease to be separate services, but become a single system united by common interests,

single measures and plans, goals and objectives, the efficiency of the entire system will undoubtedly increase.

The interaction of the pre-trial proceedings bodies in the disclosure and investigation of crimes must be carried out not as an end in itself, but as a method for finding effective ways to solve the problems of criminal procedure.

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LINGUPOOETIC CHARACTERISTICS OF UZBEK AUXILIARY UNITS IN POETRY

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ABSTRACT

The article reveals the specific features and functions of the supporting units in the literary text on the example of Eshqobil Shukur's poems. The paper also discusses the theoretical basis for the expression of units of independent meaning in the text only grammatical meaning. The focus is on the pragmatic nature of the supporting units. The peculiarities of the use of auxiliary units in the poetic text are discussed. Auxiliaries, like auxiliary verbs, are in a privative conflict in the lexical-level group of independent words and auxiliary words under the sign of "spiritual dependence."

KEYWORDS: *Auxiliary word, aesthetic function, pragmatic meaning, independent meaning, poetic text, auxiliary noun, semantic feature.*

INTRODUCTION

It is known that any unit of language can change its functional-semantic properties according to the requirements of the text and the word-formation skills of the word creator. For example, some words change the meaning they express, and some units completely lose their lexical meaning. In these processes, which take place in connection with the social nature of language,

words belonging to a group of independent words, such as nouns, verbs, and manners, express only grammatical meaning, that is, they become auxiliary units.

THEORY In linguistics, there are different views on auxiliary units and their functions in speech. Here are some of them:

1. Among the auxiliary words, prepositions and auxiliaries are the most effective means of expressing pragmatic inner meaning. Because prepositions and auxiliaries play a very important role in the content and formality of speech. Therefore, in the semantic structure of a sentence, implicit can be a means of pragmatic inner meaning by expressing a separate pragmatic inner meaning together with the word with which it is syntactically connected [1].

2. Auxiliaries, like auxiliary verbs, are in a privative conflict in the lexical-level group of independent words and auxiliary words under the sign of "spiritual dependence." When a group of auxiliary words is separated as a definite article, independent words take the place of an anonymous member. [2, 52]

3. Due to the moderation of the independent word relative to the "dependence" sign, the relative auxiliary is distinguished from the independent word. The relative auxiliary resembles a spiritually independent lexeme in one sense and a spiritually dependent lexeme in another, forming an intermediate third group. When a lexeme occurs as a dependent lexeme, the lexeme semema weakens its specificity, and the semema occurs as a grammatical meaning. [3,256].

Assistants perform a variety of pragmatic tasks in the conversation. This aspect of the assistants has been studied in a monograph. In his work, the researcher Z. Burkhanov, referring to the pragmatic inner meaning of our language, tried to reveal the linguistic aspects of the pragmatic auxiliaries in speech [4].

Words that are considered auxiliary units also play a role in poetic texts. In particular, it serves to clearly express in the text the poet's artistic purpose, the image of his instantaneous feelings.

RESULTS

The use of auxiliary units in the poems of the poet Eshqobil Shukur's also enhances the imagery and richness of thought. For example, the poet's use of the word "depth" in his poem "Chankovuz (an ancient and traditional musical instrument of Surkhandarya oasis)" was the basis for the creation of a special colorful and unique expression:

Chanqagan og'zim mening, channagan o'zim mening,

Soulning yorug'qa'ridan sinmas til topib oldim...

(My mouth is thirsty, I'm thirsty,

I found an unbreakable tongue in the light of the soul...)[5,2]

In particular, the use of the auxiliary unit in relation to the word "soul" highlights its aesthetic function in the text. In the poetry of the poet, the words that belong to the category of nouns are often aided by:

Shiftiga jon tirmashgan kasalxonaning

Oppoq xalat kiygan xonalarida

Osma ukollarning ostida yotgan

Daryolarni ko‘rdim... sariq daryolar... [5,2]

(The ceiling of the hospital,

In the rooms wearing white robes

Lying under the hanging syringes

I saw rivers ... yellow rivers)

In the above passage, the word "bottom", which belongs to the category of nouns, is connected with the word «injection» in the accusative case, and loses its independent meaning and in the poem served to reveal a vivid expression of the condition of the sick man?

In the units of the following sections, the forms of ownership and agreement have been hardened and assisted:

O, uyatchan namozshomgullar,

Qo‘shiq aytay shom chog‘i sizga.

Dardlarimni qo‘yarsiz yo‘llab

Olisdagi tanishingizga... [5, 7]

(Oh, shy night beauty,

I'll sing to you in the evening.

Send me my pain

To a distant acquaintance)

The following auxiliary word is the basis for the creation of a unique philosophical image that makes the reader think:

Endi yurak faslida

Bulbullar qaytib kelar.[5,19]

(Now in the heart season

The nightingales are coming back)

Eshqobil Shukur's appeal to some auxiliary units was the basis for the original analogies of the poetic style. For example,

Shamolning etagidan

Tutib bo‘zlaydi xayol... [5, 19]

(From the foot of the wind

It's a dream come true)

As a separate independent lexeme, we can see that the addition of words denoting human organs is the basis for the shift in meaning:

Vahm tush cuddleida

Chayqalib qo‘yar ovul.

Ko‘zlarini ishqalab

Uyg‘onadi qorovul.

(Panic dream cuddle

The village is shaking.

Rubbing his eyes

The guard wakes up.) [5, 4]

Elsewhere, we can see that the auxiliary unit "heart", which is synonymous with the auxiliary "cuddle", reflects its semantic character in the text:

Betxoven qulog‘in ochguvchi ohang,

Tumanlar ortida charsillagan nur;

Sohir koinotda sakkizinchi rang,

Ummonlarning bag‘ri boy berishgan dur,

Qani, sening ovozing ? [5, 21]

(The melody that opens Beethoven's ear,

The crackling light behind the fog;

The eighth color in the magic universe,

The ocean have lost their temper,

Where is your voice?)

The frequent use of units representing human organs in Eshqobil Shukur's work is a characteristic feature of the poet's poetic language. In particular, in the following passage, he created a unique image using auxiliary words in the expression of units related to natural processes:

Bulutlar qorlarning qo‘ynida uxlar,

Cho‘l qisirlar ayoq qamchilaridan.

Qirlar tun betiga ufurgan uklar

Muzlaydi iztirob tomchilariday...

(Clouds sleep in the snow,

The wild oxen are made of frost.

The hills are a nightmare

It freezes like drops of pain) [5, 29]

In another poem, the auxiliaries used by the poet in relation to the snow in the above passage also reveal another possibility of unity by using it in relation to the forest:

Yomg'irlarning mavjida

Yuvilar qonli tana.

Qora o'rmon qo'ynidan

Qaytar bug'ular yana...

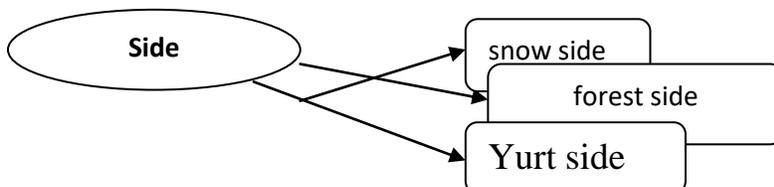
(It's rainingy

Washes bloody body.

From the Black Forest

Back steam again) [5, 48]

In this case, the auxiliary form of the word "side" is associated with the following words:



The auxiliary words in the following passage also provide a unique appeal to the poem as a linguistic tool for creating individual analogies. In other words, "yurt side" and "oven neck" not only increase the melody of the poem, but also increase the vividness of the image in the text:

Zap qorindor o'tov qo'ynida

Bolalarin uxlatdi cho'pon.

Oyoq tirab o'choq bo'yniga

Qurbaqaday biqirlar qumg'on...

(In the yurt side

The shepherd put the children to sleep.

Put your foot on the neck of the stove

Screams like frogs the kumgan) [5, 28]

In the same poem dedicated to the yurt image, the poet also uses the word "face" in the form and meaning of the auxiliary units such as "side", "neck":

Kunduzlarni o'choqqa qalab,

Tun yuziga sepgancha olov,

Muzlab kolgan cho'lni yelkalab,

Bukchaygancha ketmoqda o'tov...

(During the day,

Fire sprinkled on the face of the night,
Shoulder to shoulder with the frozen desert,
The grass is bending) [5, 28]

The following auxiliary, like the auxiliary words above, provides a separate ending to the text and can be synonymous with the "to this side" auxiliary, "to":

Bu yil ham so'ng manzil qoshiga borgan,
Ne topib, nelarni yo'qotar ko'ngil.
Sendan akangga deb berib yuborgan
Onamning allasin yo'qotma, singil...
(He went to the address later this year,
What you find and what you lose.
He sent it from you to your brother
Don't miss mom's lullaby, sister) [5, 15]

The word "behalf" is also considered to be an auxiliary verb, used in the same text to mean "destined" by the auxiliary "for". The units formed from the auxiliaries of the words in the verb group also provide originality in Eshqobil Shukur's other poems:

Erta visoliga qarab shoshgayman,
Yongan yuragimni tabriklar yo'llar...
(I'm in a hurry to get an early date,
Congratulations to my burning heart) [5,51]

While the adjective form of the verb is auxiliary in the above passage, we can see the auxiliary form of the adjective in another poem:

Men baxtning qiroli bo'lib chiqaman
Baxtli kun atalgan namoyishga...
(I will be the king of happiness
To the show called Happy Day) [5,19]

In Eshqobil Shukur's poetry, we can also see the units in which the process of auxiliary is used, which are used as a synonym for active auxiliaries:

Suv ustida, suvlar ustida
Yuraklarim chisirlaydi-ey,
Ishq dastidan, hijron dastidan
Suyaklarim qisirlaydi-ey.
...Yo'l ustida, yo'llar ustida

Oyoqlarim yurak bo‘ldi-ey,

Ishq kasridan, hijron kasridan

Umrim faqat tilak bo‘ldi-ey...

(On the water, on the waters

My heart is pounding,

Because of love, because of migration

My bones are numb.

On the road, on the roads

My legs are heartbroken,

From the fraction of love, from the fraction of separation

My life was just a wish) [5, 8]

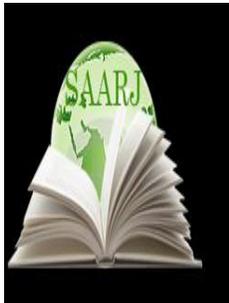
In the poem, the words "because" and "fraction" can be synonymous with "because" as the auxiliary process continues. Significantly, these units are used repeatedly in the text to demonstrate their pragmatic function.

CONCLUSION

The process of auxiliary words is independent of the quality of the language. This process is often caused by the need for a speech situation due to semantic contractions and changes in the meaning of the word. The creator refers to the units that help in the process of pointing to the pragmatic purpose of the text. Auxiliary words not only form the grammatical structure of a literary text, but also serve as a means of providing a unique poetic appeal. In-depth study of auxiliary and auxiliary units, especially in poetic texts, reveals the specific linguistic aspects of such units. In other words, one of the important tasks of our linguistics is to study the auxiliary units, which have not yet been sufficiently studied in Uzbek linguistics, and to reveal their functional aspects in speech. Because the scientific study of the nature of auxiliary units contributes to the linguistic, cognitive, and pragmatic analysis of the text that is important today.

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OUR GREAT SCHOLAR ZAHIRIDDIN MUHAMMAD BABUR: THE PRIDE AND HONOR OF OUR NATION

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 UZBEKISTAN

ABSTRACT

This article focuses on our rich history and the life and work of Zahiriddin Muhammad Babur and his place today. "We were not taught Navoi or Bobur"(shavkatmirziyoev). Speaking at the first session of the new Senate of the oliymajlis, President shavkatmirziyoev stressed the importance of understanding our national history. "I spoke at a recent Security Council meeting about our grandfather, Zahiruddin Muhammad Babur. Babur defeated 100,000 soldiers with 12,000. Was it possible to do so at that time? No. What helped our grandfather? Patriotism, pride, arrogance and intelligence. In general, these days I try to read a lot of our history" - said the President shavkatmirziyoev. Therefore, we, the youth, must be a generation worthy of our president and our ancestors. At the same time, it is our sacred duty and our greatest goal to teach our young people our history in depth and to bring them up as mature people like our ancestors Z.M.Babur and A.Navoi.

KEYWORDS: *Z.M.Babur - the founder of the Baburi dynasty, the Timurid prince; A poet is a person who creates works in the genre of poetry; A geographer is a person who studies the nature, population, and economy of the earth and is engaged in the science of geography; Sarkarda - (Persian - chief, leader), commander, general. The commanders were appointed when the army went on a war trip. In Iran, a commander was called an army chief; Statesman - (Arabic - master). Socio - a famous person known to the people for his political and other activities, gaining prestige among the people; The work "The Story" is the first title of the work "Boburnoma"; "Boburnoma" is an important and unique monument in world literature and source studies. The first prose memoir and historical-scientific work in Uzbek literature; A great scientist is a person who has mastered one or more branches of science; Fiqh - (Arabic - to know, to understand) - Muslim jurisprudence, a branch of Islamic teaching that deals with the*

development of Sharia law; Ethnographer - all the peoples of the world, different types of ethnic unity, their origin (ethno-genesis), lifestyle, customs, regardless of the level of material and spiritual development, equal differences or commonalities and similarities, is a person who studies their peculiarities; The great king is the king, the king (ancient Persian - ruler and king). Initially, the term was used in the Sassanid state. The name among the Uzbeks of the Russian rulers before the overthrow of the autocracy; A linguist is a scholar who studies and teaches a language. Linguistics Specialist; An art critic is a person who deeply studies the history of art and their types and directions. Art historians have been attracting people to beauty since ancient times.

“Zahiriddin Muhammad Babur was the best and most courageous of the Chigatay sultans”.
(HasankhojaNisoriy)

INTRODUCTION

“Humanity wants to know who the generation is, the ancestry, the village, the city where he was born and grew up, in short, the history of his homeland” [1].

There really isn't a person who doesn't know their history and who their generation is. Especially in our modern advanced age. I would now like to tell you about our grandfather Z.M.Babur, one of the great scholars of whom we are all proud. Babur is the full name of Zahiriddin Muhammad ibn Umarshaikh Mirza. He was born on February 14, 1483 in Andijan. Z.M. Babur is a great representative of Uzbek classical literature, a great poet, a great king, a historian, a theorist, a literary critic, a linguist, an art critic, an ethnographer, a geographer, a statesman, a talented commander. First of all, the founder of the Baburi dynasty, the Timurid prince. Z.M.Babur was a man of many activities and creativity. Babur was also a scholar of jurisprudence. Fiqh is the science of practical regulations on the fards and sunnahs of Islam. We can see why Bobur was interested in this field from the meaning of his name - Sharif. A name and its meaning is a seal that identifies the content of a person's character or lifelong activity.

THE MAIN FINDINGS AND RESULTS

Z.M.Babur was one of the great personalities of his time. His poems, rubais and all his works are loved and read then and now. We can also learn from his works that Z.M.Babur was a very mature and perfect man. In fact, he is one of the great scholars recognized not only in Uzbekistan but all over the world. Z.M.Babur died on December 26, 1530 at the age of 47 in Agra. Now let's take a look at the qualities of our great ancestor Z.M.Babur. Z.M.Babur's character is praised by his contemporaries and modern historians. In particular, many of the qualities of Z.M. Bobur are described in the work Humoyunnoma written by his daughter Gulbadanbegim. The English historian S. Lane Paul describes Z.M. Bobur as the most charming person in the history of the East. Z.M.Babur's human qualities are truly commendable. He was a physically strong man who was able to easily overcome obstacles by holding two men on the castle wall. He sailed freely from any river he encountered in India, riding 80 miles a day on horseback. Z.M.Babur's body was so strong that even the poison given to him by Ibrahim Lodi's mother did not cause much damage to Babur's body.

Z.M.Babur was a loyal son, a loving father, a loyal friend, a loyal companion and a caring relative. She respects her elderly relatives and pays great attention to the education and personality development of her children. He advised his eldest son Humayun to learn the language perfectly and to pay attention to his speech, to improve his personality. Z.M.Babur

always said "Good luck to the aspirant" and did not allow calm in emergencies. It was said that indifference and indifference were not the work of the ruler. He will help his relatives, sympathize with the concerns of his friends, and share in their joys. He loved all his sons equally. Even when Babur was on his deathbed, he bequeathed to his eldest son Humayun, "Even if your brothers do something worthy of punishment, do not harm them". The great sage of India, the statesman Jawaharlal Nehru, in his book *The Discovery of India*, describes Z.M. Babur as follows: "Babur is a charming person. He was a typical ruler of the Renaissance, a brave and enterprising man. He loved art, literature, and enjoyed life. His grandson Akbar was even more charming and had many good qualities. Z.M. Babur emphasizes that he was a ruler free from religious ignorance and did not destroy the national traditions and customs of the Indians. The English historian Edward Holden described Z.M. Bobur as follows: " Babur is more worthy of love than Caesar in character. It is written on his forehead that he is a man of high virtue". Rumer Goden: "Although the state founded by Babur did not spread to vast regions like his ancestors, he rose to the level of the sultan of his kingdom, the great emperor. He held the system of government in his possession and ruled it skillfully. He founded a great dynasty that ruled skillfully for 332 years", - he said in his writings. The English translator of the "Boburnoma", William Erskin, said the following about Z.M. Bobur: among them there is no king equal to Bobur". Muhammad Haydar Mirza's "History of Rashidi" also gives the following opinion about Babur: "He was a king with various beautiful qualities, praiseworthy qualities. Among all his qualities, courage and kindness prevailed". Uzbek people's writer Pirmkul Kadyrov wrote "Starry Nights" about Z.M. Bobur. It covers the period from Babur's youth to his death. In this work, our writer expressed the following thoughts about Z.M. Bobur: "Babur Mirza was a writer who mastered the art of creating a vivid image with words. He felt it himself. When he has finished, he adds a rubai to it:

Bu olamaroajabalamlarko'rdum,

Olam elidinturfasitamlarko'rdum.

Harkimbu "Vaqoyi"nio'qir, bilgaykim,

Ne ranj-u ne mashaqqat-u ne g'amlarko'rdum.

I have seen wonderful pains in this world,

I've seen a lot of people in the world.

Everyone should read this story, I know,

I saw no pain, no hardship, and no sorrow.

Now I would like to draw your attention to the words of the English orientalist Monstuart Elfinston Z.M. Bobur about the "Boburnoma", one of the masterpieces of our great history: These memoirs describe in detail the life of the great Turkish king, his personal feelings free of bulges. His style is simple and masculine, lively and figurative. He vividly depicts the images, customs, aspirations and actions of his contemporaries. In this sense, this work is the only true historical image in Asia. Babur expresses the appearance, dress, nature, and customs of military men, describing countries, their climate, nature, economy, arts and crafts. But the bright character of the author gives the work the most charm. Indeed, Z.M. Bobur's "Boburnoma" is a work written in the form of a great life experience, lesson and partial testament to generations,

just like Amir Temur's "Temur's rules". So we need to be able to study our history in depth, draw conclusions from them, and apply them to life. "The Story" was the original name of "Boburnoma". Babur sought to accurately describe all the tragedies he experienced in his time. "Let those who read the story know the truth", he said. Z.M. Bobur's "Boburnoma" was translated into English in 1826 by V. Erskin and John Leiden. In his book "Uzbekistan on the threshold of independence", the first President Islam Karimov said in his report on the reception of guests on the occasion of the 460th anniversary of "Boburnoma": "The great scientist, poet and statesman Z.M. Bobur unites many nations with his creativity. Therefore, we need to organize such literary festivals more often. In this sense, it is very unfortunate that the 500th anniversary of Babur was not celebrated in our republic. There will be people in history whose dignity is measured by universal values. Among our great ancestors, Babur is one of them. That is why we need to study Babur's work in collaboration with scholars and writers from many countries. Since independence, the birthday of Zahiriddin Muhammad Babur has been widely celebrated throughout the country. Zahiriddin Muhammad Babur found true dignity in his country after the independence of Uzbekistan. In accordance with the decree of the President of the Republic of Uzbekistan, in 1993 the 510th anniversary of the birth of Z.M. Babur was celebrated. In Andijan there is a university, a theater, a library and a national park named after Babur – "Bobur's Garden". In the complex of Babur National Park there is a museum "Babur and world culture", a symbolic tomb of the poet. There is a statue of Z.M. Bobur in the center of the city and in the memorial complex in Babur Park. One of the central streets in Andijan, as well as a park and a street in Tashkent are named after our grandfather Z.M. Bobur.

Even the Babur Medal of the Academy of Sciences of the Republic of Uzbekistan was established. The first winner of the ZM Bobur Medal was Orientalist Ubaydulla Karimov. The study of the works of Z.M. Bobur began in 1958. Sharof Rashidov paid special attention to the study of Babur's works, and Hamid Suleymanov published copies of Babur's miniatures from abroad. Since our independence, the life and work of Z.M. Bobur have been studied in depth, and great attention has been paid to the heritage of all monuments and museums in our country. As an example, I would like to quote the words of our President Shavkat Mirziyoyev: "When we visit each region, we pay attention to the study and restoration of the history of that place. Babur Mirzo is a great son of our people. In terms of literature, science, enlightenment, he is still alive. It is necessary to make this place more prosperous and turn it into an educational center. If we understand ourselves, explain our great history to the youth, develop science and enlightenment, we will never be short. See, the legacy of Z.M. Bobur is so innumerable that it has no boundaries. How much of all this is what we know, what we have not yet known and studied? Therefore, we, the youth, must always be in search and find all the secrets that have not been revealed in our history, and contribute to the study of the history Uzbekistan.

The International Babur Foundation has done a lot of work in studying Babur's work. The scientific expedition of this foundation organized scientific trips to more than 10 Eastern countries, collected new information about the tombs of Babur and the Baburids, their scientific heritage and put them into scientific use for their use. Based on this information, more than 10 scientific, documentaries, art works and about 10 documentaries have been created. The International Babur Foundation also has branches in the following cities: Lahore (Pakistan), Hyderabad (India), Abu Dhabi (UAE), Moscow, Osh (Kyrgyzstan), Tashkent, Namangan. There is also a tomb of Babur in Kabul. The International Babur Foundation, headed by naturalist

Zokirjon Mashrabov, a native of Andijan, also did a lot to study Babur's work. The International Babur Foundation, headed by Zokirjon Mashrabov, was established on December 23, 1993. The scientific expedition of this foundation has organized car trips to more than 10 Eastern countries. As a result of such scientific research, our Uzbek scientists have achieved many good results.

As a result of many researches of our scientists, many works about Z.M. Babur and Baburids were created. For example, we can cite the following works: Z. Mashrabov, S. Shokarimov: "Bobur who painted the centuries"; S. Jalilov: "Bobur's Fergana state", "Bobur and Andijan"; X. Sultanov "Bobur's dreams", "Boburiynoma". R. Shamsuddinov: "In the footsteps of the Baburids", "The Baburid dynasty". T. Ruziyev: "Bobur's greetings", "International scientific expedition named after Bobur". T. Khamidov: "Pride" and others. In 1998, Pirimkul Kadyrov was awarded the Foundation's first international prize in the field of beekeeping. Then we can say: Sabohat Azimjanova, Nematillo Otajonov, Gaybulloh Assalom, Khayriddin Sultanov, Maqsd Yunusov, Mamurjon Tukhtasinov, Ravshan Mirtojiev, Rahmonjon Azimov, Muhammadjon Mirzayev, Majid Tursunov. Such research by our scientists continues today. For example: I am also a history teacher today. I am proud to have chosen this profession. Because through this profession, I am also contributing to the knowledge of the history of the younger generation and their growth as a generation worthy of their ancestors. I try to use a lot of pedagogical methods to make my history lessons fun and understandable. For example: in our lesson on the life and work of Z.M. Babur, I take students to the museum and park named after Z.M. Babur. Through this, students receive both spiritual and cultural recreation as well as meaningful, understandable learning. It is not in vain that our people say, "It is better to see once than to hear a hundred times." In fact, this is very true. Because what we see with our eyes is always easy to remember and we can easily embody it in front of our eyes. In our lessons, too, we are far from uniform. Our students will be more interested in our lessons. They can also do homework easily and independently. They even create a lot of news because of their interest in the lessons. Therefore, we must always strive for innovation and always work on ourselves and research. Only then can we be a modern cadre. Because our time is developing very rapidly. Therefore, the importance of the science of history in educating a perfect person is very great.

CONCLUSION

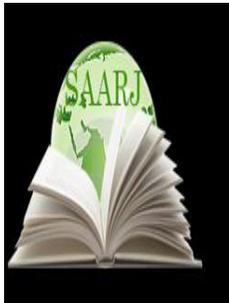
President Shavkat Mirziyoev also expressed the following views on our history and great scientist Z.M. Bobur: "There is no other country with such a rich history and great scholars as our ancestors". Indeed, we should be proud of our many ancestors like Z.M. Bobur. All these great ancestors are the people who spread the fame of the Uzbek people all over the world. These great beings teach us to appreciate our history, to study them deeply, to look to the future with great confidence, and to always strive for progress in life. So we young people don't always get tired of learning and of course we also have to create a lot of innovation. After all, we are a generation of great personalities. The blood of so many great people is flowing in our veins. We, the youth, must be a generation worthy of our great ancestors, and today we must make effective use of the opportunities created for our youth by our President. Only then can we be worthy children of our ancestors. We will justify the confidence of our President Shavkat Mirziyoev in our youth. In short: Zahiriddin Muhammad Babur (1483-1530) was a very talented and versatile man. He is a great person who has left a huge and indelible mark on history and literature during his 47 years of life and is our pride and joy.

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**PEDAGOGICAL DEVELOPMENT TECHNOLOGY CREATIVITY OF
 FUTURE TEACHERS OF HISTORY IN THE CONDITIONS OF HIGHER
 EDUCATION**

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ABSTRACT

The article examines the features of the development of creativity of future history teachers in the context of higher education. The psychological and pedagogical conditions of formation creative potential of students. Heuristic methods of organizing classes are analyzed and the expediency of their application in the process of professional training of future teachers is substantiated.

KEYWORDS: *Creativity of future history teachers, heuristic teaching methods, professional training, creativity, creative thinking, creative thinking, creativity, creative motivation, creative environment.*

INTRODUCTION

One of the major shortcomings of modern professional pedagogical education is its weak impact on the development of the creative potential of future teachers, including history. An analysis of the activities of teachers in modern higher education institutions shows that the level of pedagogical practice aimed at developing their creative abilities is insufficient. In the future professional and pedagogical activity of most teachers in the system of creative work, stereotyped methods and techniques focused on the algorithmic actions of students prevail. Therefore, one of the most important tasks of pedagogical higher education institutions that train history teachers is to develop creativity in future teachers, increase their creative potential, preparation of future teachers for the use of creative elements in professional and pedagogical activities.

Pedagogical aspects of creativity in the professional training of teachers in higher education Yu.P.Azarov, O.V. Akimova, R.S. Gurevich, I.A. Zyazyun, N.V. Small, N.V. Kuzmina, O. N. Kutsevol, L.M.Luzina, M.D. Studied by Nikandrov, N.G.Nichkalo, M.M.Potashnik, S.A.Sysoeva, M.I.Smetansky, G.S.Tarasenko, A.V.Temchenko and many other scientists.

THE MAIN FINDINGS AND RESULTS

By the creativity of a history teacher, we understand the holistic quality of the pedagogical tasks that arise in the educational process, which determines the teacher's ability to create unique, unique, innovative ideas for different solutions. This is characterized by the teacher's timely vision of the pedagogical problem, the development of creative ways to solve it and acting in a unique way, rather than on a specific template [1, p. 233].

One of the main conditions for the development of creative thinking of future history teachers is to focus the learning process on the personality of the student, taking into account his personal characteristics, inclinations and aspirations. That is, professional pedagogical education for students involves the use of various approaches to creative teaching, primarily focused on the individual qualities of the individual.

The formation of the creative potential of future teachers in higher education institutions is facilitated by the introduction of non-traditional forms and methods of teaching, innovative pedagogical technologies, the organization of various psychological and pedagogical classes. It organizes professional and pedagogical tasks, active participation in scientific conferences, competitions, discussions on the problems of higher education and other educational and scientific-methodological activities. In this way, conditions are created for the professional development, self-affirmation and self-expression of the teacher's personality.

First of all, let's describe the creative qualities of future teachers, including the psychological and pedagogical conditions that encourage the development of creativity in the field of methods of teaching history in pedagogical universities. For example, E.P. Torrens identified the following conditions that contribute to the development of creative thinking and creativity of the individual: the presence of creative abilities and creative motivation [2, p. 307]. However, if these three factors coincide, a high level of creative ability can be demonstrated.

- 1) Incomplete cases that are clearly defined and differ from strict control;
- 2) Creation and development of strategies and tools for future activities;
- 3) Promotion of responsibility and independence;
- 4) Generalizations of independent developments, attention to observations.

In the process of forming creative thinking in future teachers, the use of problem-based learning technologies in the formation and solution of educational, scientific and professional pedagogical problems is important. Therefore, it is necessary to subordinate all organizational forms and methods of teaching in modern higher education institutions to the development of creative thinking of future history teachers: lectures, practical and seminars, independent and individual work. It is well known that problem-solving stimulates students' interest in the issues being studied, encourages activism and independence in the search for additional information. At the same time, in the process of solving the problems proposed by the teacher, they gain additional

knowledge independently. Problem-based lectures include: lecture-dialogue, lecture-discussion, lecture-discussion, and more.

Problem-based workshops and seminars can take many forms, for example: in the form of discussions on individual issues of the topic; in the form of discussion, debate (requiring independent study of additional study material); in the form of the defense of theses that activate the attention of all students and contribute to the development of evidence-based thinking; in the form of solving professional and pedagogical problems that develop the skills of future teachers to apply theoretical knowledge in practice; in the form of business games, which are an active way of training professionals, as they involve the use of certain forms of research, teaching and learning.

Practical training, which is an integral part of the professional training of future history teachers, should be organized on a project basis. Project topics aimed at solving current problems related to the modernization of teaching methods and the organization of innovative education and the organization of innovative education, scientific and practical research are studied by students in small groups or individually. This form of practical work of future history teachers is, in our opinion, the most acceptable and useful, as a student or a small group can defend their project work through appropriate presentation and answer various questions.

Thus, the process of formation of creative thinking of future history teachers, including in the teaching of history, depends on the purposeful interaction, cooperation between teachers and students, the necessary forms of organization of the educational process, and special organization using the methods, it is possible to distinguish some groups of methods that contribute to the formation of students' professional creative thinking [5, p. 174], they are classified as follows:

1. on the methods of organization of educational activities:

Structural and logical methods, characterized by the gradual organization of the definition of didactic tasks, the choice of methods for their solution, diagnostics and evaluation of the results obtained; training methods aimed at developing specific algorithms of learning-cognitive movements and solving common problems during the lessons (these can be tests and practical tasks, it is advisable to add creative elements to their structure); game modes characterized by the interaction of the subjects of the educational process (if educational tasks are included in the structure of the game), etc.

2. in the formative direction, respectively:

a) Ways to develop the experience of creative activity:

Methods of using complicating conditions, namely: time-limiting method, sudden blocking method, new options method, lack of information method, denial method; methods of group solution of creative tasks: Delphi method, "black box" method, daily method; methods of stimulating collective creative research: mental attack, synergetics, and other methods.

b) methods of emotional influence that contribute to the formation of experience and create a positive attitude through the experience of their professional, creative and educational activities: emotional response to it, motivation, educational and emotional play, the state of success creation, free choice of creative tasks, motivation to choose alternative solutions.

Of course, there are many other approaches to the classification of methods that help to develop professional-creative thinking and creativity in future teachers. However, there are also factors that negatively affect the expression of creative thinking in future history teachers. S.D. Smirnov [5, p. 87], this includes: time limit; or increased anxiety; strong or weak motivation to learn; striving to find a solution quickly, which usually leads to a decrease in the quality of assignments by shortening the time to complete it; a method of formulating task conditions that trigger an incorrect solution method; lack of confidence in their abilities due to previous failures and the causes of others.

Well-known creative researcher G.Ouch calls the factors that hinder creative thinking “mental locks,” that is, a strong attitude of the mind that prevents a creative approach to solving life and professional situations. According to him [6, p. 141], which include: self-doubt; fear of looking worse than others; the habit of evaluating all life and educational situations from a logical point of view; striving to be practical at all times; the habit of following generally accepted rules; marking only one correct answer; tendency to avoid uncertainty; subconscious thinking that it is impossible to make mistakes in general and in others.

We support the views of researchers who believe that heuristic teaching methods should be widely used in the training of future teachers [5, 6], which actively encourages the development of creativity in students and shapes their creative qualities.

In our opinion, let's analyze the basics of methods that would be appropriate to use in the training of future history teachers in higher education. For example, the “Agglutination” method is designed to develop students' ability to combine the qualities, properties, or parts of things that do not fit in the real world, such as hot snow, volume gaps, sweet salt, black light, and so on. The use of this methodology will help future teachers develop the ability to advance imagination, imagination, bold ideas and assumptions. It is advisable to use this method during active lectures and practical (seminar) classes on history and its teaching methods.

Its main function of the brainstorming method is to collect the most ideas from the participants. This is an operational way of solving group problems, and its participants are encouraged to be creative and to express as many options for solving it as possible. After that, the most successful ones that can be used in practice are selected from the total number of opinions expressed. It is expedient and useful to use this methodology in practical work on history in small groups, when each student has the opportunity to advance their idea to solve the problem, it is possible to create an algorithm and implement its software.

The Project Method is a method aimed at enhancing the learning process, taking into accounts the individual needs and individual qualities of students. The purpose of the project method in education is a specific transition from personal development, self-development, revealing his intellectual and creative potential, and the possibility of organizing project activities in the training of future history teachers. Forms and methods may include: performing small groups or individual projects during planned laboratory work; combining teaching material on specific topics in the form of a final assignment in the form of a creative assignment or project (performing tests, writing or teaching theses on historical works and history).

The Delphi Method allows a group of researchers to achieve maximum consensus in their search for the right solution through surveys, interviews, brainstorming, and the like. This method excludes the possibility of open collisions between carriers of conflicting views, as direct

communication between experts is not possible. It can be used to conduct scientific-practical Internet conferences or discuss issues in relevant forums.

Game techniques that can be used during lessons of any form can be used [1 p. 15]. For example, solving or composing crossword puzzles, rebuses, and historical charades in practical and seminar classes on history, especially for students; computer drawing selections; may conduct quizzes on specific topics.

Let's look at some examples of assignments that future history teachers should use in higher education. For example, on a computer, you can suggest the following tasks: the screen will show students some of the historical information on the topic being studied. He asks them to determine what the topic is for. Or it may have to find errors that are deliberately entered in certain information.

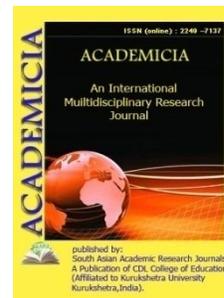
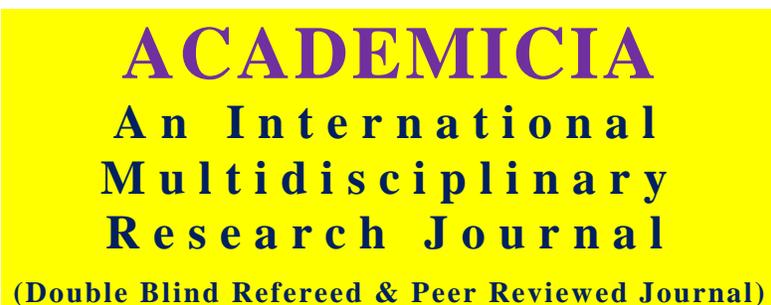
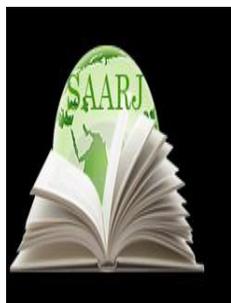
Thus, at this stage, there are different ways to develop the creativity of future teachers, including history teachers.

CONCLUSION

In the formation of an individual method of pedagogical activity, each teacher of higher education can choose for himself any heuristic forms and methods of teaching students. At the same time, it is important to ensure that the results of their application have a positive impact on the development of creativity of future history teachers.

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THE ROLE OF ACADEMIC SUBJECTS IN FORMATION OF A SENSE OF RESPONSIBILITY IN PRIMARY SCHOOL PUPILS

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ABSTRACT

As presented in the content of documents of state importance, primary education is an important component of continuing education in the country, and its effective organization can be an important guarantee of success in the next stages of education. Indeed, there is an opportunity to further enrich and strengthen the skills of learning activities and spiritual and moral qualities acquired by students in primary schools, while studying in basic schools, academic lyceums, vocational colleges and higher education institutions. In this regard, it is advisable to focus on fostering a sense of responsibility from the time of primary education. The qualities formed in the student's behavior during this period are strengthened in the later stages of the system of continuing education.

This article explains the essence of the concept of "responsibility", content of educating responsibility sense of pupils of primary schools and role of academic disciplines and spiritual-educational activities in fostering a sense of responsibility in primary school students.

KEYWORDS: *Continuing education, educational content, learning activities, responsibility, sense of responsibility, responsibility, amenability, academic disciplines, spiritual and educational activities.*

INTRODUCTION

During the years of independence, the field of education has been recognized as one of the priorities in ensuring the social development of the Republic of Uzbekistan. The main ideas of the ongoing educational reforms in the country are the radical renewal of the education system,

enriching its content, the introduction of advanced pedagogical technologies in the education system and raising it to the level of world education.

Primary education, which is one of the most important stages of the system of continuing education of the Republic of Uzbekistan, is a period in which learning plays a key role in the activities of the individual, forming the initial skills that help students to master scientific knowledge. At this stage, it is expedient to organize the pedagogical process theoretically and methodologically correct, aimed at the formation of the personality of the pedagogical student.

LITERATURE REVIEW

Further improvement of the primary education system, which is the main stage of the system of continuing education, will be useful in studying and analyzing the experience gained in foreign countries in this field, as well as the appropriate use of best practices in primary schools based on national and regional characteristics. To this end, the study examined the content of the primary education system in Russia, the United States, Japan and France. The study of the experience of leading foreign education systems in primary education has shown that there are a number of positive traditions in the field. Including:

There are different approaches to the pedagogical approach to primary education;

Teachers have gained freedom of creative research, supported by state policy; author's schools are being established on the basis of foreign experience;

Parents are given the opportunity to choose the optimal pedagogical system; the level of awareness of parents is growing;

It is increasingly recognized that the use of individual methods and tools in creating incentives for learning in the child is appropriate [2].

A person's sense of responsibility ensures that he or she performs his or her duties diligently and in accordance with existing requirements. The full fulfillment of the task will help to achieve new achievements and development in the process of certain activities.

DISCUSSION

Some sources emphasize the importance of the concept of "responsibility" as a moral category that "characterizing the attitude to society" and "a form of self-government." In particular, "responsibility is an ethical category of morality, which characterizes a person's attitude to society, the manifestation of high personal and moral qualities to fulfill his requirements. A person's responsibility is manifested in his attitude to the whole being, to his particular attitude to each specific situation." [14]

In Higher Education, this concept is interpreted as understanding and controlling one's own behavior: in understanding and controlling their ability to be in the environment and in person" [9]. In our view, responsibility is not a form of self-government of an individual, but rather his behavior and attitude towards others, which acquires the character of individuality and sociality. A lexical error was also made in the given definition. There are no such words in Uzbek as "understanding and controlling one's abilities in the environment" and "understanding and controlling one's own abilities in the environment." In this case, the authors refer to "in society"

or “in social existence”, “in the process of social relations”; It would be appropriate to use concepts such as “individually”.

One of the main conditions for the organization of any activity is its successful implementation by children. At the same time, it is necessary to monitor the child's completion of the task on time and to the end, as well as to teach him to plan and control his own activities. Children should strive to feel a sense of responsibility for the results of their work in front of adults and friends.

In our view, responsibility is the performance of a particular behavior, professional or social activity, as well as a sense of responsibility to fully understand the duty to a particular group or members of that group. Accordingly, responsibility manifests itself in different ways:

1. Responsibility for the performance of a particular behavior.
2. The responsibility of an individual to perform a particular professional activity.
3. Responsibility to a particular group or its members.
4. Responsibility of a citizen of the society in the implementation of social activities.

Educational sciences also have a great opportunity to form a sense of responsibility in primary school students. At the same time, the possibilities of academic disciplines in this area are analyzed.

The content of the textbook "Alphabet" [1], intended for primary education (grades I-IV), the study of the content of the topics covered showed that most of them serve to form a sense of responsibility in primary school students. With the help of a series of pictures in the textbook, such as the text on page 30, students will realize that following school rules is an important aspect of responsibility. Here it is important that the teacher draws the students' attention to this aspect in the process of studying the text.

The text “At the station” on page 39 of the textbook not only cultivates respect for adults in students, but also helps them to form the responsibility to be considerate. After all, one of the most important manifestations of a sense of responsibility is to be considered as responsibility for one's relationship with others. This idea is reflected in the text of the textbook "Friends" on page 45. It tells of Shuhrat's illness and his friend Dilshod's visit to him. As students read the text, they realize that keeping in touch with a friend is also a humane, responsible attitude toward a friend.

The series of texts from the textbook "Reading Book" [11] for the 2nd grade of secondary schools also includes the organization of educational activities, the performance of team (class) tasks, communication with teachers, peers and others, use of teaching aids, personal items, has the ability to inform students about the need to organize games, follow a daily routine, and be responsible in organizing behaviors. These include "Book", "Disabled book" (preservation of teaching aids), "Value of time" (daily routine), "Ant and locust" (responsible approach to work), "Jayron child", "Green world - a good world" Poetry (“The Value of Time”) and texts such as (responsible attitude to nature and the environment) help to form a sense of responsibility in primary school students.

The following topics from the 3rd grade textbook "Reading Book" [12] also have the opportunity to further develop the sense of responsibility formed in students:

- 1) "Shepherd boy Shirak", "Sixty gas ropes" (fairy tale), "Guardians of Uzbekistan" (poem), "Today you will be a child, tomorrow you will be a soldier", "Bobonur", "A man who lived as saying my people, my country" (on the basis of patriotism those around him, reflect the responsibility to preserve the freedom of the homeland, to ensure its development);
- 2) "Who is the hostess upset about?" (Liability for personal items);
- 3) "Priceless wealth" (responsibility for daily routine);
- 4) "The one who loves the land loves the hand", "I plant seedlings for the harvest" (Uzbek folk tale), "Who broke this sapling?" (Responsibility for nature and the environment);
- 5) "Rule", "Helped", "Fly with an ant", "Consequences of ignorance", "Death of a falcon", "Barno", "In the flower garden" (responsibility for the organization of actions);
- 6) "Stick", "A true friend", "Try the good in a bad day", "Respect" (responsibility for establishing relations with others).

A number of topics and illustrations in the textbooks "The World around Us" and "Natural Science" [4, 5, and 6] also help to form and develop a sense of responsibility in students:

Topics	Pages	Tasks to be solved
I class		
Picture on the theme "Our school".	5	To acquaint students with the internal rules of the school and to form in them the skills of strict adherence to the existing rules, as well as to teach them to be responsible for their own actions.
Pictures on the topic "Rules of the road".	8-9	To teach students to follow the rules of traffic safety when walking on the street on the basis of theoretical knowledge.
Pictures on the topic "Student's agenda".	10-11	To inculcate in students the qualities of adherence to the agenda and to teach them to be responsible in the process.
Pictures on the theme "Personal hygiene".	12-13	Explain to students that maintaining personal health is an important necessity.
Pictures on the theme "Houseplants".	20-21	To develop students' practical skills by providing them with theoretical knowledge about nature and the environment.
Pictures on the theme "Pets".	22-23	
Pictures on the theme "Wild animals".	24-25	
Pictures on the theme "Birds".	26	
Pictures on "Equipment we use", "Electrical equipment".	30-31	To give students an understanding of the need to be responsible in the use of personal items.

Pictures on the theme "Kitchen".	32	Explain to students the need to be responsible in their dealings with others based on cultivating the qualities of diligence.
Water is life.	36-37	Enrich students' theoretical knowledge and further develop their practical skills in nature and environmental protection.
Birds are our friends.	39	
We and nature.	45	
II class		
Water basins of our country.	9-10	Further development of students' nature and environmental protection skills.
Garden.	19-20	
Flowers that open even in autumn.	22	
The place of ants in nature.	24-25	
Nature Sanitarians.	27	
Pictures on the theme "Human labor in the fall."	28-29	Teach students to be responsible in their relationships with those around them.
Text on "Socially useful work" and pictures depicting the daily life of students.	31-34	
Body hygiene.	38-39	Forming in students a responsibility to take care of their personal health.
Food hygiene.	39-40	
Dental care.	42	
Take care of the book.	48	To teach students to take care of personal belongings and other people's property and to form a responsibility in this regard.
"Mine" and "ours."	49-50	
Note for students.	56	
Traffic rules.	57-60	Enrich students 'existing knowledge of traffic rules and teach them to be responsible in following them.
Room flowers.	61-62	Enrich students' theoretical knowledge and further develop their practical skills in nature and environmental protection.
Attracting and protecting birds.	68-69	
Home animals	70-71	
Wild animals.	71-74	
Hedgehogs and psoriasis.	75	
Propagation of plants.	78-79	
Nature and man.	84-85	
III class		

Conservation of nature	5-6	Enrich students' theoretical knowledge and further develop their practical skills in nature and environmental protection.
The air around us and its protection.	7-9	
The air should be clean.	9	
Be careful with water.	14-15	
Protection of water from pollution.	15	
Protection of minerals.	25-26	
Soil.	26-27	
Flora and fauna.	32-61	
Avoid smoking!	78	To develop students' skills to be responsible for the health of themselves and those around them.
The disease is easier to prevent than to cure.	78-79	

CONCLUSION

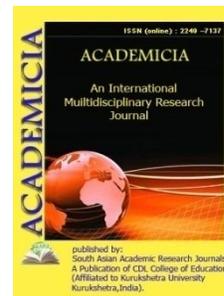
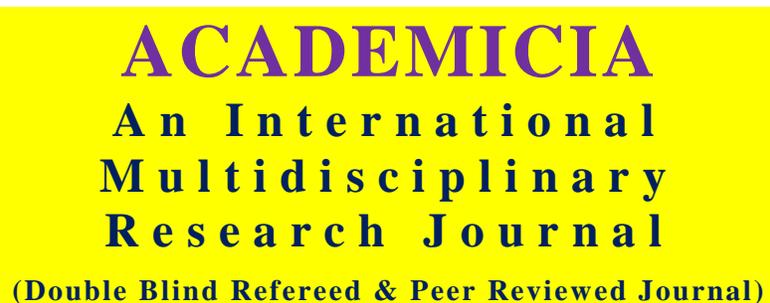
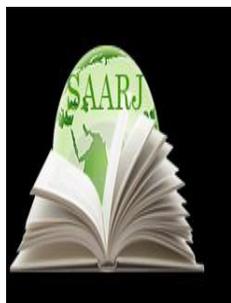
The qualities formed in the student's behavior during the period of primary education are strengthened in the later stages of the system of continuing education. Therefore, it is necessary to pay special attention to cultivating a sense of responsibility in students in primary school. The sense of responsibility that needs to be nurtured in students is manifested in the following forms:

- responsibility for the organization of educational activities;
- responsibility for the performance of team (class) tasks;
- responsibility for relationships with teachers and peers;
- responsibility for the use of teaching aids, personal items;
- responsibility for play activities organized in the microenvironment;
- Responsibility for adherence to daily routine and behavior.

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MEANS AND METHODS OF FORMING LEXICAL COMPETENCE IN FUTURE ENGLISH TEACHERS

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ABSTRACT

The article addresses the issue of shaping the lexical competence of future English teachers. In particular, the role of a number of tools and methods, such as linguistic exercises, working with vocabulary, flash cards, is explained. The issue of defining methods and techniques for the formation of lexical competence of future English teachers is also one of the current issues related to our study. Our next observations were based on the Practical English Course and a number of other disciplines.

KEYWORDS: *Lexical competence, lexical competence, dictionary, education, flash card, poem, rhyme, game, internet, computer.*

INTRODUCTION

Without solid knowledge and skills in the field of lexicon, it is not possible to successfully develop the ability to read, speak or hear, because with its help the process of absorbing certain information and transmitting it to others takes place. For this reason, we believe that special attention should be paid to working on vocabulary in foreign (English) language classes.

It should be noted that when working on vocabulary, the student should only be prepared to use his or her specific vocabulary correctly and situational. At this point, there is a need to prepare him to work with problems in the acquisition of knowledge, which can be overcome, especially during communication and during exercises, as well as when working with different dictionaries. It should be noted that when learning English, students may have the initial impression that learning vocabulary requires mastering that vocabulary, or they may come to the conclusion that vocabulary requires the use of certain lexical units to interconnect and use words. Therefore, it is important to prepare students to master the vocabulary at an early stage. The issue of defining

methods and techniques for the formation of lexical competence of future English teachers is also one of the current issues related to our study. Our next observations were based on the Practical English Course and a number of other disciplines.

THE MAIN FINDINGS AND RESULTS

In the process of forming students' lexical competence, it is important to master words well, that is, to develop a continuous practice that should be built on certain pedagogical principles. At the same time, the aim is to focus on the creation of lexical units that serve to implement existing communication not only on the receptive but also on the productive level in the linguistic exercises for the formation of lexical competence. Thus, the use of different methods and techniques to form lexical competence allows students to memorize words previously acquired in certain communication situations in order to understand or express the content, meaning of a particular word.

The issue of defining methods and techniques for the formation of lexical competence of future English teachers is also one of the current issues related to our study. Our next observations were based on the Practical English Course and a number of other disciplines. .

Linguistic exercises can be a key supporting factor for students in the field at any stage of English language acquisition. Linguistic exercises always express a specific goal and its solution. Some linguistic exercises can also have secondary effects, but the exercise itself does not produce any end result. It is desirable that the student has a playful nature in order to effectively perform the specific task set before him. For example: “Buchstabsalat”, “Streik der Vokale”, “Silbentauch”, “Ratsel”. Once the units of vocabulary are included in the content of the lessons of a linguistic game nature, they should be repeated several times in these lessons so that they are remembered and not forgotten. Lexical exercises require control over previously known vocabularies and their relationship to new structures. Such exercises can be performed by a teacher-instructor (e.g., lexical tests) as well as by students (independently, for example, using a computer program).

Working with a dictionary is a very important way to shape the lexical competence of a future English teacher. By its very nature, a dictionary is important for language learners not only in creating their vocabulary, but also in correctly memorizing and writing the words learned. Students in the field learn to identify the correct meaning of each word, phrase, and their grammatical usage, and begin to use them fully in a variety of contexts. In English lessons, first-year students can work independently with the dictionary, and senior students can effectively use one or two language dictionaries.

Flash cards can also be used to enrich the vocabulary, pronunciation, intonation, and even grammar skills of future English teachers to some extent unconsciously. In addition to what the word means, the images reflect the founders and characteristics of the culture, the traditions; it can also show the similarities and differences between different cultures, which are important in the correct assessment of the situation when using this or that word. The use of flash cards provides many opportunities for the formation of students' lexical competence in the process of learning a foreign (English) language.

Associative educational networks have a positive effect on the formation of lexical competence of students in the field. For example, using the *Mind-maps* method, students learn thematic

groups of words that have a specific relationship with each other instead of simply memorizing individual words. This method can be used both in individual work and on the board with a small group. However, it is important that every student understands this method and is able to do it independently. An example is the theme of “*Tieri*”. Each student takes a sheet of paper for himself and writes the basic concept between the sheets. Based on this term, the student will have to fill in the branching terms, such as “*Zoo*”, “*Affe*”, “*Bar*”. Thus, a multi-level network of words related to the basic concept gradually emerges.

It should be noted that students also develop a certain level of lexical competence in creating such word networks in their practical classes, as they gain skills depending on which word corresponds to the topic and how it is logically related to other words.

Poems and rhymes also provide some practical assistance in the formation of students' lexical competence. After carefully studying the given text, students memorize words and sentence structures by repeating them many times. Usually, working with poems brings unexpected results even for a teacher. Using this method, he can find out how creative the students in his group are, as this method differs from the sometimes rigid forms of educational work, but also provides good opportunities for stratified work. When working with poems and rhymes, all students can learn a goal-oriented text or complete assigned tasks as much as possible, all students in the group, regardless of how well they know English, will have a certain result, shaping their lexical competence. Poems and rhymes are easy to learn, have features such as weight, sound repetition. Studying or memorizing poems usually gives students pleasure, instills a love for their future profession. Positive emotional experiences, on the other hand, leave a deep imprint on the mind and remain in the memory for a long time. In this situation, the teacher-tutor's task is to continuously check that the student has completed the given homework, assignment, or language text correctly.

Didactic lexical games are a very good and effective tool for future English teachers to memorize words in the text and strengthen vocabulary. Any language game is a fun, natural, voluntary activity that is also a job that students in the field enjoy doing. However, through games, students can also form and strengthen basic skills.

Linguistic games in the “Practical English course” and other special subjects make students more active, didactic games create a natural atmosphere in the lessons. Shyness in using English helps students overcome psychological barriers and significantly increases their time spent actively using English in the group. These types of games create a friendly and harmonious environment that facilitates the activities of the group members, makes them happy and helps them to practice on lexical units during the games, strengthen and repeat the acquired knowledge.

In the environment of educational development transformation, there are different options of lexical games to increase and strengthen the vocabulary of future English language professionals. For example, quick games that increase students' interest, various variants of classic games such as Memo-Spiel, Reihenspiele, “Quartet”; word search and finding games, square letters, crosswords, paronomimas, word formation games; games related to contextual words, such as searching for adjectives for horses, filling in blank texts with relevant words, composing small-volume stories or information using suggested words.

So, basically, all the existing approaches to working with students' vocabulary in the study of the course “English lexicology” help to make effective use of opportunities.

Internet opportunities are one of the most effective opportunities in the development of lexical competence of students in the field. Today, with the rapid development of the internet, more informal learning tools have demonstrated their best features, especially now that they are widely used among learners and appear as an interesting additional representative resource for independent learning, which is relatively formal. There are many opportunities on the Internet for future English teachers to master the vocabulary of the field independently and thoroughly: for example, a dictionary of relevant information, articles on specific topics, crossword puzzles, basic and additional literature, worksheets and various exercises to increase vocabulary in a foreign language. English texts recommended for translation, riddles and proverbs in folklore samples, linguistic games, foreign language forums, etc.

Mobile phones are becoming an important part of our daily lives, fulfilling the means of communication. What is important for us is that it serves the development of e-learning. At the same time, the use of digital media, which has rapidly entered social life, is constantly growing. There is also an opportunity to shape a student's lexical competence through mobile phones. Because today, almost every student can read and download teaching materials from specialty subjects at almost any time in their home using TV, computer, internet and mobile devices and software applications, and be able to complete the assigned tasks.

The computer activity system can have a significant effect on the formation of the lexical competence of the future English teacher. This is because this system, which is based on innovative information technologies, has many special applications aimed at shaping lexical or other competencies. Programmers create their own materials based on the description and pronunciation of a word that students want to learn, relying directly on the content of specific color images, targeted videos to learn foreign words, to better remember. Current practice shows that there can be no vacancy in mobile learning, but this system can serve as a way to form lexical competencies that are used from time to time.

The method of associations or the method of keywords is one of the non-traditional methods of teaching in the process of forming the lexical competence of students of the "English" direction. This method is not widely used among the methods and techniques traditionally used in English lessons and are not described in detail in the methodological literature. In the associative method, associative images are actually used. One of the main linguistic requirements for such associative images is related to some common feature of them. Associative relationships can be, for example, in terms of color (black - white / Schwarz - weiß), shape (square / quadratisch), size (big - small / groß-klein), and so on.

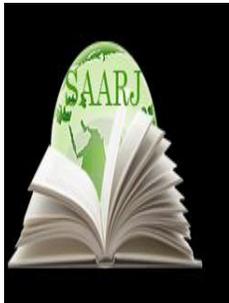
CONCLUSION

To sum up, the use of effective methods and techniques of formation of lexical competence in English lessons leads to improving the quality of knowledge and mastering, provides a great practical opportunity to increase the motivation of the future specialist and develop cognitive interests.

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THE PROCESSES OF ORGANIZING TEACHING STUDENTS' ALGORITHMS AND MODELS

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ABSTRACT

Updating the system of student assessment in improving the quality of education, that is the development of personal consciousness, the problem was solved on the basis of non-rigorous mathematical methods when creating a system of assessment management in a subject, expanding the imagination, enriching thinking and leading to learning.

The article was made an algorithm for solving the problem of bringing students to a new level of assessment - the algorithm of the assessment system. The use of continuous mathematical modeling as an effective way of monitoring and assessing students' knowledge, on the basis of which it is possible to implement a rating system, acquire skills and abilities

KEYWORDS: *Pedagogy, quality of education, assessment, continuous mathematical modeling, algorithm, relativity function, graphics, diagrams, analytical expression, relevance level vector.sum or integral.*

INTRODUCTION

Updating the content of the higher education system in the Republic of Uzbekistan, modernizing the educational process of teachers working in the information system in the era of globalization, using modern technologies and modern knowledge in this process are considered [2,4].

The head of state stressed the need, first of all, to revise the teaching load in schools and the number of lessons, to create a methodology that encourages students to think [1,3].

In this regard, the task was set to study foreign experience and update the methodology for training teachers.

Taking into account the above tasks, the choice of innovative teaching technologies related to the content of education, the development of lessons and the construction of technological maps, the practical application of educational goals in them, the development of personal and psychological skills of students. need to.

The use of continuous mathematical modeling as an effective way of monitoring and assessing students' knowledge, on the basis of which it is possible to implement a rating system, acquire skills and abilities.

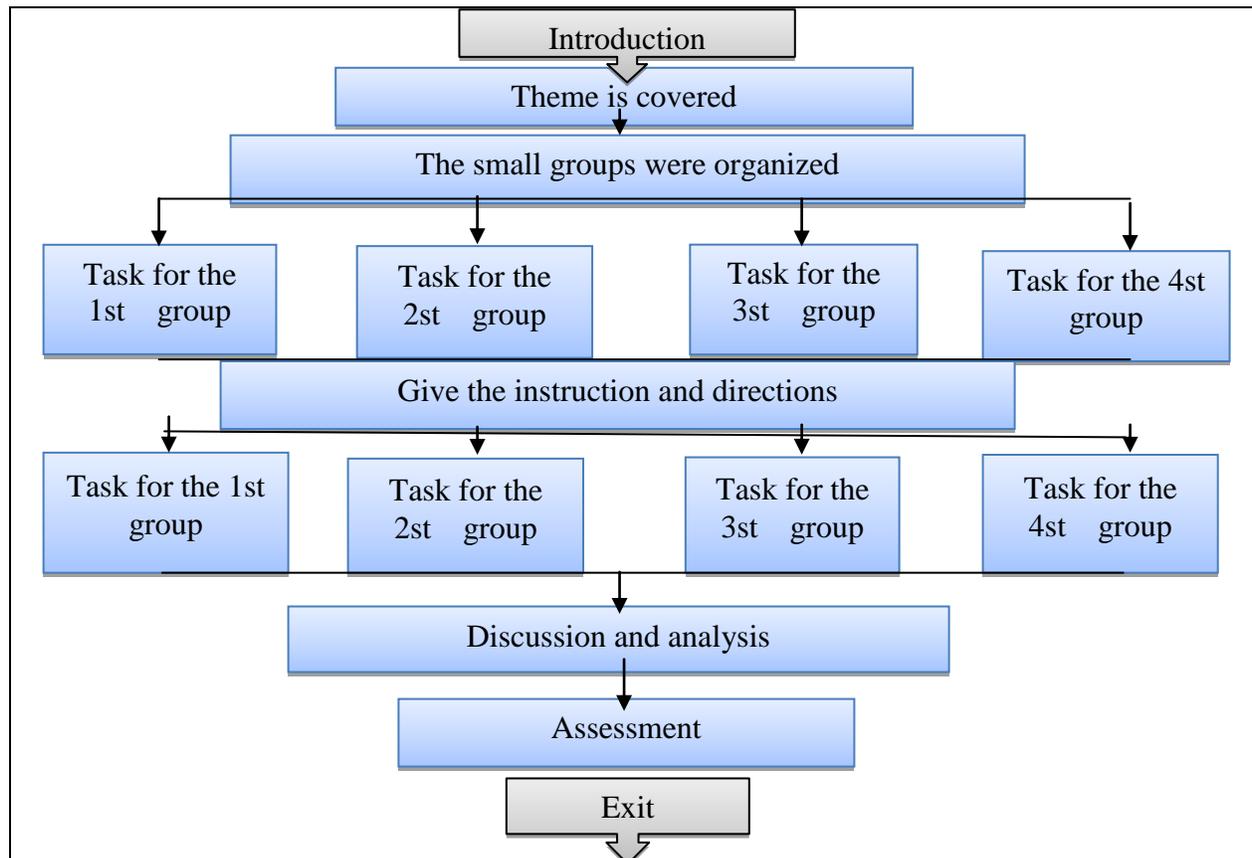
MAIN PART

Small Group Work - A creative classroom activity in which students are divided into small groups to study the material or complete a task to activate them;

In this method, the student has the right to work in small groups, take an active part in the lesson, take the lead, learn from each other, and appreciate different points of view.

By using the “small group work” method, the teacher has the opportunity to save time compared to other interactive methods. Because the teacher can attract and evaluate all students at the same time;

The following is a description of the small group method.



1-Photo working with small groups:

Using the method of Evaluation "Work in small groups" is often associated with some difficulties. For example, his statistical evaluation method is characterized by the difficulty of creating the necessary conditions for conducting a large number of non-coherent experiments on the observed process or parameter. Such information includes information on the student's mastery and attendance, linguistic assessments, and his psychology. An effective way to process arbitrary data, especially fixed data, is the fixed data method.

Here are some examples of how students can achieve high academic performance by exploring the different types of knowledge assessments, journals, and skills they have acquired as they improve their performance.

The organization and decision-making of the educational process in mathematics is characterized by the fact that it has a large amount of linguistic, subjective, digital information, since it belongs to the category of the humanities. One of the most effective ways to model learning and decision-making processes in such an environment is the widespread use of non-rigid set and neuro-rigid approaches.

$$A = \{(\mu_A^*(x), x)\}. \quad \forall x \in X. \quad (1)$$

In this the power for each element X belongs to the set and is given by the dependency function, in this

$$\mu_A(x) \in [0;1]$$

The relation function is a set of X values at the intersection of this variable [0; 1]:

$$\mu_A : X \rightarrow [0;1]$$

The concept of an infinite set allows you to mathematically represent qualitative assessments in humans in the form of linguistic meanings and ambiguous numbers.

The power of Unstable Packages: The cardinality of a set without a fixed set is expressed by $(\mu_A^*(x), x)$ the number of pairs it contains [9]:

$$\|A\| = n$$

The set A is constant, and its domain x is the amount of forces.

The Function of affiliation and the degree of affiliation: For each x value of a given variable, the relevance function [0; 1] corresponds to a definite number from the interval [6, 7]:

$$\mu_A(x) : X \rightarrow [0;1] \quad \forall x \in X. \quad (2)$$

This number, called the degree of membership, represents the degree to which x belongs to a fixed set A. The affiliation function can be set as follows:

- Graphics (solid case) or diagrams (discrete case);
- Analytical expression (formulas);
- Tables;

- Vector of suitability level;
- Sum or integral.

When the ratio function is the form of a formula, it is advisable to introduce a mathematical variable x , which forms the coefficient of the values of the variable:

$$w = \begin{cases} 1. & \text{if } -a \leq x \leq a. \\ 0. & \text{another situation} \end{cases} \quad (3)$$

In this case, the given stitching function can be written as:

$$\mu(x) = w \left(\frac{a - |x|}{a} \right) \quad (4)$$

Discrete affiliation function table: 1. can be given in the form.

Note. In the form of x values, the table can be an object, human individuals, or abstract concepts, rather than just numbers. For example, the table may contain information about the belonging of different assimilators, assimilation groups to set A (Table 2.) [7].

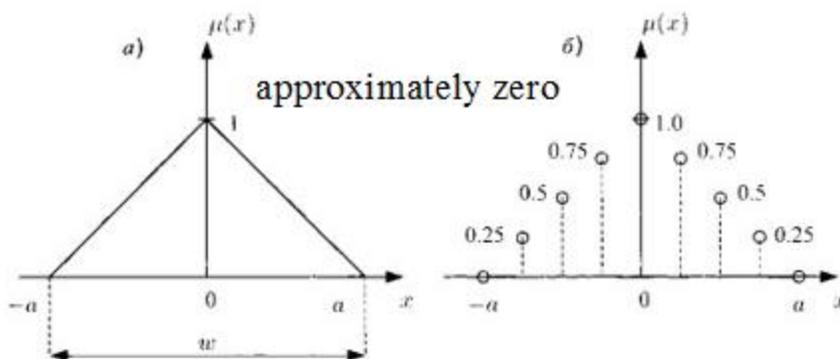


Figure 1 continuous (a) and discrete (b) indeterminate number Graphical representation of the corresponding function “approximately zero”

The relevance function is an example given in the table setting

Table.1

$x \in X$	$x_1 = a$	$x_2 = -0,75a$	$x_3 = -0,5a$	$x_4 = -0,25a$	$x_5 = 0$
$\mu_A(x)$	0,00	0,25	0,5	0,75	1,00

$x \in X$	$x_6 = 0,25a$	$x_7 = 0,5a$	$x_8 = 0,75a$	$x_9 = a$
$\mu_A(x)$	0,75	0,5	0,25	0,00

If the domain X determines X is the sequence of all n elements, then the stitching function can be given in the form of a stitching vector

$$V_A = \{\mu_A(x_1), \mu_A(x_2), \mu_A(x_3), \dots, \mu_A(x_n)\} \quad (5)$$

For example:

$$V_A = \{0,00, 0,25, 0,50, 0,75, 1,00, 0,75, 0,50, 0,25, 0,00\}$$

Discrete can be written in the form of a set sum that is not exact:

$$A = \frac{\mu_A(x_1)}{x_1} + \frac{\mu_A(x_2)}{x_2} + \frac{\mu_A(x_3)}{x_3} + \dots + \frac{\mu_A(x_n)}{x_n} = \sum_{i=1}^n \frac{\mu_A(x_i)}{x_i} \quad (6)$$

The appropriateness of the student's belonging function in the form of a table Table 2

$x \in X$	Group.1	Group.2	...	Group.(n-1)	Group.n
$\mu_A^*(x)$	0.4	0.5	...	1.00	1.00

Listed write A represents the fact that the package is one of the pairs (al arithmetic does not sum).

For example:

$$A = \frac{0,00}{-a} + \frac{0,25}{-0,75a} + \frac{0,50}{-0,5a} + \frac{0,75}{-0,25a} + \frac{1}{0} + \frac{0,75}{0,25a} + \frac{0,50}{0,5a} + \frac{0,25}{0,75a} + \frac{0,00}{a}$$

An Interrupted indefinite set can be written in the form of an integral

$$A = \int_x \frac{\mu_A(x)}{x} \quad (7)$$

This notation states that A is an indefinite set $(\mu_A(x)/x)$ of pairs consisting of a combination of pairs.

Example: "Real numbers close to zero" (1 photo)

$$A = \int_x w \left(\frac{a - |x|}{a} \right) / x \quad (8)$$

When writing an affiliation function, elements of X whose affinity level is zero are usually omitted

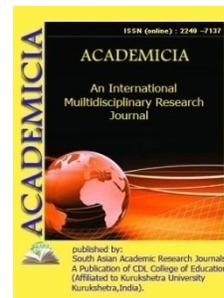
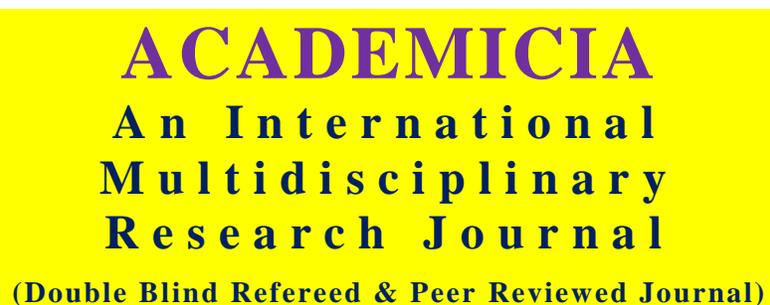
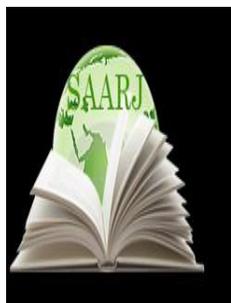
CONCLUSION

In conclusion, the article argues that some small groups, which are considered to be disadvantages of the "small group work" method, have weak learners, so strong learners are less likely to get grades, have less control over all learners, and have negative inter-group competition. In order to effectively solve problems such as the possibility of conflict within the group, to improve the quality of education, to develop and bring it to a new level, to evaluate students, especially to update the system of assessment in specific disciplines, reviewed and developed a management system for assessment in the subject matter of the course, as well as to find a clear solution based on non-rigorous mathematical methods for assessment.

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RESEARCH OF SIZE CHARACTERS OF CHILDREN'S FIGURES OF SCHOOL AGE FOR OPTIMIZATION OF CLOTHING DESIGN

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ABSTRACT

The article substantiates the relevance of anthropometric measurements of the dimensional characteristics of children's figures of different age sex and age groups in order to study the nature of the change in dimensional characteristics to improve the quality of the fit of children's clothing, as well as create a new dimensional typology. A mass measurement of children's figures was carried out; the sample consisted of more than 3,000 people. Based on the mass measurement data, regression equations were drawn up, on the basis of which the analysis of changes in dimensional characteristics was carried out.

KEYWORDS: *Dimensional Characteristics, Measurement, Research, Regression, Regression Coefficient.*

INTRODUCTION

To solve practical problems of providing the children's population with fitted clothing, it is necessary to take into account the modern size typology of the population, know the relative number of their typical figures and predict the required size range of clothing. Such data can be obtained only when conducting mass anthropometric examinations of children's figures and correct mathematical (statistical) processing of the results of mass measurements. The results of anthropological research are used to develop new anthropometric standards for the production of children's clothing.

The scientific foundations and methods for constructing anthropological standards for mass production of garments were developed by the staff of the Research Institute of Anthropology at the Lomonosov Moscow State University together with TsNIISHP, which is discussed in detail in the works of E.B. Koblyakova and T.N. Dunaevskaya [1,2].

To increase the percentage of sales of children's clothing, it is necessary to resolve the issue of proportionality of manufactured products, i.e. the correspondence of their sizes to the dimensional characteristics of children's figures. In this case, the values of subordinate dimensional characteristics are calculated using updated coefficients of the regression equation, determined on the basis of statistical processing of the results of anthropometric studies.

To test this hypothesis about the inconsistency of the dimensional typology developed by NIIA MSU in 1986, the modern dimensional characteristics of schoolchildren, a study was conducted to determine new statistical parameters, followed by a comparative analysis of the data [2].

The aim of the study is to study and analyze changes in the anthropometric parameters of school-age children in Uzbekistan to optimize the design and manufacture of clothing.

On the basis of the department KTSHI TITLP, a study was carried out to determine new statistical parameters, followed by a comparative analysis of the data. The collection of the necessary information for the anthropometric study was carried out by mass measurement of the child population in accordance with the standard measurement methodology MTILP [2]. The volume of the stochastic sample was more than 3000 people. The sample included children of all age groups: primary school age (6-11 years old), senior school age (12-14 years old), adolescents (15-18 years old) [3].

The program of mass measurement of the child population included 63 basic dimensional characteristics measured by the contact method. Dimensional characteristics were selected as a result of the analysis of the existing methods of designing children's products [4,5].

The anthropometric data obtained as a result of the measurement were subjected to mathematical processing. For each dimensional trait, the main statistical parameters were determined that characterize the size and variability of the trait in the sample, the degree and nature of the correlation dependence between the dimensional traits. The statistical processing of the measurement results was carried out using the professional package Mini tab., Excel 2007 [6].

Previous studies have established that the relationship between the anthropometric features of the figures of children is of a correlation or stochastic nature. More precisely, the correlation

between the two dimensional characteristics can be established using the regression equation [7]. The regression equation in this case has a linear dependence of the form: $y = kx + b$, where y is a subordinate feature, x is the main feature, k is a proportionality coefficient, b is an intercept.

The linear correlation coefficient can take values from -1 to $+1$. The tightness of the connection between the signs was assessed using the Chaddock scale [8]:

$0.1 < r(x, y) < 0.3$: weak;

$0.3 < r(x, y) < 0.5$: moderate;

$0.5 < r(x, y) < 0.7$: noticeable;

$0.7 < r(x, y) < 0.9$: high;

$0.9 < r(x, y) < 1$: very high.

Regression equations for determining the values of subordinate dimensional characteristics have been compiled. Table 1 shows comparable regression equations for the relationship of the investigated dimensional features with their correlation coefficients. When calculating, the chest circumference III of boys and girls of 11 years old was taken as the leading dimensional indicator.

TABLE 1 REGRESSION EQUATIONS FOR THE DETERMINATION OF SUBORDINATE RP IN BOYS AND GIRLS 11 YEARS OLD

Dimensional sign	Dimensional feature	Regression equation	
		Boys	Girls
Body length	T1	$P/T1 = 109 + 0,495$ $Or_{III}/T16$ $r = 0,558$	$P/T1 = 99,5 + 0,611$ $Or_{III}/T16$ $r = 0,474$
Waist circumference	T18	$O_T/T18 = - 2,08 + 0,942$ $Or_{III}/T16$ $r = 0,916$	$O_T/T18 = 12,5 + 0,717$ $Or_{III}/T16$ $r = 0,834$
Hip girth	T19	$O_6/T19 = 25,8 + 0,806$ $Or_{III}/T16$ $r = 0,839$	$O_6/T19 = 14,5 + 0,974$ $Or_{III}/T16$ $r = 0,840$
Back length to waist	T40	$\Delta_{Tc}/T40 = 31,7 + 0,0250$ $Or_{III}/T16$ $r = 0,501011$	$\Delta_{Tc}/T40 = 23,1 + 0,132$ $Or_{III}/T16$ $r = 0,404873$
The length of the arc of the upper torso through the point of the base of the neck from the side	T44	$M_{rT}/T44 = 48,2 + 0,294$ $Or_{III}/T16$ $r = 0,519312$	$M_{rT}/T44 = 43,0 + 0,336$ $Or_{III}/T16$ $r = 0,529528$
Back width	T47	$III_c/T47 = 29,7 + 0,0329$ $Or_{III}/T16$ $r = 0,746979$	$III_c/T47 = 11,8 + 0,262$ $Or_{III}/T16$ $r = 0,668837$

Chest width	T45	$\text{IIIr}/\text{T45} = 30,7 - 0,0267$ $\text{OrIII}/\text{T16}$ $r = 0,729807$	$\text{IIIr}/\text{T45} = 11,3 + 0,238$ $\text{OrIII}/\text{T16}$ $r = 0,634522$
Inside leg length	T27	$\text{Дн}/\text{T27} = 63,9 + 0,0022$ $\text{OrIII}/\text{T16}$ $r = 0,162305$	$\text{Дн}/\text{T27} = 45,9 + 0,311$ $\text{OrIII}/\text{T16}$ $r = 0,344569$
Distance from the point of the base of the neck from the side to the wrist girth line	T33	$\text{Дрзап}/\text{T33} = 43,0 + 0,277$ $\text{OrIII}/\text{T16}$ $r = 0,550132$	$\text{Дрзап}/\text{T33} = 39,1 + 0,325$ $\text{OrIII}/\text{T16}$ $r = 0,572877$

Having given the value of the girth of the chest, according to these regression equations, it is possible to calculate the values of subordinate dimensional characteristics, which are subsequently used in the design of children's clothing. The sizes of clothes, calculated according to the regression equations, characterize the parameters of the modern average-typical child's figure.

Analysis of the calculations showed that the correlation coefficient between chest girth and latitudinal features reaches a fairly large value. The correlation between the chest girth is most pronounced with the transverse parameters. At the same time, the correlation between longitudinal and girth characters is very insignificant (Table 1) [2]. Consequently, it can be argued that in boys and girls, the mathematical relationship between a pair of dimensional traits T16, T18 and T16, T19 is most significant, and between the dimensional traits T16 and T1 it is moderate and equal to 0.558 and 0.474. The correlation between T27 and T16 is weak and is equal to 0.162 in boys, 0.344 in girls.

A low degree of correlation between features oriented in different planes necessitates the selection of not one, but at least two leading features [2].

A comparative analysis of the values of dimensional characteristics, calculated using the obtained regression equations and the data of GOST [9,10], which showed the nature of the change in dimensional characteristics for the period between measurements in 1986 and the present, was carried out. An example of calculating subordinate characteristics by the value of Og3 for boys and girls of 11 years old is shown in Table 2.

TABLE 2 THE RESULTS OF CALCULATING THE VALUES OF THE DIMENSIONAL CHARACTERISTICS OF BOYS AND GIRLS OF 11 YEARS OLD ACCORDING TO THE OBTAINED REGRESSION EQUATIONS

Dimensional sign	dimensional feature	Value according to the new regression equation, cm		Values according to GOST 17917-86, 17916-86, cm		Deviations, cm	
		Boys	Girls	Boys	Girls	Boys	Girls
Body length	T1	143,8	142,5	140	140	+3,8	+2,5
Chest girth	T16	70,3	70,4	68	68	+2,3	+2,4

Waist circumference	T18	64,1	63,0	63	63	+1,1	0
Hip girth	T19	82,5	83,1	77,5	80,6	+5,0	+2,5
Back length to waist	T40	33,5	32,4	32,4	31,5	+1,1	+0,9
The length of the arc of the upper torso through the point of the base of the neck from the side	T44	68,9	66,7	67,9	66,3	+1,0	+0,4
Back width	T47	32,0	30,2	30,9	30,3	+1,1	-0,1
Chest width	T45	28,9	28,1	26,6	26,9	+2,3	+1,2
Inside leg length	T27	64,1	67,4	65,7	67,2	-1,6	+0,2
Distance from the point of the base of the neck from the side to the wrist girth line	T33	62,5	62,0	58,5	58,5	+4	+3,5

The graph characterizing the change in dimensional characteristics calculated by the regression equations and the average figure according to GOST data [8, 9], in the resulting sample, is shown in Fig. 1 and 2.

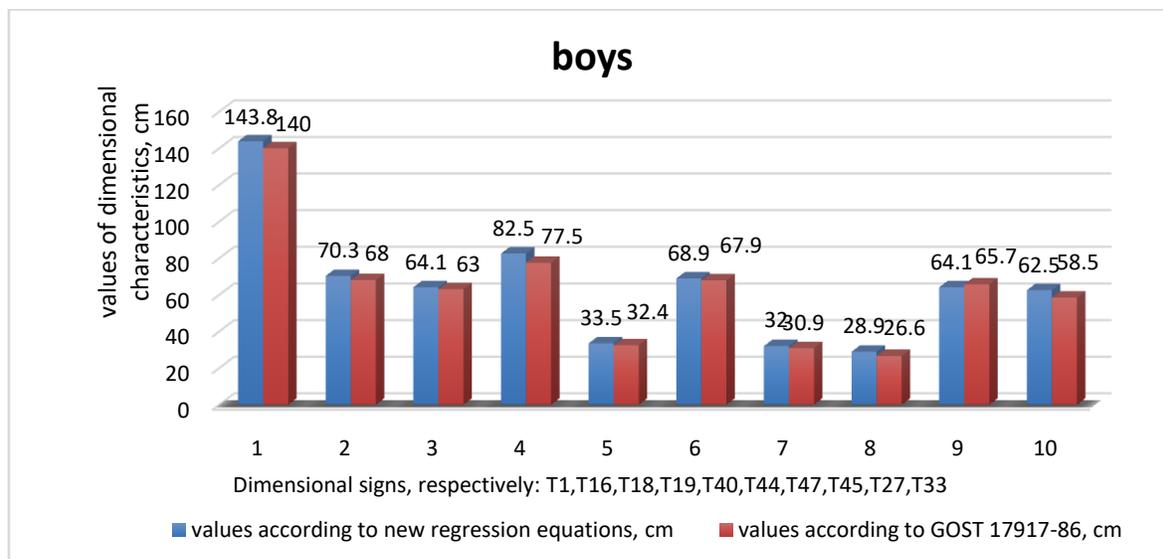


FIGURE 1. HISTOGRAM OF CHANGES IN THE SIZE CHARACTERISTICS OF 11-YEAR-OLD BOYS

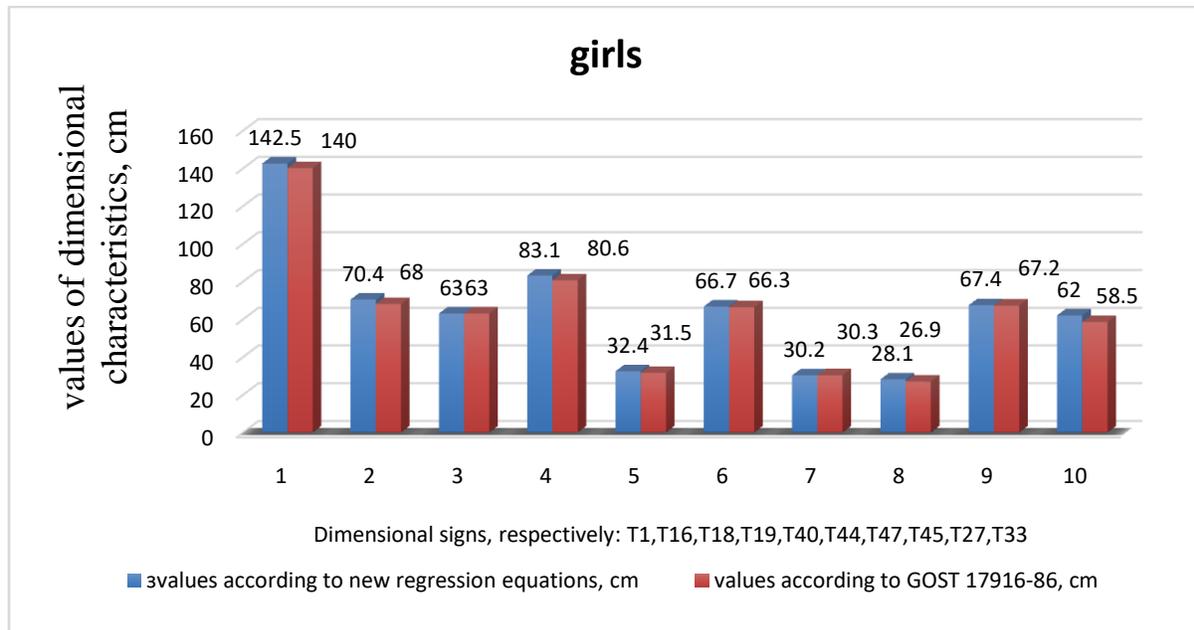


FIGURE 2. HISTOGRAM OF CHANGES IN THE SIZE CHARACTERISTICS OF GIRLS 11 YEARS OLD

Comparative analysis of the values of dimensional characteristics calculated by the regression equations showed that the size of the average figure has changed, while there is a general trend towards an increase in body length, hip girth, chest girth. In general, the obtained modern average typical children's figure of boys and girls with a chest girth of 70.3 and 70.4 differs from the dimensional characteristics according to GOST [9.10].

Based on the results of the study, it can be concluded that the dimensional characteristics of the modern children's average figure of boys and girls have changed, the girth of the chest, the girth of the waist and hips have increased, which may be associated with a change in the lifestyle of a modern person. The computerization of leisure, decreased physical activity, and a fast food regime have led to an increase in the overweight population, and, as a consequence, an increase in transverse dimensions.

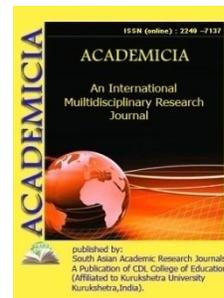
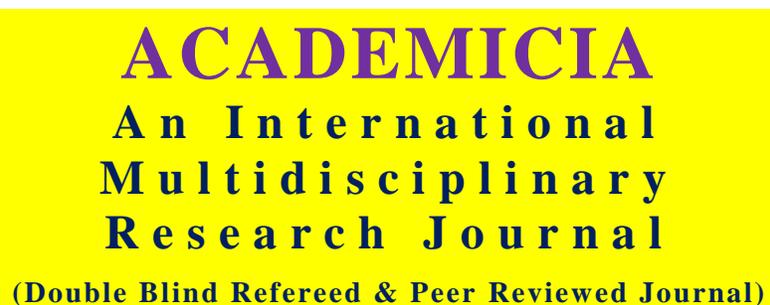
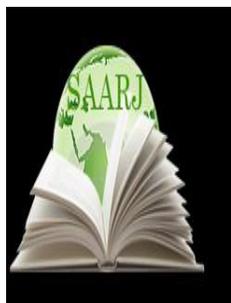
CONCLUSION

The obtained values of the correlation coefficients were compared according to the Student's test, according to which, with a probability of 0.95, it can be argued that the obtained equations are reliable and they can be applied when calculating the values of subordinate dimensional characteristics when developing a new dimensional typology.

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IMPROVEMENT OF INTERNAL AUDIT METHODOLOGY IN INTERNATIONAL PRACTICE AND INTERNATIONAL AUDITING STANDARDS IN UZBEKISTAN

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ABSTRACT

The article considered the fundamentals of improving international audit services and international auditing standards in international practice in Uzbekistan and the procedure for registering them based on the results, as well as using the methods of exploitative and deductive research conducted in accordance with international standards of internal audit. As a result of the study, recommendations were made and conclusions were drawn.

KEYWORDS: *Internal audit, audits, methodological basis for evaluating the effectiveness of internal audit, auditor qualification requirements.*

INTRODUCTION

In international practice, a lot of research is being done to improve and develop the methodology of internal audit and international standards of internal audit. These studies study the features of the use of international standards of internal audit in the activities of the internal audit service of business entities, compliance with the established requirements and the advantages of their implementation in the country. Analysis of the experience of developed countries and scientific achievements in the field shows that the harmonization of regulations governing internal audit in business entities in line with international requirements, improving the efficiency of the internal audit institution, the formation of an effective management system and attracting investors to reduce business risks is an important factor.

The large-scale reforms underway in the country require the development of theoretical and legal bases of internal audit, mechanisms for organizing internal audit services in accordance with international standards and methodological framework for assessing the effectiveness of internal

audit. One of the important tasks in the strategy of innovative development of the Republic of Uzbekistan is "the development of corporate law and the introduction of modern principles of corporate governance, taking into account international experience" ^[1].

LITERATURE REVIEW

We can see that the following research has been conducted on the issue of internal audit: BA Khasanov in his research focused on the computerization of the internal audit service ^[2].

In the scientific work of NF Karimov studied aspects of the organization of internal audit in commercial banks and the improvement of its methodology ^[3].

According to the Institute of Internal Auditors, "Internal audit is the activity of providing independent, impartial guarantees and advice aimed at improving the performance of an organization. Internal audit helps the organization to carry out its activities through a systematic and consistent approach to risk management, control and evaluation and improvement of the effectiveness of corporate governance processes" ^[4].

KB Akhmedjanov revealed some issues of improving the methodology of internal audit in business entities. Numerous literature and regulations in the field provide definitions and explanations for the concept of internal audit. KB Ahmadjanov describes internal audit as follows: "Internal audit is an independent system that provides objective guarantees and advice to improve the efficiency of financial and economic activities of business entities, internal audit is aimed at ensuring the accuracy of accounting data and creating an effective internal control system" ^[5].

In the course of scientific research, A. Turaev gave the author's definition of the concept of "internal audit" as follows: internal audit is a systematic and independent assessment of risk management, reliability and effectiveness of internal control systems, including corporate governance practices on the basis of generally accepted international and national standards described as an established activity ^[6].

In the work of SU Mekhmanov we can see that the issue of improving the methodology of internal audit in budget organizations is approached from the point of view of the budget system ^[7].

It should be noted that the above-mentioned research does not fully study the current role of internal audit, its planning, preparation of working papers, compilation of reports, improving the methodology of internal audit, the system of certification of internal auditors at the international level.

Research Methodology: Scientific methods of studying the processes of economic reality - experimental research, generalization, grouping, logical and comparative methods of analysis, abstract-logical thinking, comparative analysis, statistical analysis, prospective forecasting and other methods were used in the research work.

Analysis and Results:

In order to achieve the goal of ensuring the implementation of management decisions in the management of production activities of the enterprise, in order to ensure the uniformity

(unification) of the report of the internal audit service of business entities, the author developed a proposal to introduce a standard consolidated report.

In our opinion, it is necessary to adopt international standards of internal audit, which are widely used in international practice. Membership in the Institute of Internal Auditors through public organizations of Uzbekistan, the opportunity to use international standards of internal audit in our country.

In international practice, the standards of internal audit developed by the Institute of Internal Audit reflect the following criteria:

Quality description standards;

Activity standards;

Standards of practical application;

As a result of our research, the opening of a branch of the Institute of Internal Auditors in Uzbekistan will allow to use international standards of internal audit and expand the system of international certification of internal audit services and internal audit services.

The practical application of the internal audit standards we propose will further increase the efficiency of the internal audit service and help to make optimal management decisions. Ensures the timely implementation of the work of internal auditors and provides a basis for making positive investment decisions, depending on the effectiveness of the internal audit service of foreign investors.

The use of the results of the internal audit service by external auditors allows to reduce labor costs in the audit organization by reducing the time spent on the audit, as well as to obtain additional evidence based on the principle of sufficiency of audit evidence.

CONCLUSION

As a result of the organization of the internal audit service and the study of their activities, it was found that there are some shortcomings and deficiencies in the implementation of internal audit tasks in the management of business entities. In order to eliminate these shortcomings and prevent their recurrence in the practice of internal audit in our country, in our opinion, it is expedient to implement the international standard "Use of internal audit services", to strengthen internal audit as a form of activity.

In the preparation of the report of the internal audit service in business entities, it is important to correctly structure the sequence of stages of the process of its implementation, based on which its form was developed in the research work. Timely development of internal audit plan and program in the process of documentation, preparation of internal audit cost estimates, development of job descriptions for internal audit service staff, implementation of daily work processes, internal audit the preparation of the service report and its submission to the supervisory board will be carried out on a sequential basis.

The establishment of a branch of the Institute of Internal Audit on the basis of international experience in order to regulate the activities of internal audit in our country will serve to improve the quality of internal audit services. Thanks to the opening of a branch of the Institute of Internal Audit in Uzbekistan, employees of the internal audit service will receive a three-stage

certificate of "Certified Internal Auditor (CIA)" at the international level and improve the system of certification of internal auditors through public organizations of internal auditors.

The standard form of the "Internal Audit Service Report" proposed for the registration of the results of the work of the internal audit service in business entities will ensure the uniformity of the consolidated report and improve the Regulation "On Internal Audit Service in Enterprises."

A system of performance indicators of the Internal Audit Service for business entities and a methodology for determining it have been developed and recommended for practical use. This will further increase the ability of the supervisory board to evaluate and monitor the performance of internal auditors.

Internal audit standards allow to develop a basic regulatory document for the development of internal audit in the country. As a result, the widespread use of internal audit standards by internal auditors allows for timely resolution of practical problems.

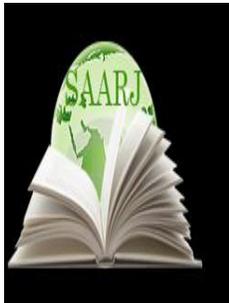
The implementation of scientific proposals and practical recommendations developed in the research will serve to improve the internal audit of business entities and the effective implementation of the tasks set out in the Strategy of Innovative Development of the Republic of Uzbekistan for 2019-2021.

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MULTIMEDIA IN INSTRUCTIONAL DESIGN: IMPLICATION FOR EFFECTIVE INSTRUCTIONAL PROCESS

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ABSTRACT

Instructional Design is a key process for planning learning content to achieve effective learning. Incorporating multimedia in learning content planning and delivery is a necessity to this effect. This paper therefore looks at what Instructional Design is, how it can be carried out using the ADDIE model. It also looks at how multimedia can be incorporated into learning content design; the tools needed and the responsibility of the Instructional Designs to achieve this goal. The benefits of using multimedia for Instructional Design were also discussed hence its support for application in learning content planning and delivery. This paper concludes that the use of multimedia in Instructional Design is very necessary to meet the need of the diverse learners in the present day learning environment. This paper recommends that education providers should provide the needed multimedia facilities, content developers should be regularly sent on fresher courses to be current in lesson design using multimedia, school environment should be made multimedia compliant to meet the needs of the technology driven era.

KEYWORDS: *Multimedia, Instructional design, Instructional process, Implication.*

INTRODUCTION

Media are devices used in communication and information sharing. They could be audio, visual or audio visual. They are audio when they appeal only to the sense of hearing; information is received by hearing or listening to it. They are visuals when they appeal only to the sense of sight; the message is seen and audio-visual when they appeal to both the sense of sight and hearing at the same time; seeing and also hearing the information (Omieibi-Davids, 2005). They can be physical objects, still pictures, slides, transparencies, posters, charts or written words

(text). Media occur in different colours, shapes and sizes; hence everything on earth can serve as an instructional media. In communicating and sharing information sometimes, more than one means of communication is used at a particular time to get information across to the intended audience. This is very necessary in the instructional process so as to make the learning content clearer to the learner. Applying this is what is called multimedia. Multimedia is the use of several media carrying the same information using different context to deliver the learning content in a lesson.

Instructional process is about teaching and learning; passing the learning content efficiently in such a way that the learner will understand exactly what the teacher wants to pass across exactly the way it is needed. The instructional process is all about communication; the ability to effectively communicate the learning content to the learner (Victor-Ishikaku, 2014). This requires the use of media which are instrument for enhancing communication and information transfer, hence the need for media in instruction. Instructional media therefore are multimedia channels through which information are transmitted for instructional purposes.

Studies have shown that the learner is the focus of the instructional process. This has given rise to varied teaching-learning modes and channels that has made learning experience more engaging, meaningful and effective. It has made room for the use of ample instructional media and resources hence in the present dispensation; multimedia is a common term in the teaching-learning palace. The emergence of Information and Communication Technology (ICT) has given great boost to the use of media in teaching and learning. These myriad of media has flooded the classroom such that the question of which is most appropriate has arisen. This is where designing learning content and instruction comes in.

Designing learning content or Instructional design is about effectively organizing the learning content and instructional media in such a way that it will suit the needs of the learner. A beautiful learning content and a myriad of electronic devices cannot metamorphose to applicable knowledge and skill except it is well organized and planned to meet the learner characteristics and needs. It is on this premise that this paper looks at how learning content could be designed using the appropriate multimedia so as to meet the need of diverse learners. Studies has shown that no two learners are exactly the same in learning needs, assimilation, processing of information and rate of recall, hence the need to design instruction to accommodate all the varied needs of the learners in a diverse classroom (Arshavskiy, 2013). Instructional design is about planning and structuring learning content to suit the learning need of learners (Arshavskiy, 2013). To plan learning content for a group of learners involves putting the learning content together in such a way that it will suit and help the learners to achieve the instructional objective.

Concept Definition

Multimedia

The concept multimedia has two root words; 'multi' and 'media'. Multi meaning many or several and media meaning channel through something can be transmitted or sends middle. It means using several channels of communication to connect the sender and the receiver. It is about transmitting information from one person/place to another (Singh, 2012). It combines all elements of communication such as graphics, text and animations to make information effective and understandable.

Multimedia is the use of a combination of different electronic devices to deliver information in an interactive manner. It involves using a variety of media to deliver a learning content in different context in such a manner that the user interacts with it in various ways. The learning content could be presented with the use of a computer, multimedia projector or some other telecommunication device like a smartphone. They include text (written words), audio, still images like pictures, animations and video (moving images) (Vaughan, 1993; Pun, 2013). To Mayer (2014), multimedia is simply the presentation of both words and images with a corresponding verbal input to support learners learning of a concept. In order for the electronically delivered combination of media to be said to be multimedia, it has to be one that the user can access interactively. This means that the user should be able to navigate, interact, create and communicate with it.

Multimedia include anything a teacher uses in the course of teaching to make the learners to understand and assimilate the concepts. Multimedia involves using varied types of media conveniently in lesson delivery (Vaughan, 1993). The reason for this is to meet the varied needs and individual differences amongst the learners. Multimedia generally simply means using computer information to represent through different means as graphics, audio, images, video and animation along with conventional media. Components of a multimedia system are;

- Capture devices such as video cameras, video recorder, audio microphones, 3D input devices, tactile sensors, graphic tablets, and keyboards.
- storage devices such as hard disk, CD-ROMS, and DVD
- Communication networks such as internet, ATM, intranets, token ringetc.
- Computer system like multimedia desktop machines, workstations, DSP hardware.
- Display devices like colour printers, HDTV, SVGA, and CD-quality speakers (Marshall, 2001).

Different means through which multimedia could be used are video conferencing, distributed lectures for higher institutions, work environment, world wide web, electronic magazines, newspapers and books, interactive TV, home shopping, online reference works.

Multimedia is a learning content that uses varied content forms such as text, images, audio, video and interactive content. It could be recorded and played later or live performance. It means it could be used for both synchronous and asynchronous learning delivery. Vaughan (1993) defined it as the combination of sound, text, images, animations and video delivered through the computer. It becomes interactive multimedia when the user controls the presentation of the content and when it involves the user having the access to navigate through the content, it is called hypermedia.

Instructional Design

Instruction is a human undertaking whose purpose is to help people learn. It consists of a set of events that affect learners in such a way that there is a change in their behaviour as a result of the activities they are exposed to. Some of the activities that constitute instruction are teaching, reading a book, watching television and learning from the computer. While learning can take place without instruction, the effect of instruction on learning is often beneficial and easy to

observe. This is because it is usually deliberately planned to achieve various objectives. It is communication deliberately planned to broaden the knowledge of the learner.

Whatever way we decide to define instruction, there are several basic factors involved in producing effective instruction. These factors must work together to produce instruction that is effective. The factors are the following:

- a. The learner whose knowledge is being broadened
- b. The teacher or instructor who plans the information or has to make use of it
- c. The method used to pass on the information
- d. The media which is the means through which the information is passed on to the learner.

When instruction is deliberately planned to achieve a particular purpose, it is called instructional design or instructional systems design. Instructional design is the practice of creating instructional experiences which make the acquisition of knowledge and skills more efficient, effective and appealing (Merrill, Drake, Lacy and Pratt, 1996). It is the practice of arranging content and media to facilitate learning. The process involves determining the current state of the learners' understanding and needs, defining the end goals of the instruction and creating a media based intervention to assist instruction based on some pedagogically tested theories of learning (Gagne and Briggs, 1989). It is the systematic manner of designing instruction according to designed goal taking into cognizance instructional theories and learning theories. It involves identifying the learning needs, objectives and designing instruction and its mode of delivery to meet the identified needs (Reiser & Dempsey, 2007). It makes for effective and efficient learning experiences and processes.

The purpose of instructional design is to create and deliver a learning product which is an instructional material for businesses, school system and government organisation (Gardener, 2011). Instructional design is not carried out by only one person. Designing instruction in the educational system is a complex process involving many people. While in the classroom it can be carried out by a single teacher or a small group of people including the teacher and students, for the entire educational system it involves a variety of specialised people and agencies. Sometimes it is a joint effort of schools, universities, industry, book publishers, software programmers and developers, and other concerned agencies (Gagne and Briggs, 1989).

Theoretical Framework

The cognitive theory of multimedia (2009) is the bases for this work. The theory states that people assimilate more when concepts are presented in two forms or channels; in words and images than through one channel. It is based on cognitive learning principles. The theory focuses on the sense organs which the multimedia appeals to which are the audio, visual and audio-visual. It is based on how the human mind works when it comes to learning. That people learn through multimedia from two channels is based on three assumptions;

- i. Processing information is basically through two channels; visual and audio (dual-coding theory)
- ii. Each channel has limited capacity
- iii. Learning is an active process involving some basic steps which are filtering, selecting,

organizing and integrating information on prior-knowledge.

It outlined five cognitive processes in multimedia learning as;

- Selection of relevant of word for the learning content
- Selection of relevant images and picture for the graphics
- Organization of the selected words into coherent verbal representation
- Organization of the selected images into coherent pictorial representation
- Integration of the verbal and pictorial representations and prior knowledge.

What this implies is that for designing instruction using multimedia, the process of information processing must be put into cognizance so that the instruction will follow the right specification so as to achieve the instructional objectives. Relating this to the ADDIE model, it means that the instructional designer must consider the five steps of cognitive processing in every stage of the model.

Instructional Design Models

Instructional design uses various steps and phases in planning and designing instruction (Gardner 2011). These steps and phases are known as instructional design models. Instructional models are visual or verbal representations of the instructional design process that are used to guide and complete the design in many training and educational settings. They are the guidelines by which instructional designers create instruction. The essence of these models is the following:

1. Present complex information in a simpler way
2. Describe the functions, components and relationships between the components of a system
3. Identify what is generic and applicable across multiple context.

ADDIE Model

The ADDIE model takes its name from the five phases that make up the model. They are the following; Analysis, Design, Develop, Implement, and Evaluate.

Analysis: This is the first stage of the ADDIE model. It deals with the analysis of the needs of the learner and the instructional setting. This stage is used to do the following:

- a. Clarify instructional problems and learners' needs
- b. Identify goals and objectives.
- c. Determining the existing knowledge of the learner and other relevant characteristics.
- d. Consider the learning constraints, learning environment, task delivery options.
- e. Consider the time-line of project completion.

Design: This stage deals with the laying down of specifications for an effective, efficient and relevant learning environment. This stage involves stating a logical and orderly method of identifying, developing and evaluating planned strategies targeted at attaining the project goals, and ensuring that each element of the instructional design plan is executed with attention to details. This stage deals with the following activities:

- a. Specify learning objectives
-

- b. Specify assessment instruments, exercise, content
- c. Plan lesson and select media
- d. Create prototype

Development: The actual creation or production of the content and learning material based on the activities of the design stage occurs here. This stage involves the actual making of the instructional material, including instructor and instruction guide (Gustafson and Branch, 2002). Activities at the stage include the following:

- a. Creation of Storyboard
- b. Content is written and graphics are designed
- c. Programmers work to develop and/or integrate technologies if learner is involved
- d. Testers perform debugging procedure
- e. Project is reviewed and revised to any feedback received

Implementation: This is the stage of the model where the plan is put in action and a procedure for training the facilitators and the learners is developed. Here the instruction which is developed is actually carried out. This phase is also used to ensure that all books, equipment, tools, software and websites are functional.

Evaluation: This stage involves assessing the outcome and effect of the learning package planned and developed. There are two parts of evaluation in the ADDIE model. They are the formative and summative evaluation. The formative evaluation is to find out if the activities of the various stages are actually performing the functions they are supposed to. Such evaluation is present in each stage of the model. Summative evaluation comes up at the end of the process. It is used to test the achievement of the learning outcomes specified and for getting feedback about the design from the users. Evaluation is not produced and stored up. It is carried out so that it can be used to make the learning package effective. The evaluation stage ends in revision. Revision as a result of formative and summative evaluation of any stage of the design is made as necessary.

Principles of Using Multimedia in Instructional Design

The fundamental principles guiding the use of multimedia in instructional design are the following:

- a. Simple to complex: In using multimedia in instruction simple concepts should precede complex ones to make sure the learners are not overwhelmed with the information.
- b. Less is more: Learners learn better when instruction is not cluttered with too many words, pictures, sound or video.
- c. Only two or three multimedia elements at a time: There are a lot of elements that can be used in multimedia designs. These include text, graphics, audio, animations and video. This principle states, however, that all the various elements should not be used at the same time. This will be too much information or too many modes used at the same time.
- d. Pictures better than words alone: It is better to include pictures and some other graphic,

animation or video than to have only text or written words. Words do not illustrate things, pictures do. People learn more from words and pictures than from words alone.

- e. Words and pictures should correspond. It is important to present word with pictures but it is more important that those pictures should explain the words spoken to the understanding of the learners. To be able to do this the pictures and the words they explain should be close together. The pictures and the words that explain them should be presented at the same time or close to each other.
- f. Self-paced instruction: Multimedia instruction should be presented in a way that the learner can use it at his own pace.
- g. Conversational audio tunes: Audio narrations should be made in conversational tunes rather than in formal tunes. It should also be made in friendly human voice rather than a machine voice. Doing this puts learners at ease, increases their attention and inspires them to listen and learn.

Responsibilities of Instructional Designers

Irrespective of the type of instructional design model used in the instructional design process, the designer is likely to carry out the following responsibilities (Agarwal, 2016);

- a. Planning and Analysis: The instructional designer carries out needs assessment of the target demographic He studies the study environment to have a concrete understanding of the expectations of the target population from the course. He sets learning goals that have to be achieved and determines their comfort level with a variety of technologies.
- b. Design and Structure: The designer determines what he would include in the programme to ensure that the learners remain focused and engaged, and there is a minimal attrition rate. He also has to ensure that the flow of information is smooth and sequential without losing context, moving in an uncluttered manner that caters effectively to a wide variety of learners.
- c. Collaboration with Subject Matter Experts: The designer must be in close collaboration with the respective Subject matter experts. In addition to curating the most relevant content, they have to collaborate to devise modes of interaction and assessment to ensure optimum efficacy of the e Learning course.
- d. Implementation and Management: The purpose of designing instruction is to have it used in the learning situation. To use it effectively the designer maintains a relationship with users of the product with the least amount of friction. This requires communication of all kinds. This means that the designer has to write, speak, listen, watch, present information of all kinds.
- e. Use Multimedia Tools: The designer has to ensure that the most appropriate for learning are used for the content. Since instruction in the school system is planned for people with different learning styles and modes, it is necessary to use a variety of modes that will appeal to everyone. The use of multimedia provides this variety for learners

Benefits of Multimedia in Instructional Design

Multimedia has numerous benefits for the design of instruction. Some of the benefits are as following:

- Multimedia provides a technology based constructivist learning environment that enables students to solve problems by means of self-exploration, collaboration and active participation.
- The interactive nature of multimedia provides the room to enhance traditional ‘chalk-and-talk’ method of teaching with more flexibility to learners to adapt to individual learning strategies (Malik and Agarwal, 2012).
- The use of multimedia in instruction brings the learning content to life. It helps learners visualize what they are taught. This aids in developing an association between the learner and the knowledge.
- Multimedia in instruction gives the learners a visual input with a corresponding verbal input (Mayer, 2014). This enables the learner to build a more complete a picture of the concept and content presented. This is because multimedia involves the presentation of both audio and visual images to support learning of a concept (Mayer,2011).
- Multimedia keeps learners engaged and motivated to learn. This is achieved with the help of the audio sound that keeps learners focused on the visuals or animations on the screen. This enhances the learning process and maximises the impact of the training programme.
- Conversational audio tunes: Audio narrations should be made in conversational tunes rather than in formal tunes. It should also be made in friendly human voice rather than a machine voice. Doing this puts learners at ease, increases their attention and inspires them to listen and learn (Majumdar, 2016; Roberts,2016).
- Multimedia is effective in working with diverse populations and diverse learning needs (Clark and Mayer, 2011). The combination of various modes of communication makes a robust technique that can circumvent challenges that apply to learners with differing learning styles, strengths and weaknesses. It applies to learners that may be strong in processing visual information all in the same lesson (Azime and Mousavipour,2014).
- It enables learners to be cognitively active (Clark and Mayer, 2011; Mayer, 2014). The interactive and collaborative nature means that learners build their own significant connections and draw conclusions about their environment and link present knowledge with previous information.
- The use of multimedia in instruction places the individual learner closer to the centre of the learning process (Andresen and van den Brink, 2013). This is because learning is student centred and there are flexible schedules.
- It fosters active and critical learning because it arms the learners with appropriate individualized strategies on why and how to share knowledge collaboratively with others in a world where most products are the result of teamwork (Andresen and van den Brink, 2013).

- Multimedia changes the role of the teacher from an authority and primary source of knowledge to that of a facilitator or conductor of the learning process (Pun, 2013 and Izquierdo, Simaid, Garza and Guadalupe, 2015).
- It facilitates mastering basic skills of a student by means of drill and practice.

Generally multimedia gives learners opportunities to acquire knowledge and skills through different channels. This enhances teaching and learning using different medium and platforms. It creates opportunities to learn at their own pace, according to their preferred learning mode and for the teacher to meet the need of individual learners. It provides a hands-on learning experience as the learner play with the technologies. It enables learning content to be tailored to suit individual learner as programme learning. Specifically it enhances learning effectiveness, enhances knowledge and skill acquisition, creates opportunities to engage the learner in learning content and so make for deeper and effective internalization of concept (www.nwlink.com, 2015).

CONCLUSION

Multimedia involves the use of varied learning content forms in form of text, pictures, audio, video and interaction to plan and deliver learning content. It is suitable for both synchronous and asynchronous modes of learning. It therefore affords the learner opportunities to acquire knowledge and skills through different media, hence creating room for the learner to learn at their own pace, according to their preferred learning modes and for the teacher to meet the need of the individual learner. This makes for better learning in diverse ways, hands on learning experiences, learning tailored to suit individual learners timing, convenience, location and mode.

Recommendation

Based on the discuss the paper suggest that;

- Learning content developers should incorporate multimedia for enhanced learning
- Learning content developers should be sent on refresher courses to be abreast that the new trend in content deviant in the use of multimedia
- Education stakeholder and providers should provide the multimedia facilities for use in lesson delivery and development.
- The school environment should be multimedia compliant to produce 21st century compliant graduates who will be relevant in the technology era.

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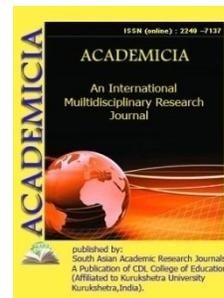
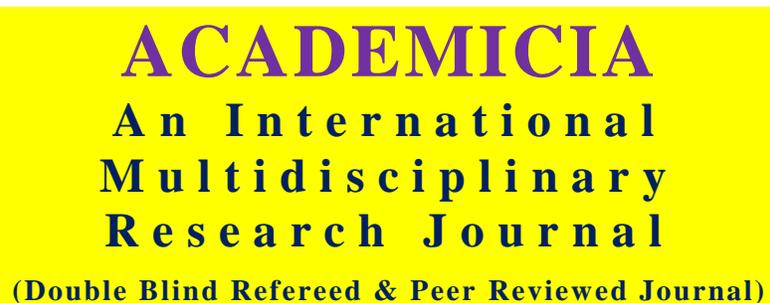
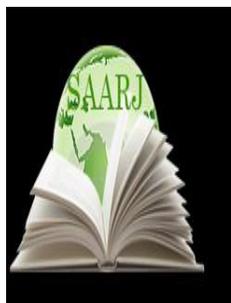
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FEATURES OF THE GEOLOGICAL STRUCTURE AND PETROLEUM POTENTIAL OF JURASSIC DEPOSITS OF THE SUDOCH TROUGH

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ABSTRACT

The article discusses the geological structure and prospects of the oil and gas potential of the Jurassic deposits of the Sudoch Trough, as well as issues related to neotectonic processes that were developed at the inversion stage of the geological development of this territory. The geological substantiation of the location of hydrocarbon accumulations and their confinement to certain tectonic elements is given.

KEYWORDS: *Region, Trough, Fault, Inversion, Hydrocarbon, Reservoir, Horizon, Zones, Structure, Deposits.*

INTRODUCTION

The study area is located within the North Ustyurt depression, where tectonic elements of the second-order are distinguished: Samskiy and Kosbulakskiy troughs, Aktumsuk system of dislocations, Barsakelmesskiy and Sudoch troughs, as well as Kuanysh-Koskalinskiy and Berdakhskiy swells and tectonic elements of a lower level complicating them [1-7]. The location of hydrocarbon (HC) accumulations in the Jurassic sediments of the Ustyurt region and their confinement to certain tectonic elements that underwent an inversion stage in geological development (in the Neogene- Quaternary), today is one of the main features in the search for HC accumulations in this area [8-13].

MATERIALS AND METHODS

Among the identified tectonic elements, the Sudochy Trough is a young negative structure, apparently formed during the Alpine phase of tectogenesis. From the north, south and east, the trough is limited by zones of the elevated basement - the Aktumsuk and Central Ustyurt dislocation systems and the Takhtakair swell. In the east, the Kuanysh-Koskalinsky swell

separates the Sudochy trough from the Barsakelmesky. In the gravitational field, the deflection is expressed by the maximum gravity, oriented in the northwest direction [14-19]. The magnetic field within the deflection is also characterized by positive values of strength. Thus, in this area, the nature of the gravitational and magnetic fields does not reflect the relief of the basement and, apparently, is largely due to the internal structure of the Paleozoic formations. In zones of manifested reversals, the thickness of pre-Jurassic and Lower Jurassic deposits increases sharply, and Paleozoic rocks (possibly attributed to the basement) sink to a considerable depth and form narrow graben-like troughs reaching depths of 7-8 km [20-27]]. This kind of inversion structures include (Fig. 1):

- Kuanysh-Koskalin sky swell with isolated areas of inversion - Akchalak, Zap. Barsakelmes, Alambek, Kuanysh, where HC deposits are confined to the Lower-Middle and Upper Jurassic sandy reservoirs (Akchalak, Kokchalak, Zap. Barsakelmes, Saykhelmes, Kuanysh);
- Sudochy trough, where the Urga, Dali, Aral fields were discovered with deposits confined to sandy reservoirs of the Middle and Upper Jurassic, as well as Aralik with gas deposits in the sandy horizon of the Lower Jurassic.
- Berdakhsky shaft, where hydrocarbon deposits (Shagyrylyk, Uchsay, East Berdakh, Berdakh, North. Berdakh, Surgil, North. Aral, Inam, Arslan) are mainly associated with the Middle-Upper Jurassic reservoirs;
- The Takhtakair swell, in which a hydrocarbon deposit was discovered in reservoirs of the Middle and Upper Jurassic (Shege field), and with the Arka- Kungrad structure, where a parametric well was drilled with a depth of 4705 m with an exposed thickness of the Jurassic deposits - 4272 m.

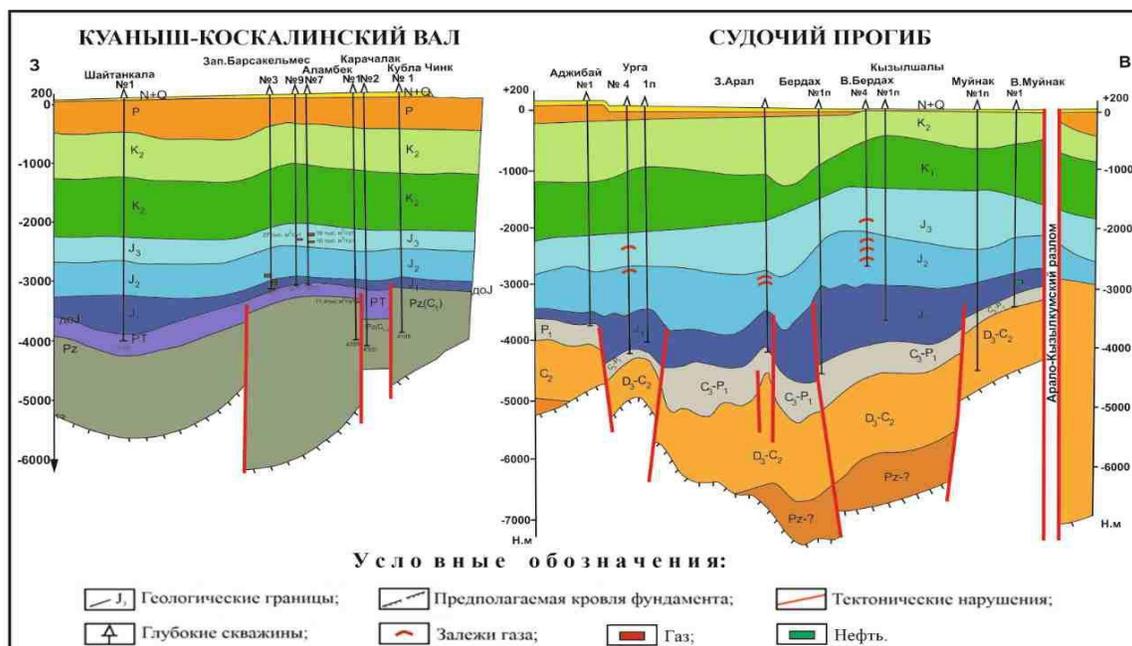


FIGURE: 1. GEOLOGICAL SECTION OF THE KUANYSH-KOSKALINSKY SWELL, SUDOCHY TROUGH AND ADJACENT TERRITORIES (BASED ON MATERIALS OF M.G. YULDASHEVA), 2021

Also, the promising areas can include structures confined to the sides of large troughs and being, as it were, "hanging" over the troughs. Such objects include the Urga field, with deposits associated with the Upper Jurassic reservoirs and Kuanysh, with a deposit in the "Kuanysh" horizon (sandstones located in the Lower Jurassic) of the study area. Thus, within the Surgil deposit, a "narrow graben" was revealed in pre-Jurassic sediments. Increased thickness of Paleozoic sediments is observed here, exceeding the thickness of the sedimentary cover. The deepest mark of the supposed basement roof is about 8

km [3-11].

In the meridional direction, the contours of this graben (a possible source of gas generation) extend from Arka-Kungrad to Kabanbai. A large swell is isolated on the top of the Upper Jurassic deposits. The section is represented by monotonously alternating sandstones and mudstones with a predominance of the latter, which is typical for troughs with a long and inherited development regime. The exposed thickness of the Jurassic deposits in the southern part of this zone (Arka-Kungrad) is 4272 m, in the central (Berdy) - about 2000 m, in the northern (Northern Urga) - 2125 m. An analysis of the placement of prospecting and exploration wells in the fields, in particular - Surgil, Aral, shows that the most promising among them (in terms of productivity) are wells located in the contour of the Paleozoic graben and near large faults [21-29]. Within the Vos Berdakh deposit, judging by the geological structure of the pre-Jurassic complex of rocks, there is a deflection (the depth of immersion of the assumed top of the basement is up to 7.0 km), and uplift is recorded here along with the Jurassic and Cretaceous deposits. Within this area, there are increased thicknesses of Paleozoic rock complexes, and in them, there are anticlinal bends (see Fig. 1). The next zone, where the inversion occurred, is located within the Kuanysh-Koskalinsky swell with a depth of submersion of the basement in some areas - up to 6.0 km. Here, along the top of the Permian-Triassic, a certain rise is observed, more contrasting along the top of the Jurassic and Cretaceous deposits. Within this zone, there are also deposits such as - Zap. Barsakelmes, Karachalak, Kokchalak, Akchalak, Saykhu, Tillali, Beskala. Gas inflows were obtained in the Alambek and Chibiny areas. Such areas are usually limited by tectonic faults and are extended along faults. In such areas, the wedging out of the Lower-Middle Jurassic and pre-Jurassic sedimentary formations occurs; they represent the areas of the junction of troughs and protrusions. It should also be noted that the rocks of the intermediate structural stage (Permian-Triassic) and sedimentary strata - in general, within the inversion zones, will be complicated by a series of faults that cut the basement to the Lower Middle Jurassic, and sometimes to the Upper Jurassic sediments, along which significant movements of mountain masses took place and deep fluids [1-5].

Probably, faults played a certain role in the formation of hydrocarbon deposits in the Jurassic strata. In some cases, they served as pathways for HC migration from the lower sediments to the overlying ones, in others - as a screen.

CONCLUSION

Common to these areas is a decrease up section in the degree of dislocation and inclination angles of rock complexes of different ages, as well as minimal disturbance of the crystal parts of uplifts by tectonic faults. Thus, it becomes obvious that the factor of the presence of deep troughs under anticlinal traps developed in the Mesozoic-Cenozoic period plays a positive role in the

formation of hydrocarbon deposits, and therefore the search for anticlinal traps in Mesozoic sediments in synclinal zones along the basement deserves attention in terms of studying.

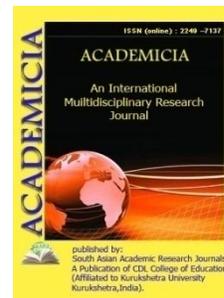
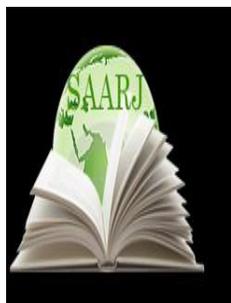
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METHODOLOGY OF INTRODUCTION OF 3D TECHNOLOGIES IN THE CONDITIONS OF MODERNIZATION OF CHEMICAL EDUCATION

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ABSTRACT

The use of 3D technology in chemistry education, 3D printing, 3D printing objects for three-dimensional graphics, three-dimensional modeling and chemistry education, the widespread use of 3D printing in chemistry education there are many examples of how whole molecules or crystal structures can be shown in 3D printing, and this allows students to show the true structure of the molecules and compounds being studied. The approach to the use of 3D printing in chemistry, 3D printing, easy to use and convenient for teachers, the use of many common tools in chemistry education, namely to create molecular building kits, in the creation of virtual reality the formation of information technology without computer graphics, real-time mode and programming technologies, and the use of computer graphics from OpenGL, Direct3D, Java3D, and VRML libraries, and programming from C ++, Perl, Java, and Python.

KEYWORDS: *Virtual Being, Immersiveness, Visualization Interactivity, 3D Technology, Simulators, Panorama, Panoramic Images, Motivation.*

INTRODUCTION

Advances in science and technology and information technology have made it possible to solve a wide range of new problems facing humanity.

On August 12 this year, the President signed a decree "On measures to improve the quality of continuing education and scientific efficiency in the field of chemistry and biology." Improving the quality of education and the effectiveness of science has been identified as a priority.

The widespread use of information and communication technologies in education is a global trend. We've all heard about concepts like 3D image, three-dimensional graphics, and three-dimensional modeling that are all new to us today. If we look at the modern film industry, architectural design and even the field of education, we can observe real processes through various 3D special effects. Every year, high technology penetrates deeper into the daily life of society. Multimedia, interactive, mobile and 3D technologies enrich the digital world with new types of communication and have become a virtual environment and virtual familiarity for modern students.

Analysis of the relevant literature. Today, multimedia equipment and telecommunication technologies are widely used in education. At the same time, the high speed of development of modern information and communication technologies and, accordingly, the short life of the equipment pose new challenges in attracting and retaining students' attention to the learning process. They meet all the requirements and have great potential. The current trend in educational technology is 3D technology [1].

In the Commonwealth of Independent States, D.G. Seychanova, A.B. Belskiy, I.G. Mayorov, R. Bryant, A. Edmunt, N. Ali, S. Ullah, A. Alam, I. Rabbilar on the introduction of virtual technologies in the field of education in foreign countries, the creation of a virtual chemistry laboratory, the introduction of 3D technologies, ways to increase the effectiveness of teaching using various technical means, classification of pedagogical programming tools, problems of computerization of teaching, in particular, modeling of chemical processes and events, use of e-learning tools in computerization of chemical experiments.

Research methodology 3D technologies in education allow you to diversify lessons and lectures, effectively organize the learning process, use 3D content in the classroom to visually explain the curriculum to students, on the topic studied during the lesson. "visualizes" and allows you to move from the whole structure to its individual elements, from complex to simple and vice versa. The interactive content of chemistry education in secondary schools includes: PISA tests, 3D videos, simulations, virtual labs, interactive lessons, games, as well as texts and pictures.

Advantages of using 3D technology:

- Equips the teacher with high quality teaching materials and thus saves time in explaining difficult concepts.
- Visualizing "difficult" topics in the school curriculum helps students better understand the material being studied.
- The introduction of 3D (three-dimensional models) processes and objects into traditional teaching methods brings innovation to the "regular" learning process, increasing learning motivation.
- Helps to systematize knowledge.
- Facilitates the assimilation of additional information that has a positive impact on test and exam results.

3D users have the opportunity to study in detail the external and internal properties of stereoscopic models, as well as to travel around the world of chemical element atoms, molecules or organic chemistry, to conduct chemical experiments or to enter the ongoing reaction process

The removal of external conditions for learning, as well as the installation, allows for a deeper understanding of the process. Interactivity is an important teaching method because it is very difficult to imagine the motion, interaction, and chemical processes of molecules in chemistry [3].

In the creation of virtual reality, information technology can not be formed without computer graphics, real-time mode and programming technology. OpenGL, Direct3D, Java3D, and VRML libraries of computer graphics are currently used, and C ++, Perl, Java, and Python are used for programming.

The virtual being exists objectively, that is, in the computer, not in the human brain.

In chemistry, 3D technology is used to make molecular models, DNA strands to build an electric charge or atom.

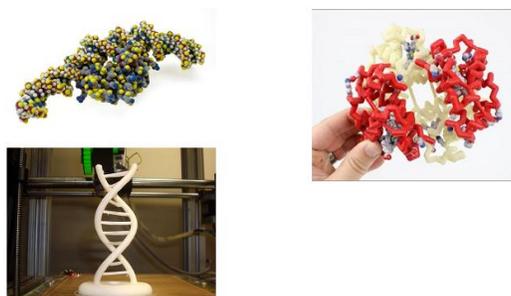


FIGURE 1 PRINTING A 3D MODEL IN CHEMISTRY

3D printing is also widely used in the field of chemistry education in the world. The most common use of 3D model printing in chemistry is shown in the second line of Figure 1, which shows the printing of images of electronic orbitals [5]. These models are designed to show the orbital shapes of electrons separately from the atom. With the development of software, it is now possible to fully model any molecule within a particular software package. As can be seen from Table 1, the model was drawn in 2D space and then converted to a 3D model in the same software. These models can then be exported to a file that 3D printers can read and print.

The lower half of Figure 2 shows the same molecular model converted to an STL file that a 3D printer can understand [2].

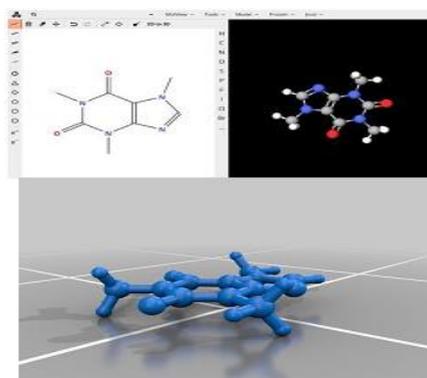


FIGURE 2 A STL FILE THAT A 3D PRINTER CAN UNDERSTAND.

The widespread use of 3D printing in chemistry education is the 3D printing of whole molecules or crystal structures. It shows students the true structure of the molecules and compounds they work with. There are many examples of this [10].

Approach to the use of chemistry in 3D printing:

In some universities, chemistry teachers use 3D printing to create entire surfaces of protein structures so that their students can visualize how proteins interact with each other. In material science and chemistry classes at other universities, teachers had 3D printed crystallographic unit cells to give to students. Applications such as Chimera to printed STL files are the only program that converts scientific molecular formats to printed STL files by obtaining an intuitive understanding of what crystal structures look like and what influences the formation of this structure. The process and results of such conversion are presented in Table 1. Teachers have many resources to help create complete molecules [4]. They can use programs that export the properties of physical molecules, such as MolView, or find pre-prepared common molecules, structures, and compounds in a database, such as 3D printing, to create molecules, as in Table 1.

3D printing has also been used to create many common tools for teaching chemistry, namely molecular construction kits, which are easily accessible and customizable for teachers [9].

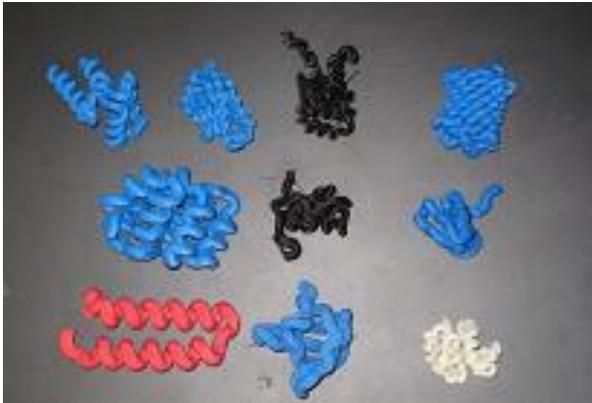
These 3D printing tools are based on ball and rod molecular modeling kits, which began to be used in the 1860s. These kits use balls that can bond with other individual atoms, where the number of bonding points indicates how many sites they have to bond with other atoms; carbon atoms have 4 bonding sites, which means that if they have 4 bonding sites, hydrogen atoms have 1 bonding point, indicating that the hydrogen atom has only one bonding bond. In addition to spheres, sets use molecules, rods, or tubes to bind atoms together to form molecules. An example of one of the 3D print modeling kits is given in Table 1. In addition to the standard modeling kits as in Table 1, there have also been many changes in the standard rod and ball models. Some versions simplify the models by using 2D profiles that slide over each other so that students can assemble the molecules faster and easier. An example of this is given in line 7 of Table 1. Other sets use different colors when modeling for different s and p bonds between atoms [7].

Chemistry education has now begun to take full advantage of the innovative potential of 3D printing, one of which uses the free energy of a reactive chemical system to create 3D graphic images. Examples of several of these surfaces are given in Table 1 [8]. Using these 3D printed surfaces, it is easy for students to understand why reactions grow along specific paths because they can see the low energy points and parts from which the reaction originates. Another benefit is that students can see why some reactions have multiple steady states because there are multiple free energy minima.

Analysis and results Another innovative application of 3D printing in the field of chemistry education is to inform students about the level 3 protein layer in complex structures [6]. Protein folding is probably one of the most complex topics due to the large number of possible pathways and factors during the reaction. Today, researchers have developed protein folding models and sets that allow students to experiment with protein folding using a practical approach will give. Using a practical approach, students gain a better understanding of the concepts and influencing factors associated with protein folding. You can get acquainted with the available tools in Table 1 below.

TABLE 1

An example of 3D printed objects for chemistry education	
	3D printed molecular modeling kits are available in many variants. Most of them are ball and wand modeling kits. Some of the available 3D printing kits have pre-prepared subgroups of atoms to simplify construction. These kits allow students to build molecules and perform reactions and see where all the atoms are going.
	There are 3D printed orbitals to show students the exact shapes of the orbit in which they are training. They are designed for students to visualize the 2B orbital shapes shown in 3D, the textbooks that students use.
	3D printed molecule models can be printed. There are a large number of large databases of 3D printed molecules. These 3D printed molecules help students visualize molecules in a way that cannot be easily created using molecular modeling kits.

	<p>3D printed surface models of free energy in reactions. It is designed to give students an idea of why reactions grow in certain ways and why a reaction can have multiple stable states.</p>
	<p>3D printed laboratory equipment is available for most applications. The 3D printing exchange of the National Institutes of Health includes a large database of such equipment. Additional designs for equipment.</p>
	<p>Some of the equipment available in the chemistry lab includes cups, cup holders, test racks, and cup stands from the collection.</p>



Flexible 2D to 3D molecular modeling structures are 3D printed. These models allow students to create a 2D molecule on a table and then assemble it to see what that molecule looks like in 3D.



3D periodic tables are designed to allow students to intuitively visualize periodic trends such as atomic density, radius, ionization energy, and electrical negativity. The idea is that 3D visualization is appropriate.



3D printed models of radioactive elements are designed to help students imagine what will happen during alpha decay. Students are shown that an alpha particle disappears from an atom that carries protons with it, and therefore the element changes.



Several models have been developed that use 3D printing to give students an idea of how water molecules help dissolve NaCl crystals.



Several versions of molecular models, including ideas about how electrons are distributed and distributed in a molecule. These models are added to other models of molecules by basically adding the location of the electrons. Several models also involve motion to show that electrons are not static in a molecule moves around.

CONCLUSIONS

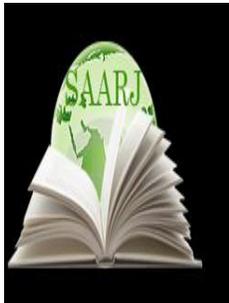
Also, the formation of a virtual 3D space of e-learning environment in general secondary and higher education, the organization of virtual chemistry laboratories, the organization of the educational process in this environment and improving the quality of education. is the same term for the chemists of the day.

The main advantage of using this technology in the learning process is that the interest of the student in the topics studied increases significantly, as it allows them to get a particular product as a result of their activities. The student can evaluate the results of their work at the tactile level, analyze and correct mistakes. 3D technologies allow to activate the learning process, increase the research and creative activity of students.

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ONTOLOGICAL AND EPISTEMOLOGICAL PRINCIPLES IN THE SYSTEM OF THE PARADIGM OF CIVILIZATIONS AND THEIR NATURE OF INTERRELATION

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ABSTRACT

The correct model or strategy for the development of civilization, state, and society today has a special importance in connection with global world processes. In this aspect, it is very important to define the ontological and epistemological postulates of the development of the paradigm. These scientific articles are devoted to the system analysis of the ontological and epistemological principles of the development of the paradigm of civilizations. It also contains today's indicators of the civilization phase transition.

KEYWORDS: *Ontology, Epistemology, Principles, Paradigm, Civilization, Societal System.*

INTRODUCTION

The development strategy of any state is essentially designed to become the most important state document that determines the development of the state, including Uzbekistan for many years to come. In this regard, ontological and epistemological principles in the system of the paradigm of civilizations and their nature of interconnection as a postulate, statements are very important, on the basis of which scientific theories and laws of development of the paradigm of civilization are created, which we define the paradigm of civilization as societal cultural-historical system that unites at the super ethnic level a population with a common self-identification, organically linked to a specific natural -spatial environment.

Material and Methods

In the study, the author used the historical, comparative, synergistic and categorization methods.

Results

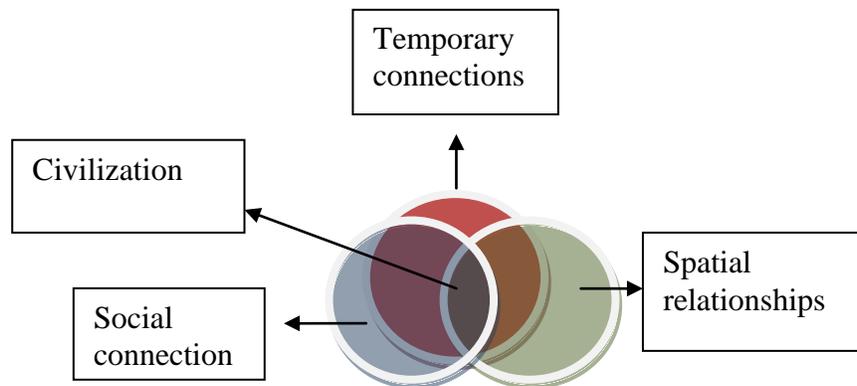
Civilization based on three types of backbone connections:

- Spatial, extending to the features of the environment, landscape. These are horizontal “latitudinal” connections;
- Temporary, forming a community of historical life, traditions, broadly understood culture, language. These are vertical links located in “longitude”;
- Social, cementing a super-ethnic community through the formation of comparable value-normative mechanisms, subjective awareness of the community, self-identification of people. These are end-to-end connections that operate in all directions. (Diagram 1)

A huge influence on civilization identity, which is noted in our definition, is exerted by spatial connections that extend to the natural environment, landscape, and climate. Cultural diversity can, to a certain extent, be explained by the adaptation of groups of people in different conditions of the geographical environment: in different landscapes, different ethnic groups and different cultural traditions are formed. Herodotus in the 5th century BC wrote in his famous "History" that the tribes lead the way of life, which indicated to them the nature of the country that the course of events is subject to natural conditions.

The formation and development of cultural and historical systems (civilizations) occurs in the process of interaction of specific ethnic groups or their associations (superethnoses) in the development and arrangement of their spatial environment, as a result of which a community of historical being, a community of widely understood culture, comparable value-normative mechanisms of mutual gravitation are formed (or at least tolerance) of peoples to each other, awareness of oneself as a whole, different from others.

Cultural-historical system (civilization) (Diagram 1)



An example from the history of Uzbekistan: the endless plains forced Amir Temur to create a huge state “embracing the whole world”, with its East and West, its Europe and Asia. The size of the country has always kept the people in exorbitant tension, the task of creating and at the same time protecting their state required both a high degree of centralization and the subordination of all social life to the state interest. It was possible only collectively to explore impassable territories, overcome natural severity, and be ready to defend against the endlessly rolling waves

of nomads. Therefore, the Uzbek peoples have always had individual, personal - personal rights, interests - overshadowed by the interests of the general, community and state. Collectivism, service to the nation took precedence over personal concerns. On the other hand, the scale of spaces also shaped the scale of thinking; put forward "universal" philosophical questions.

Societal is a system that, at the highest (social) level, unites social structures and objects, social ties and relations between individuals and groups of individuals into a single functional whole [1]. (Societal systematic is the system of relationships and processes to be considered at the level of society as a whole as a system of societal consider social formation, including the interoperability of its main structures: economic, social, ideological and political each. From the structures of the societal system, being its element, not only performs a certain function, but also gives this system in the process of interrelations with its other structures a new (systemic) quality that cannot be reduced to the qualities of its elements). Each of the structures of the societal system not only performs a certain function, but, being in interaction with other structures, gives this system a new systemic quality that cannot be reduced to the qualities of its elements to their sum. At the same time, the societal system constantly reproduces the social qualities of its structures and, accordingly, the social qualities of the individuals included in their functioning, that is, the subjects of social relations. This is how the adaptation to the forms and methods of functioning of a single societal system of its structural and personal elements takes place. When this functional process is violated for a variety of reasons of both objective and subjective order, the functional balance of both personal and structural elements of the system is disrupted, its behavior as a whole becomes dysfunctional. Dysfunctional disorders or anomalies in the behavior of the societal system lead to its deformation and destabilization or to decline and destruction.

Defining civilizations as societal systems, we emphasize its fundamental irreducibility to the mechanical sum of its constituent elements and note the acquisition by it in the process of functioning of the "integral effect", a new systemic quality. For example, as the integration processes within the European (Western) civilization are strengthened, as supranational cooperation grows and supranational institutions and structures are created among citizens of each individual Western European state: France, Italy, Spain, Germany, etc. , an increase in the degree of pan-European self-identification ("We are Europeans") and supranational self-awareness.

Moreover, among the basic principles of the development of the paradigm of civilizations, the following can be distinguished:

- In the dynamics of cultural and historical systems or civilizations, there is no linearity, one-pointedness. The scheme of the development of civilizations cannot be represented as a single ladder, where any nation or group of nations stands at the upper "standard" level. Cultural and historical systems develop in different channels, where their degrees of maturity are achieved in their own way and at different times, their cultural, religious, political, social and spiritual features are formed.

- The paradigms of civilizations are not arranged hierarchically. Each paradigm is unique. For example, one cannot say that Chinese is superior to Greek or Roman, and Byzantine is superior to Muslim. In each paradigm of civilization, the possible variety and perfection of forms is

achieved in a peculiar way. They do not have a common denominator, through which it would be possible to compare the degree of perfection of a particular civilization.

- Within the framework of each civilization there are stages of growth, cyclicity, its own logic of development. The movement of each civilization is subject to its own special rhythm, in which "youth", "maturity", "old age" replaces each other. Immortality is not granted to anyone.
- There is no single civilization. Social norms, values, principles of organization, social institutions of one civilization cannot be considered standard for others.

The cultural and civilization diversity of the world challenges Western, especially American, belief in the universality of Western culture and its inevitable spread throughout the world. The notion that cultural diversity has become entrenched in the West is just a historical curiosity that quickly disappears under the influence of a general orientation towards the West and the counter powerful wave of Anglophone world culture that forms fundamental values, this notion does not reflect the real state of affairs. The modern modernizing world does not at all follow the path of westernization towards a single template. Non - Western societies are modernizing without abandoning their cultures and completely adopting Western values, institutions and practices, perfectly combining, for example, Sharia law with management consulting, e-mail and the Internet. Modernization, on the other hand, reinforces national cultures that are becoming more modern and less Western.

- Civilizations are formed and developed naturally and historically; civilization cannot be transferred artificially, exported: only superficial, individual elements of it can be "grafted" or introduced. The principle does not exclude the possibility of continuity in the development of civilizations. All civilizations of the past, replacing each other, have sunk into oblivion, but the results achieved by their labors enriched their successors and entered the treasury of all mankind. Each individual civilization never has a "monopoly" on its own cultural practices. Nations and generations change, scenes of historical life move, social orders change, civilizations alternate, but the thread of historical development is not interrupted. And generation after generation preserves the cultural reserve that has managed to survive in the stormy historical ocean. Civilizations, to the extent of their talent, supplement the accepted cultural fuse with their own peaks and pass it all on to the next generations, the next civilizations.

To transfer civilization to any people means to force all its strata, not only the top of society, to completely abandon their identity, fully assimilate, internalize the values, norms, culture, religious, social, political, scientific, everyday traditions of the implanted civilization so that this people he himself from within could already reproduce and develop them. This task is impracticable only under one condition — the loss of political independence by the people.

It is the presence of political independence as a prerequisite for the development of an independent civilization that can be considered another principle of the formation of the paradigm of civilizations. There is not a single civilization that would have reached a high degree of maturity without political independence. Without it, the emerging civilization turns into an instrument serving other people's interests and goals.

It can be added that the loss of economic independence can turn out to be a stage preceding the loss of political independence or, at least, become a strong brake on the development of one's own civilization. An example is the negative experience of debtor countries such as Brazil,

Mexico, Argentina, the Philippines, which borrowed huge amounts of money, mainly from the United States, during the 70s and 80s. As a consequence, they “complain that the burden of external debt excludes for them a real prospect of socio-economic progress” [2,733].

You can also transfer, transfer civilization in one more way: with the destruction of the people themselves, as was the case with many tribes of the American Indians or the aborigines of Australia, when, literally, the Europeans who came there simply cleared the space. Or when the primordial values, national origin, identity, national culture and its main carriers, institutions, religion are destroyed, and the people turn into ethnic material, from which the forms desired for civilizers are molded. We can give an example of the medieval Germans who conquered numerous tribes in Western Europe. “The tactics of the conqueror were as follows: after a military victory, the leading stratum of the defeated people was summoned to the camp of the Germans; this aristocracy was carved out on the spot; then the beheaded people were forcibly baptized into Catholicism, dissenters were killed by the thousands; the rest were forcibly and uncomplainingly Germanized” [3,257].

The planting of civilization should be distinguished from the interaction between them, borrowing from each other the achievements of science, technological discoveries, and improvements in industry. The results of cognition in the field of man and society, social innovations should be taken into account as one of the elements of comparison, “for the very reason that when solving this kind of problems, an alien civilization could not have in mind social principles alien to it and that, consequently, their solution was only private, only her one more or less satisfying, and not generally accepted” [4,85].

So, the borrowing, the transfer of the results of the activities of one civilization to the peoples of another is fruitful only when the latter retains its political and economic independence, its cultural, everyday traditions, its religious views, its mentality, the way of thinking and feeling, as the only one peculiar to it, in a word, retains its identity. People's beginning is made up of many national principles, of ethno-cultural diversity, which is composed of a single civilization, and, as we have said, the ethno-national diversity is one of the conditions for full-fledged development of civilization, to achieve unity in diversity.

The unity of the cultural and historical system is also facilitated by its political design, which assumes various forms: from a single state, federation, confederation to a political system of states, formed into a community, commonwealth, union or something else. Political structures that are widespread outside one civilization may not be effective enough, since political association implies obligations and restrictions, the subordination of private interests, personal, social-group, state to the more general interests of the highest cultural and historical unit, which is a civilization.

Eurasian scientists, speaking about the ontological and epistemological principles of the development of the paradigm of civilization, expanded the vision of the problem from religious to civilization scales, while they declared the equality of various epistemological models developed by different paradigms of civilizations. Understanding the theory of cognition as dynamic, historically conditioned processes of accumulation and interpretation of ways of cognizing reality, and not just this model once and for all, thinkers defended non-rational forms of cognition in the face of Western European rationality, which claims a universal and generally binding epistemological status. The best method of cognizing historical reality, according to the

views of the founder of the Eurasian theory of knowledge L.Karsavin, is the so-called “getting used to” method, which became known and relevant back in the time of V.Dilthey. The method of “getting used to it” receives its own explanation from the Eurasian philosophers: “For the historian, the necessary prerequisite for his science is not only and not mainly his subjective experience, but real penetration into another mental process, genuine merging with it, as if getting into someone else's the collective soul was never explained. For him, it is a fact, and any explanation reducing this fact to an illusion or self-deception cannot be recognized by it” [5,180] . Especially noteworthy is the denial by Eurasian scientists of progress in its everyday understanding as a unidirectional movement. On the contrary, they put forward the paradigm of a plurality of civilization paths and insisted on the significance of not only the latest theoretical results, but also that part of epistemology that is biasedly rejected as “primitive”: “Considering literary works, the Eurasians constantly tried to apply some ideas and approaches those historiosophical problems. So, for example, they believed that when overcoming crisis situations, the people and the country should not rely on the achievements and conclusions of the nearest period of history. The main and best means of national cure should combine the aspiration to search for new, future forms of the world order, the shoots of which are already noticeable in the present, and the appeal to the experience of remote, even ancient periods of history, especially those marked by serious religious and spiritual achievements ”[6,51] .

Eurasian P.Savitsky says: "Eurasians are simultaneously asserted religious principle and consistent empiricism. <...> But it is not enough to understand the facts - they must be controlled in the plastic process of history"[7,91-92] . The principle of studying culture and civilizations, the principles of cultural analysis, used in scientific research by Eurasian scientists, are inextricably linked with their historical and philosophical concept.

Speaking about the principles of the development of the paradigm of civilizations, we consider it necessary to analyze the so-called indicators of the paradigm of the civilization phase transition. T. Kuhn explained the paradigm change as follows: a normal paradigm, outliving itself, comes to a point of crisis, but without a scientific revolution this paradigm does not move to a new qualitative level. Only the scientific revolution is the impetus and cause of a new paradigm. Indicators, we will call them a civilization crisis or bifurcation point , indicate those essential problems that have outlived their usefulness and require radical changes.

In our opinion, the indicators of a civilization phase transition today are the following:

1. Postmodernity, being a basic indicator reflecting an axiological crisis, indicates that traditional values are deconstructed , while new value guidelines have not yet been developed. Consequently, the new paradigm lacks objective, solid foundations, which leads to a new disorder in which there is nothing to rely on, except for its own mind.
2. The flood of information presupposes a consumer attitude towards information, texts, etc. for example, texts are needed not for the reader, but more needed by new authors who copy them into their own texts. A large amount of information on the network without the reliability of its truth. The solution to such a crisis is the birth of some fundamentally new quality of the information structure of the future society.
3. Demographic phase transition and dynamics of the demographic situation

4. The dynamics of civilization events that qualitatively change the state of our civilization and transfer it to a higher level of development (technological and cultural revolutions)
5. Cessation of the progress of science and the crisis of humanitarian knowledge
6. Vitalizing politics, turning it into an entertaining show for viewers

DISCUSSION

Today, as it is known, the uncertainty and uncertainty of the scientific community regarding the fundamental aspects of science is growing and it is important to note that such pluralization can have a positive side, as L.Mikeshina notes: "It is also necessary to comprehend and apply new principles of approach to knowledge, some of which is formulated by postmodernism. As you know, postmodernism avoids all forms of monism and universalization, does not accept a single universally binding concept and various explicit and implicit forms of intellectual despotism. He is critical not only of positivist (logicality) views, but also of the ideals and norms of classical science. Within the framework of this approach, a reassessment of fundamentalism, the recognition of a multidimensional image of reality, as well as an unavoidable plurality of descriptions and "points of view," the relationship of complementarity and interaction between them are assumed"[8,22]. N.Trubetskoy consistently and categorically insisted on the relativistic approach, in fact, excluding any assessment of a foreign culture. From his point of view, this assessment will be deliberately subjective and imbued with national egoism, therefore all cultures, including the European one, with all its achievements in the field of technological progress, science and art, and the so-called primitive cultures should be considered as completely equivalent [9,46]. It is the civilization approach of Eurasianism, which is based on the acceptance of the cultural characteristics, values and equality of various aspects of human cognition, that can oppose radical conventionalism, anti-fundamentalism and anti-essentialism, which have found expression in modern scientific trends. Thus, in the philosophy of the Eurasianists, epistemology is constructive pluralism.

CONCLUSION

Thus, the entire human civilization is built on such unshakable foundations like religion, economy, family, love, etc. Each of the postulates of civilization has its own special meaning, and by changing at least one of the foundations of civilization, we will already get a completely new model of the development of civilization. The factor of chance is embedded in the very foundation of the universe, and this means that there can be infinitely many options for the development of reality, and where there is such an infinite variance, everything can really exist and our reality is not the only one that exists. Moreover, our civilization is an inverted pyramid, in which the top and bottom have changed places, and if you change the top, the whole base will change accordingly. The simplicity of life itself in our civilization is endlessly complicated. It is not difficult to notice, because today we wear clothes that are constantly out of fashion and are being replaced by another, we eat food that is becoming more artificial from natural and is divided into tens and hundreds of varieties and types, we watch TV channels, the number of which is constantly increasing.

ACKNOWLEDGMENT

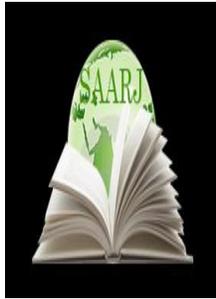
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MANIPULATION- IMPACT ON HUMAN THINKING IN PSYCHOLOGICAL WAY

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ABSTARCT

This article given provides information about manipulation concept, its affect to human brain and its importance in our current life. Although it looks at how manipulative actions affects negatively. This section also supports about manipulation tactics, its mechanisms.

KEYWORDS: *Manipulation, An Object Of Manipulation, A Subject Of Manipulation, Type Of Manipulation, Its Role On Mass Media, Manipulative Influence.*

INTRODUCTION

The modern man, no matter who he is, is a manipulator. The number of manipulators is innumerable. Each of us is a manipulator and uses various fake methods to achieve our goals.

The realities of today's world are a clear manifestation of manipulation, but it is not an influence on the minds of individuals, but on the minds of entire nations and societies. False goals, which are inherently contrary to their values and views, are easily instilled in people. The problem is that most of our society doesn't want to analyze the flow of information it receives, at least not to check whether that information is true or false. After all, it is much easier to receive information, evaluate it, than to be critical. This is a key aspect that ensures data success. The modern manipulator is constantly evolving and improving. He also seeks to know the secrets of human nature, but the only goal is to better control those around him. Of course, man is not born a

manipulator, he grows up to be a manipulator. Manipulation has become an integral part of our lives. We did not pay attention. They surround us like sand, but we do not see them and do not think about them. The essence of manipulation is that the manipulator tries to hide its true purpose. In many literatures we can see manipulation and different approaches to this term. An example of this is the following definition of the word "manipulation" (Latin manipulus - palm, manus - hand "complex and delicate movements in the hand") [1], that is, to affect people. or to control them with agility. Manipulation also stems from a desire to dominate and control others. At the same time, the manipulator uses others for his own purposes, and his influencer becomes the object of aggression only against his own inner value. This is clearly the immoral position of the manipulator. [3]

Many researchers have also expressed differing views on manipulation.

For example:

1. The form of the spiritual influence of coercive secret domination (BN Bessonov's definition);
2. Dominance over the spiritual state, management of changes in the inner world (D.A. Volkogonov's definition);
3. The covert use of force against the supposed will of another (R. Goodin's definition);
4. Deceitful indirect influence in the interests of the manipulator (O.T. Yokoyama definition);
5. Latent influence on selection (L. Proto's definition);
6. Creating a world that allows you to win (V. Rikur's definition);
7. Ensuring behavior through self-deception or playing with the weaknesses of others (J. Rudinov's definition);
8. Relation to others as a medium (VN Sagatovsky's definition);
9. Covert coercion, programming thoughts, intentions, feelings, relationships, behaviors. (G. Schiller definition);
10. To manage and control another, to exploit another, to use them as objects, things (E. Shostrom's definition);
11. Management or use of mentoring (P.U. definition Robinson) [4].

The most complete description of the manipulation is given by E.L. Dotsenko's article "Psychological Definition of the Concept of Manipulation" states: "It is a type of influence used to gain one-sided benefits through a covert call to perform certain actions of others" [4]. This means that manipulation is a deliberate attempt to influence and control a person.

In the process of manipulation, two opposing parties are involved: the performer of the manipulation - the subject of the manipulation, and the person to whom the manipulation is directed - the object of the manipulation. The subject of manipulation is also referred to as the manipulator. The object of manipulation is the individual or the public consciousness. In any case, the object of manipulative influence is the victim, because the harm is done in one form or another. Therefore, manipulation destroys human relationships. not surprisingly. [3]

While many psychologists, including S. Kara-Murza, support the idea of manipulation, the West puts the American media side by side with such descriptions as “mind-poisoning machine,” “psychic terror tool,” and society as a whole. and an association of passive recipients of information. [5]

A false reality is created for the manipulation mechanism to work, at which point the media can come to the aid of the manipulator. The point is that the media provide the public with ready-made conclusions in the form of information, which are then assimilated by people as personal conclusions. People don't even notice it when they do the things that the manipulator encourages them to do, because they already have the idea that they are doing all of this of their own free will. It should be noted that manipulative influences are also carried out through the media.

There is no need to fight against manipulators who change their ideas, desires and wishes in the minds of people, because absolutely all people are more or less provocative (even you can manipulate someone). The main weapon is not to destroy the manipulator, but to see the manipulation, recognize it, and prevent impact.

Through many studies, psychologists have identified several types of people who are potential victims of manipulation. There are five types:

The first type are people who live a simple life, strive for security and well-being, and have logic and logical superiority in their minds. Such people are mostly governed at the level of needs.

The second type are people who live mainly in a state of stress, have a predominantly creative mind, are dreamy, vulnerable and sensitive, and easily predictable. Such people are governed on a level of emotion and imagination.

The third type are intelligent people who think logically, prefer facts and features, and tend to submit everything for analysis. This category of people is governed by a sense of justice, conscience and morality, as well as a sense of self-respect.

The fourth type is people whose behavior is determined by animal instincts and who tend to eat, sleep, and have sex in their lives. It's easier to manipulate such people - just give them one of those pleasures.

The fifth type is people with psychological disorders, whose behavior is affected by manipulation, people who are mentally retarded, and the ability to fully analyze what is happening. They face the harshest manipulations through intimidation or pain.

In addition, there are people who are prone to manipulation, who rely on reason and logic in their actions, and who strive for convenience and security. They are easy to manage at the level of needs.

With astonishing accuracy (after only a short conversation with one person), the manipulator is able to determine the type of victim and, based on this information, select a method of controlling consciousness.

It should be noted that there are many techniques and methods of manipulation in the world. Even the most experienced manipulator does not have all the methods, but he has enough approaches to influence the people under his influence in the way they want.

Regardless of the method of manipulation, it can occur in one of the following two situations. They are two-dimensional, bad and good manipulation, those who want to walk first, try to run over time, destroy everything and don't count on anyone. This is bad manipulation.

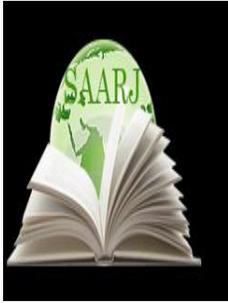
A good manipulation is that you get the desired result, the rest of the participants benefit from the situation for themselves. At the very least, the "do no harm" rule should be followed. If the other person doesn't have anything useful, at least he shouldn't accept the negativity.

In short, the factors that affect the life of society and the human psyche, as well as the manipulation of psychological processes and situations, emotions, feelings, have a constant impact. As society develops, so does the human psyche, the ways of influencing it, and the opening up of new facets. At the same time, the scope of manipulative influence on the human mind and its control is expanding. We see and know that in many areas of our lives, we are exposed to a lot of manipulation in the process of interacting with humanity, forgetting our own views, opinions and reflections.

Most of the manipulations harm the lives of the manipulators and their loved ones. Some manipulations are harmful because they hide the existing disease in the person. Day by day, many people are deceived by the influence of manipulators. Therefore, we must not forget that the information that constantly comes to us, first of all, affects our minds, but not our emotions. We must pay attention to every incoming external information.

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HISTORY OF URDU LANGUAGE AND ITS STATUS IN INDIA AND PAKISTAN

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ABSTRACT

This article writes about the history of Urdu and its position mainly in India and partly in Pakistan as it emerged in the past centuries, took its place during the political conflicts in India and was enriched by differences with Hindi and other languages and is now the only language of India and Pakistan. At the same time, it is believed that this unique language has evolved over time in both countries, India and Pakistan, and has a place among the general public with its literature and culture, which has been highlighted by many Urdu scholars.

KEYWORDS: Urdu language, India, Pakistan, Sanskrit phrases, Arabic-Persian graphics.

INTRODUCTION

In the framework of reforms aimed at building a new society based on the priority of democratic principles, great attention is paid to educational work in the country. In particular, the Law of the Republic of Uzbekistan "about Education" and the National Training Program are the main factors ensuring the socio-economic and cultural development of the country, which provides all the conditions for modernity and, above all, the priority of human interests. In addition to the implementation of their needs, the basics of training competitive, highly qualified specialists have been identified. In particular, the Resolution of the First President of the Republic of Uzbekistan dated December 10, 2012 No PP-1875 "On measures to further improve the system of learning foreign languages" states that "within the implementation of the Law of the Republic of Uzbekistan" about Education "and the National Training Program A complex system of teaching foreign languages has been created, a system aimed at the formation of a harmoniously developed, educated, modern-minded young generation, the further integration of the republic into the world community.

At a time when the social, political, cultural and economic ties of our country with foreign countries of the East are strengthening, one of the urgent issues of the day is to cultivate potential philologists, translators, simultaneous translators with perfect knowledge of foreign languages, including Oriental languages. It is important to introduce international educational standards for teaching foreign languages into the system of continuing education in Uzbekistan and to base them on the level of "pan-European competencies in foreign language acquisition: learning, teaching, assessment."

Great changes are taking place in the social and political life of our country. Our national and spiritual values are being restored. Our country is facing the world, and the most developed countries of Europe and the East are recognizing this. As a result, along with the development of science in our country, a wide path has been opened to the field of Oriental Studies. The demand for learning Oriental languages is growing again. The development and strengthening of relations between Uzbekistan and countries such as India and Pakistan require a deeper study of the culture, relations and existing languages of these countries.

This article focuses on Urdu, one of the languages spoken in India and Pakistan, and its history and current status in the two countries.

Relevance of the topic The language situation in South Asian countries, including India, is the most difficult and multifaceted. The language situation is closely linked to political, national and religious issues, as there are many languages and dialects in a country, as well as the number of nations and peoples and the relationships between them. For political reasons, the study of languages divided between the two regions, especially Urdu, Punjabi, Bengali and other languages, is one of the most pressing issues today. Because these languages have developed in both countries separately and surrounded by and under the influence of different languages. As we think about the Urdu language we mean, a lot of research has been done on the history, literature, culture of this language. Most of this research was conducted by Russian, Indian, English, and of course Uzbek Urdu scholars. As for the level of study of the subject, it is described in the works, monographs, and scientific articles of a number of linguists on the history, religions, languages of the Indian people and the relationship of Urdu with written graphics and other languages.

The purpose of writing this article is to determine the history, origins and place of Urdu in India and Pakistan, to study this language in more depth and to take a broader look at its history, as well as to have a broader understanding of the tasks at hand.

To achieve this goal, we have identified the following tasks:

1. To get acquainted with and summarize the ideas and opinions on the Urdu language, which emerged and formed in the Indian region on the basis of scientific theoretical sources, literature, historical sources
2. Close acquaintance with theoretical works and thematic analysis of the given sources on Urdu language

The methodological basis of the article is the approach of Russian, Indian, Uzbek, English scholars in the field of linguistics and oriental studies on the basis of real sources and its method of scientific analysis. In describing and analyzing the issues covered in the article, we relied on the scientific theoretical views of language by T.Kh. Kholmiraev, M.Kh. Abdurahmanova, ON

Shomatov, D.D.Sharma, V.N. Chernyshev and other scientists. Article layout: introduction, main part and bibliography.

MAIN PART

When we think about this language, we first look at its history. Urdu belongs to the Indo-Aryan language group of the Indo-European family of languages and is one of the 15 major literary languages recognized in the Constitution of India. It is the official state language of Pakistan. The language is spoken among the Muslim population in states like Uttar Pradesh, Bihar, Maharashtra, and Andhra Pradesh in India and in many cities of Pakistan. There are a number of hypotheses about the origin of Urdu, and all of them have been the subject of scientific debate for many years. But there is a scientifically based view accepted by most scholars around the world, including Uzbek and Russian orientalists. Urdu originated in the regions adjacent to Delhi in northern India. One of the most common dialects of North India, khariboli, formed the grammatical basis for the new language. The dialects of these neighboring regions (Braj and Avadhi) mastered the dialects of Turkic and Persian languages and through it the elements of Arabic. Later, it spread across the continent, encompassing the vocabulary of other indigenous peoples.

Given the different views on the origin of Urdu, it should be noted that Muslims never created their own language there. Due to certain historical conditions, situations, events, the existing language was formed on the basis of local Indian dialects, and representatives of all national religious conventions in the vast territories of the Indian subcontinent contributed to its creation and development. The spread and development of the new indigenous language was largely facilitated by the religious preachers of two religious reform movements that were prevalent in medieval India: Muslim mysticism and Hindu 'bhakti'. The emerging new language began to develop rapidly in a multi-ethnic environment, and was originally called "Hindu" or Hindi, i.e. Dehlavi Delhi. But soon it came to be known as short hindi.

In the early fourteenth century, ghazals appeared in the ghazals of some Delhi poets who wrote in classical Persian, replacing them with Persian lines. They came to be known as "rehta" which means "mixed gazelle". Over time, the poetic genre itself came to be known as rehta. For centuries, Hindu / Rehta have been the unified language of Muslims and Hindus. The dean and form of this language in southern India came to be known as "dakhini" (southern). In medieval India, the Urdu-Turkish word was also used to mean "capital," "the ruler's own reception." It was originally the name of the Delhi residence of Shah Jahan in the great Baburi dynasty (1627-1656). This is where the original history of Urdu begins. In the 1740s, a new district called Shohjahanabad appeared on the right bank of the Jamna River on the outskirts of Delhi. At its center is the famous Delhi "Red Castle". It means "urdu-e mu'lla" or "high palace". It is this Urdu word that has been called for a century. We have mentioned that historically Urdu emerged with the advent of Muslims after the twelfth century. Urdu was the language of communication in the northwestern region of India and was also called Hindu. However, in the Middle Ages, it became known as Hindi, Delhi, Rehta, Gujrati, Dekani, Urdu, Malay Urdu. By the end of the 11th century, it was called "Hindustani". There is evidence that it was later used as a synonym for the word "ard". Directly this language meant in Turkish (kamon) or royal residence.

The distinction between Urdu and Hindi was influenced by the colonial era as the cultural consciousness of the people grew in the process of political modernization. There is clear

evidence that the British rulers first linked the question of the types of the Hindu language with cultural heritage and social status, and later with religion and politics. At the initiative of the Fort William College, founded in Calcutta in 1800 by order of the British, the Educational Research Center for Oriental Studies was established. Its leader was the Scottish scholar John Gilchrist of the East India Company, who made a great contribution to the development of the Indian language in colleges. At the same time, with his active movement, he was divided into two languages related to Urdu. Urdu was created with a Sanskrit alphabet with "Hindi" and Sanskrit phrases and Arabic-Persian graphics. Hindi, in the form of Gilchrist, came to be called the language of the light Hindus and Urdu the language of the Muslims. By itself, there was a factor that easily separated the representatives of the two religions. Based on the above data, it can be said that Gilchrist named the language used by the majority of the population of northern India Hindustani. It soon became a spoken language that was equally understandable to Muslims and Hindus. This has had an impact on the country's politics in its time. It was at this time that Urdu had an impact on Indian political life. The great teacher, the reformer Said Ahmad Khan, recognized bilinguals as citizens of an equal country. Urdu was understood in all the provinces of the subcontinent, and later, with the rise of the Indian independence movement, Mahatma Gandhi realized that the language issue was being given a political character by the British along with sectarianism. That is why he defended the language and supported this concept in order to bring the bilingual Hindu to the level of the national language of the country. Here, Mahatma Gandhi's suggestion that Hindi was the language of common civilization was emphasized by Raja Shiv Prasad in 1857 in his book *Qaide* that there were no national differences between Hindi and Urdu.

As the contradictions intensified, the roots of the two languages became inextricably linked and strengthened within the people. This single language permeated the hearts and bodies of the people. It has developed so rapidly that it has penetrated into the culture and art of the people on a large scale. The tradition of creating grammatical rules and dictionaries in Urdu began about 300 years ago by European orientalists. Among them are the seventeenth-century Dutch scientist K. Schultze (1744), Ferguson (1773), and J. Gilchrist. Local scholars S. Ahmad Dehlavi's "Farhangeasifiya" (1808-1908), Nurul Hasan Nayar's "Nurullug'at" (1924), Feruzudi's "Jamiullug'at" and Baba-e urduAbdulhaq's "English-Urdu dictionary" (1937- years) are great contributions to the Urdu language.

We have already mentioned that Urdu was the official language of the great Mongol Empire along with English and was widely used in the palace at that time and replaced Persian. It was known that this process lasted until 1900. It has been the main language in public affairs in a number of provinces of northern India. We know that the Arab Caliphate emerged in the twelfth century, which had a great influence on the formation and development of Islam. As a result of various invasions, Iran began to occupy South Asia. In these countries, the promotion of Islamic civilization and Islamic thinking began to develop. In 664, the Arabs had occupied the land of India. In 713, the armies of Muhammad ibn Qasim conquered the southern parts of Sindh and Punjab. Thus, after the Arabs, in the 11th century, the Turks invaded India under the leadership of Sultan Mahmud Ghaznavi. In 1206, QutbiddinOybek, the commander of Sultan Muhammad Guri, conquered Delhi, and in the 13th century the Muslim state of Delhi was established. Most of the Muslims here were mostly Central Asians. The purpose of mentioning these historical processes is, of course, that they brought with them their own cultures, languages, customs. They

ruled India for 350 years before Z.M. Babur. In 1525, the ruler of Fergana, Zahiruddin Babur, conquered the land of India, and it is self-evident that the invaders once again had a great linguistic influence on the local population. Therefore, it is believed that the word Urdu is derived from the word "orda". It means "army, army, gathering place." When the Europeans invaded, English words entered the Urdu language. Urdu became so popular that it became the 2nd level language after English in Indian universities and colleges.

Beginning in 1829, Urdu translations of the Qur'an began to appear in India. At the same time, translations of hadiths and commentaries began to appear. While Urdu was the religious language for Muslims at that time, Urdu later began to have the status of a literary language. It began to serve as a sign of high culture and education. Formed in the XIX century, this language has its own graphics, vocabulary and began to occupy the field of literature. Urdu literature appeared in the XV, XVI, and XVIII centuries in a dean's office far from Delhi. The northern Muslim, i.e. Mongol, rulers mainly propagated the Persian language. Nevertheless, in southern India (present-day Hyderabad and Bijapur in Golkon), a new language began to be used by Sufis and folk poets under the protection of Urdu court rulers. That is why this language was called dean at that time. If we look at the Urdu literature of those times, it is worth mentioning the great dargas who made great contributions to the Urdu language. Nizami (1424-1434), MasnaviKadam Rao Padma is the first example of a poetic story in the dean. This is the first example of literary prose in Urdu. The famous poets of the dean were Muhammad QaliQutbshah (1626 BC), Gusi (1631), Nusrat (1624), Ibn Nisati (1655), Wali Aurangabad (1707). Inspired by the words of Wali's works, Delhi poets began to write poems in Urdu and called it the language of poetry. It was during this period that the Urdu language began to open up more and more. The eighteenth and nineteenth centuries were the heyday of Urdu elegance and splendor. The golden age of Urdu classical poetry was precisely this period. Among the poets of Qadir al-Kalam at that time were Mir Taqi Mir (1810), Khawaja Mir Dard (1780), Insha (1817), Munafiya (1852), Atash (1847), Muminat (1852), Zavq (1854) and Mirza Galib (The names of great poets such as 1869y) are of great importance, they were mainly ghazalnavis poets who wrote in Urdu. NazirAkbarabadi, who lived in Agra, is recognized as a great public figure of the Urdu language. So far no one has been able to surpass Lucknow (1837) and Dabur (1875) in the writing of mourning-style poetic laments. Bahadur Shah Zafar, the last ruler of the great Baburi dynasty of the Mongol Empire, and Mirza Galib, a contemporary, were considered the last of the poets and the first of the modern poets. Later, Mirza Galib's letters created an atmosphere for modern prose. Said Ahmad Khan, Mahmud Hussein Ozod, Shibli were famous in the field of prose writing. From the 19th century onwards, stories such as BaghaBahar and Rajab Ali BekSarwar's "Fasana-e ajayib" were written. Then Nazir Ahmad and Muhammad Ruswa began to write novels in Urdu. Said Ahmad Khan at that time constantly began to propagate to the Indian Muslims in various ways that Urdu was the main means of Islamic spirituality and culture. In other words, it defined Urdu as a Muslim nation. From the twentieth century, Urdu novelism began to develop. Prem Chand's novel Godan, written in Urdu, had a classic status in Urdu. The novels of Saodat Hassan Minto, Qudratul Ayn Haydar, Rajendr Singh Bedi, and Intizar Hussein are among the most famous works written in Urdu. The greatest Urdu poets of the 20th century are M. Iqbol, FiraqGorakPuri, Fayz Ahmad Fayz. At the same time, if we look at the research in other areas of the Urdu language, such as literature and linguistics, it is important to mention Maalawi Abdul Haq, Abdul Kalam, Ozod. The great personalities mentioned above laid the foundation for the development of Urdu and made a significant contribution to the language's

gaining popularity in India and Pakistan. The idea of "Muslims" of the Muslims of India was born by the greatest poet of the XX century M. Iqbal. He was able to show his influence by inculcating this idea in the minds of his contemporaries and believers. M. Iqbal is a person who played an important role in the formation of the Pakistani ideology. Therefore, it is not surprising that M. Iqbal is also called the father of Pakistan. He is recognized as the herald of the creation of a Muslim state on the Indian subcontinent. Muhammad Ali Jinnah (1871-1948) unequivocally acknowledged the views and statements of M. Iqbal, the founder of Pakistan, ie "Pakistan kibani", accepted the idea of two nations and defended it with all his being. It is obvious that M. Jinnah, following S. Ahmad Khan, made a great contribution to the achievement of Urdu, the language of the great dynasty, as the main language of regional court and proceedings in a number of provinces of India.

Now let us look at how Urdu developed in Pakistan, when Pakistan was formed, M.A. Jinnah pointed out in his speeches that this language is the common language of the whole Muslim state with various arguments. After the founding of Pakistan, not only M. Jinnah but also the intelligentsia of the ruling Muslim League realized that a single state language was important for the unification of the nation. And during this period, most opponents of the English language realized that Urdu could be used as a symbol of integration in a multi-ethnic country like Pakistan, said Rahmon. Renowned Pakistani sociologist and historian Tariq Rahman called the government's language policy cultural cultural imperialism. He pursued a policy of promoting Urdu throughout Pakistan. He noted that the fact that Urdu is traditionally a vernacular language is far superior to Punjabi and naturally to Punjabi culture. In 1979, the Pakistani government established the national language phrase for the development of Urdu. The Science Pakistan Movement was launched on August 14 at the initiative of the Pakistani government. At the same time, the government is focusing on an innovative approach to the unique integration of teaching languages across the country. The government has announced that as part of the new curriculum it is currently working on, students will be introduced to Urdu, a unique teaching tool that combines Urdu and English. They explained that this would make teaching in Urdu easier. Because English scientific and technical terminology is used in the original and the description of scientific processes and the necessary explanations are done in Urdu. However, while preserving the original status of the language, it is not allowed to replace it with English. So this language will remain the language of communication in most of Pakistan.

We have studied the causes of the emergence of the Urdu language during the Muslim rulers and in Europe, ie during the British colonial period, and the factors of its widespread use. In fact, many scholars have their own views and opinions on these processes. Today, Urdu is the official language of Pakistan and remains the spoken language in India. This language is firmly established in both countries. We know that there are many languages in India. The state language is Hindi, but Urdu is spoken among the general public as Hindu. Urdu is widely used among the people in social and political spheres. Because Urdu is recognized by the general public for its fluency and attractiveness. He has found his place in fiction, poetry, ghazals, and all kinds of art. Nowadays, Urdu and Hindi cannot be imagined without English. These languages have already been absorbed by English. Urdu is rich in English words and is developing among the people. At the same time, the status of Urdu is growing significantly compared to regional languages. This language is spoken and studied in many countries. In particular, in Uzbekistan, Urdu scholars are conducting a lot of research on this language.

CONCLUSION

In an article on the history of the Urdu language and its status, we have come to the following conclusions based on a number of sources that shed light on the basic position of the Urdu language:

1. Looking at the history of Urdu, this language originated in ancient times and had its own place.
2. Urdu is one of the Indo-Aryan languages, the spoken language of India and the state language of the Islamic Republic of Pakistan.
3. Genetically and structurally, Urdu is a type of Hindi language, graphically enriched with Arabic and Persian words.
4. The Urdu language is formed on the basis of dialects called Khari Bali of Delhi Province. In the XIII-XIV centuries it became the language of interethnic communication. That is, Hindustan was later called Urdu.
5. Regarding the relationship between Hindi, Punjabi and Dakkhini Urdu, it became clear that Urdu also had an impact on Hindi with socio-linguistic factors and regional location. Today, this Indian language is widely spoken in the cities of northern India and Hyderabad (southern India) along with Hindi and English, as well as throughout India and Pakistan.
6. The religious environment, i.e. Islam, can be the basis for the development of Urdu in India.
7. Today, despite the fact that the development of English along with Urdu in both countries has affected the enrichment of Urdu and its future status, this language is spreading to the general public with its popularity and convenient elegance.
8. Urdu is the mother tongue of about 58 million people in the world and is spoken by about 250-400 million people. There are about 100 million people in Pakistan and almost 250 million in India (Andhpradesh, Bihar, Maharashtra, Uttar Pradesh). In India, Urdu is the main language of the Muslim population.
9. In the future, the status of this language will take its place depending on the social situation in the state.

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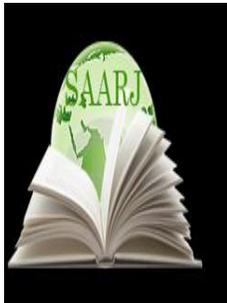
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**EMPIRICAL ANALYSIS OF THE DEVELOPMENT OF SANOGEN
 THINKING IN STUDENT'S ON THE BASIS OF A REFLECTIVE
 APPROACH**

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ABSTRACT

The article disclosed the problem of sanogen thinking, its relevance, the study of domestic and foreign scientists, the content of the development of sanogen thinking on the basis of a reflexive approach. There is also an analysis of the results of the first stage of experimental work carried out in the field of development of sanogenic thinking in students. The healthy and harmonious development of the young generation, which will ensure its future, plays a crucial role in the development of any society. Theoretical and practical study of the research problem it was noted that reflexive knowledge and skills are among the leading factors in the development of sanogen (healthy) thinking of students of higher education institutions. This, first of all, requires its in-depth scientific study and analysis.

KEYWORDS: *Sanogenic Thinking, Reflection, Cooperative Reflection, Communicative Reflection, Personal Reflection, Intellectual Reflection.*

INTRODUCTION

The rapidly evolving process of science and globalization in the world community will allow future teachers studying in higher education institutions to have free, critical, creative and independent thinking, healthy thinking, politically and socially active, inquisitive and resourceful, aware of national and world culture, it makes it urgent that it should be formed as a person of high spirituality.

The healthy and harmonious development of the young generation, which will ensure its future, plays a crucial role in the development of any society. That is why we rely on our courageous, enterprising young people, who are well-rounded, well-versed in modern knowledge and skills,

to further increase the scale and effectiveness of our reforms [1, 2 p.] After all, the organization of a system of continuing education on the basis of an innovative approach is the basis for educating a harmoniously developed generation, shaping the spirituality and thinking of young people.

Relevance of the topic and purpose of the Research: The main direction of the strategic tasks in the field of education, which is consistently implemented in our country, is characterized by the training of specialists who can think clearly, clearly define the development prospects necessary for the interests of society and the individual. This necessitates the development of students' sanogen thinking skills and the development of its innovative pedagogical framework. Therefore, the main research goal was to study the problem of developing the sanogen thinking of future teachers and to identify the factors influencing this process.

Methods used in the Research: Theoretical (pedagogical-psychological analysis, comparison, systematization), empirical (pedagogical experiment, test for the study of sanogenic thinking (L.Rubtsova), questionnaire and mathematical-statistical analysis (descriptive statistical methods).

Literature Review: Although a lot of research has been done on the problem of human thinking, the problems of mental, physical and physical health of the younger generation remain the object of research for educators and psychologists. In scientific pedagogy and health psychology, the development of sanogenic thinking is a separate area.

Sanogenic thinking ("sanos" (lat.) - to heal, heal, comfort, inspire, regulate, and "geno" (latin) - to heal) is to produce a mind that heals, comforts, and inspires.

At present, the problem of sanogenic thinking has been studied by foreign (Orlov Yu.M., Vasileva T.N., Morozyuk S.N., Hilman A.Yu.) and domestic scientists (Ataxanova S., Abdirahmonova Z.A., Ismailov M.K.) [2, 3, 4, 5, 6, 7, 8]. Theoretical, philosophical, social and psychological aspects of the problem have been studied extensively in this research work.

Sanogenic thinking allows a person to focus and concentrate (concentrate, harmonize) on the events that take place in the life of society and the objects of the ongoing thought process. This serves for direct observation, analysis of all events and processes, as well as practical visualization in a mentally and emotionally compatible way. The development of sanogenic thinking skills is most evident in the following situations. These are:

- 1) Independent control of negative thoughts and emotional experiences present in the person (Orlov Yu.M);
- 2) Self-analysis and accurate assessment of capabilities, i.e., the priority of personal reflection;
- 3) Emotional stability (Morozyuk S.N.);
- 4) Constructive problem-solving, as well as reduction of stereotypical and pathogenic (unhealthy) features of thinking (Hilman A.Yu.);
- 5) High reflexivity in thinking and the need for self-development (Abdirahmonova Z.A., Ismailov M.K.) and others.

Theoretical and practical study of the research problem it was noted that reflexive knowledge and skills are among the leading factors in the development of sanogen (healthy) thinking of

students of higher education institutions. This, first of all, requires its in-depth scientific study and analysis.

Reflection - (latin "reflexio" - return, reflection) is one of the types of acts of human consciousness, that is the movement of consciousness, which is considered as a process of knowing the subject's own (inner) mental feelings and states.

Reflection is an ontological aspect of human life in many ways and is one of the unique characteristics of a person. Reflection is the most important, central phenomenon of human subjectivity, for which the following definition can be given: "... it is a person's unique ability that allows him to analyze and express his thoughts independently, as well as emotional states, experiences, people's behavior and reflects the relationship, in general - allows for special attention (analysis and evaluation) and practical change (change and development) [9, 75 p.].

The pedagogical literature distinguishes two traditions of interpretation of reflexive processes:

Reflexive analysis of consciousness, which leads to the interpretation of the essence of cognitive and emotional experiences and their construction;

Reflection on the understanding of the content of human self and interpersonal communication;

In this regard, pedagogical scientists distinguish the following reflexive processes:

Understanding of self and others;

Self-assessment and others;

Explanatory analysis of self and others;

Reflection coordinates the attitude of the participants of the educational process to their activities and ensures the reorganization of these activities in accordance with the form and content of joint activities.

Reflection is a description of self-awareness, the ability to understand, perceive, study, and analyze a subject's perception of the subject as an interlocutor in the communication process, the subject's problem, and the reasons for its occurrence.

Typically, reflexive skills manifest as a form of activity focused on thinking, self-awareness, self-control, understanding one's own personal behaviors and their consequences.

In our view, reflexive skills are seen as a key indicator of new ideas. If we consider the phenomenon of reflection as a way of reflecting a certain process as a whole, then it allows us to observe this process and identify and criticize its shortcomings. A person with such introspection achieves positive results. Through this, we master a mechanism that allows the disclosure of secret thoughts and ideas.

The following types, degrees and forms of reflection can be distinguished in connection with the development of sanogen (healthy) thinking in future teachers.

Russian scientists S.Yu.Stepanov and I.N.Semenov [9, 11 p.] describe the following types of reflection and emphasize the importance of this mechanism in the formation of the image of "I" in the person.

1. Cooperative reflection belongs to the pedagogy and psychology of management, as well as having the necessary pedagogical and psychological knowledge in this type of reflection ensures the project activity of the team and allows them to work together. In this case, the reflection is considered as the "release" of the subject from the processes of activity, its exit to a new position, both externally and in relation to the previously completed activity. The aim is to ensure understanding and coordination of common efforts in collaborative activities. In such cases, the focus is on the results of reflection, not on the processes that manifest the mechanism of the human psyche.

2. Communicative reflection is considered in the study of socio-cultural relations related to the problems of social development and communication. It is the most important component of intellectual and advanced communication, as well as interpersonal feelings.

3. Personal reflection, in which the subject's behavior and the person's "I" are studied in terms of his personal qualities. Such an analysis is carried out in connection with the problems of development, disintegration and correction of personal consciousness and the mechanism of creation of the subject's personal "I". There are several stages in the implementation of personal reflection. It consists of experiencing contradictions and understanding the tasks set, as well as the experience of understanding the intractable situations facing a person, reconsidering personal stereotypes and problematic situations. It understands the stereotypes and situations of a person who has a conflict and a problem. In such a situation, the person becomes fully self-aware. In the process of rethinking, a person's attitude towards himself and his "I" changes. It is done in appropriate actions. Second, it occurs with a change in the relationship that the subject can and can perform on its own.

4. Intellectual reflection is characterized by knowledge of an object and ways of communicating with it. Intellectual reflection is considered in pedagogy and psychology together with the problems of organization of processes of knowledge and thinking and processing of information.

The scientific essence of the article. In the process of developing the sanogen thinking of future teachers on the basis of a reflexive approach, students are required to analyze and objectively evaluate their own activities (independent reflexive activity), and teachers to analyze existing educational situations in a timely manner and actively think about their own concepts and behaviors. Conditions are created.

It should be noted that the personal and professional development of any individual is closely linked to the reflexive process. In addition, development is ensured not only from a professional point of view, but also physically and intellectually. It also allows us to understand what we are thinking about, what we are doing now, and in what direction we need to move in order to develop as a result of a high level of mastery of reflexive skills.

RESEARCH RESULTS

Within the framework of the research, research was conducted at Fergana State University, Bukhara State University and Termez State University. A total of 455 students studying in the field of pedagogy-psychology, primary education and sports education, preschool education and physical culture undergraduate education participated in the experimental work as respondents. At the initial pilot stage, questionnaires and test questionnaires were conducted to determine the content of sanogen thinking and the factors influencing its development, as well as the level of

development of sanogen thinking in students. How would you describe the essence of the concept of "Sanogen (healthy) thinking" in the questionnaire?", "What are the factors influencing the development of sanogen thinking? " Explain what you think, if possible? " were asked questions such as. The analysis of the responses provided by the respondents allowed us to obtain the following results. 23% (104 participants) of the participants gave more accurate answers to the questions, while 38% (173 participants) of the participants answered the questions satisfactorily. These participants also noted that while in question 3 they indicated reflexive skills as a key factor in the development of sanogenic thinking, they did not have sufficient information to interpret the answer. The remaining 39% (178 participants) stated that they did not have the necessary information on the questions asked.

Based on the results obtained at the initial stage of the experimental work, a special program was developed. According to the program plan, lectures and seminars were organized with the respondents on "The content of sanogenic (pathogenic) thinking and factors influencing its development" and "The use of reflexive technologies in the development of sanogenic thinking." Theoretical information on the following issues was covered in the lecture: 1) the content of the concepts of sanogenic and pathogenic thinking; 2) about the research work carried out in the field of sanogenic thinking; 3) principles of development of sanogenic thinking; 4) factors influencing the development of sanogenic thinking; 5) the role of reflexive skills in the development of sanogenic thinking.

The following reflexive technologies were explained and practiced in the seminar-training sessions organized on the principle of harmony of theory and practice: 1) "Everything is in my hands!"; 2) "Mutual control"; 3) "Questionnaire"; 4) "Inspection of group work"; 5) "Complete the hypothesis"; 6) "End the discussion" and others [11, 21 p.].

For example, the main task of the reflexive technique "Complete the discussion" is to retrospectively analyze the topic under study, to reflect the individual and group lessons. This technology is implemented in two stages, and its use is most effective in recent training sessions. First, a table with three columns is drawn. The first column contains the names or affirmations of human qualities, the second column contains the words "Success", and the third column contains the words "I want". When filling out this table, participants must perform the following tasks: 1) get acquainted with the qualities or affirmative ideas listed in the first column; 2) Divide the given points into the second and third columns. During the training, each participant should make a special mark in the column "Success", if any of the qualities listed in the first column, and in the column "I want" if not.

In the second phase of the exercise, participants count the marks placed and determine which column is more. They are then asked the following question: Why is the number of characters in the "Success" or "I want" column more or less? Explain why? " After that, the answers of each participant will be heard. The training continues in this way and at the end general conclusions are formed.

After the lectures and seminar-training organized within the framework of the special program, the participants were again asked the following question: "Do you identify reflexive ability as one of the key factors in the development of sanogenic thinking of future teachers?". An analysis of the results obtained showed that 79% of the respondents acknowledged reflexive skills as the main factor, while 21% of the participants stated that they could not express their conclusions

clearly. So, based on the final results, we can conclude that reflexive skills are identified as an important factor in the development of sanogenic thinking of future teachers.

Thus, reflection as an important mechanism of healthy thinking is a separate organization of the processes of understanding the phenomenon in the context of a broad system (it includes assessment of situations and actions, finding ways to solve situations and operations), activities aimed at understanding behaviors and their consequences. is a form of intellectual activity, i.e. the ability to look back (back) and to see, identify, study and analyze a particular problem and the reasons for its occurrence. A high level of mastery of reflexive skills is an important indicator not only in the development of students' sanogen thinking, but also in their success, self-analysis, identification of their strengths and weaknesses, and the correct implementation of future activities.

CONCLUSION

Based on the above analysis, it can be said that the role and importance of the development of healthy thinking in future teachers and the reflexive approach in this process is reflected in the following aspects:

1. Sanogenic thinking allows you to focus and identify (identify) the objects of the thought process. Having mastered the skills of sanogen thinking, the student will gain knowledge about the control of negative thoughts, ways to protect against them, as well as the constructive solution of problematic situations.
2. Reflection is an important mechanism for the development of sanogenic thinking. Separate organization of processes of understanding the phenomenon in the context of a broad system (it includes assessment of situations and actions, finding ways to solve situations and operations), activities aimed at understanding behaviors and their consequences. is a form of human mental activity, i.e. the ability to look back (backwards) and to see, identify, study and analyze a particular problem and the reasons for its emergence.
3. It is necessary to create inner peace while creating a favorable environment for reflection. If the reflection is combined with a state of relaxation (calmness), the human mind gets rid of negative thoughts, misconceptions, emblems, and their repetition in the mind does not cause discomfort. Under these conditions, a person adapts to the situation, and even if negative emotions are repeated, a bad impression does not occur.
4. High mastery of reflexive skills is an important indicator not only in the development of students' sanogen thinking, but also for their success, self-analysis, identification of their strengths and weaknesses, and the correct implementation of future activities.

The development of sanogenic thinking of future teachers is inextricably linked with a number of pedagogical conditions. These are:

1. Informative-meaningful conditions. Special attention is paid to the developed educational programs, lecture notes, educational-methodical complex and electronic textbooks based on teaching technologies, means of control: creative pedagogical tasks, situational issues, creative project work, courses related to specialties and independent education.
2. Technological conditions. In order to achieve the research goal, an effective form, method and means of activity should be developed and a technological approach should be based on its

implementation. In the process of developing students' sanogen thinking: problem-based learning, game technologies (role-playing games, entrepreneurial games, social drama), training, video trainings, problem-seminars, pedagogical problem-solving and analysis, case studies, small group learning, micro - Special attention should be paid to the development of lessons, creative and research methods, methods of designing educational activities, methods of organizing and conducting self-training.

3. Reflexive conditions. The content of reflexive conditions aimed at the development of sanogenic thinking in future teachers should be defined as follows: development of active cognitive motivation; decision-making on the system of positive attitude to pedagogical activity; formation of creative or creative thinking skills; formation of pedagogical and psychological methodological knowledge; develop reflexive analysis skills; professional self-awareness and so on.

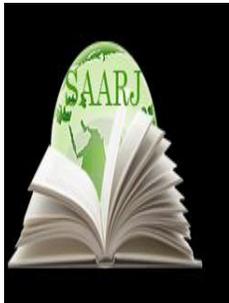
4. Ensuring a combination of classroom and extracurricular activities: lectures, independent learning, clubs, group activities, self-study and self-development, as well as other forms of activity are important pedagogical tools for positive solutions to research problems.

Thus, the integration of the above pedagogical and psychological conditions plays an important role in the development of students' thinking skills and improving the quality of education.

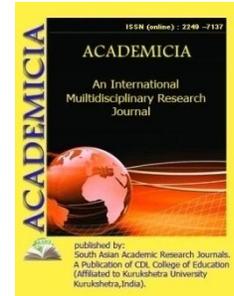
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**THE STATUS OF IMPLEMENTATION OF METHODOLOGY OF
 PERSONAL PSYCHODIAGNOSTICS IN PSYCHOLOGICAL RESEARCH
 IN UZBEKISTAN**

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ABSTRACT

The formation of psycho-diagnostics as a science has its historical roots. The historical roots of science allow us to determine the path of its development. Today, the development of world psycho-diagnostics is assessed based on its many years of experience. In turn, the development of psycho-diagnostics in Uzbekistan is also influenced by world experience. Analytical materials on the development of psycho-diagnostics in Uzbekistan were carried out in connection with the application of diagnostic tools in dissertation research conducted in the country. Psycho-diagnostic methods were divided into types according to the nature of their application in research and the status of their application was assessed. According to the historical roots of psycho-diagnostic research in Uzbekistan and the research conducted, it is conditionally divided into stages. This indicates the need for a separate study on this issue.

KEYWORDS: *Psycho-Diagnostics, Development, Test, Methodology, Research, Adaptation, Dissertation.*

INTRODUCTION

The application of psycho-diagnostic methods in Uzbekistan has developed under the influence of experience in world psychology (USA and Europe), the former Soviet Union (Russia and the Commonwealth of Independent States). Formulation and adaptation of methods used in psychological research. Therefore, it is necessary to illuminate the problem by turning it into a question of application of psychological tests or psycho-diagnostic methods instead of the concept of research methods on psycho-diagnostics of the person. This, in turn, allows the application of psycho-diagnostic methods in the field of psychology in Uzbekistan, in turn, to

highlight the state of implementation of methods in the field of psycho-diagnostics of the individual in the national environment. The introduction of tests is characterized by the recording of data on the mental retardation of children, which is explained by the role of factors related to the physiological and social development of children.

THE MAIN FINDINGS AND RESULTS

In our analysis of the problem of tests in the former Soviet Union, we have provided historical information that it was not the emergence of psychological tests, but the attempts to implement them in the 1920s. In this case, the application of the initial tests is related to the research conducted by A.R. Luria among the mountain population to examine the issue of intellectual potential of the population [3, 47-49]. This is the first stage of psychological research. The introduction of tests is characterized by the recording of data on the mental retardation of children, which is explained by the role of factors related to the physiological and social development of children. It was emphasized that this peculiarity was peculiar not only to the working-peasant population of the Asian region, but also to the representatives of other nationalities in the whole Union [2].

However, the state of implementation of tests in modern psychology is undoubtedly closely related to all the achievements and losses in the history of the former Soviet Union. It is no secret that the influence of political pressure on the application of psycho-diagnostic methods in the former Soviet Union lasted until the 70s of the twentieth century and led to a sharp regression in the development of this direction [2, 86-90]. This is also true of the history of psycho-diagnostics in Uzbekistan. However, due to the permission to freely apply psychological tests in the 70s of the last century, the impact of the issue of their formation and use did not bypass our republic. The opening of the Department of Psychology and the training of psychologists at the Tashkent State University in 1972 is a great achievement in the Republic. This is a step taken in our country to train specialists in modern psychology and conduct research.

If we look at the application of psychological tests in the 80s and 90s of the twentieth century, they began to be studied in general psychological, psycho-diagnostic, social psychological, ethno-psychological and pedagogical and young psychological nature. In addition to the tests listed above in psychological research during this period, the Spielberg-Khanin method (E.G. Goziev) [13], G. Yu. 6], DJ Raven's test "Progressive matrices" (B.R. Kadyrov), J. Yerasik test, Map of interests, settings and methods of professional orientation (B.R. Kadyrov) [11; 15], the Alyoshin test on family relations (G.B.Shoumarov [8], B.Umarov [7] and other methods of adaptation and implementation.

The work on the introduction and adaptation of psychological tests in the country, the establishment of the Republican Diagnostic Center in 1996 and the opening of its regional branches, the introduction of a test system in the country's student competition is also an achievement in this area.

In the 90s of the XX century and in the XXI century, the application of psychological tests began to be carried out independently by psychologists of our country. The creation of tests and their practical application can be attributed to the establishment of a psychological center under the Ministry of Defense of Uzbekistan, psychophysiological laboratories of the Ministry of Internal Affairs of the Republic of Uzbekistan.

Our attention to the history of the implementation of psychological tests and their development in the Republic has led to the possibility of collecting analytical materials related to psychodiagnostic methods, tests, questionnaires used today. Before we dwell on this issue, we have to list some of the tests created by scientists of the Republic. Professor E.G. Gozievi's "Test of willpower" (a modified form of M.V. Chumakov's method), "Assessment of selflessness", "Assessment of a harmoniously developed person", "Assessment of patriotism", "Are you communicative" (V Adapted form of F. Ryakhovsky's questionnaire) [13] and Professor BR Kadyrov's "Methods of choosing class intelligence", "Determining professional orientation" (K.B. Kadyrov) [11], Methods of primary selection of gifted children ("100 words" and "50 sentences" literacy tests) (B.R. Kadyrov) [10] are among these tests. The transition from the adaptation of psychological tests to the stage of formation is evidence of the growth in the history of psychological tests in our country.

Our study analyzed the status of dissertations for the degree of Candidate of Psychological Sciences, Doctor of Philosophy (PhD) in Psychology and Doctor of Psychology, completed in 1992-2020. The state of the method used in the past of Republic According to the implementation of dissertations in the field of psychology in our country, 300 methods was used. These results were obtained on the basis of acquaintance with the dissertations on psychology in the Information Resource Centers of the National University of Uzbekistan and the Tashkent State Pedagogical University, these analytical materials were obtained. Of these, 117 were found to have been used in research between 1992 and 2017, and 183 in 2017-2020 [4].

It was found that 117 different levels of methodology were used in dissertations conducted in our country from 1992 to 2017, and 183 in 40 dissertation researches in 2017-2019. The total number of methodologies specific to both stages was 300 [4]. We classified these methodologies and divided them into the following groups (Table 1).

The main part of all types of methodologies used in the national research is those created in other national and cultural environments, and the status of those formed in the local context is much lower

TABLE 1 STATUS OF METHODS USED IN DISSERTATION RESEARCH IN UZBEKISTAN IN 1992-2019

№	Types of methods	Types of methods			Share of methodologies (%)
		1992-2017 years.	2017-2019 years.	1992-2019 years.	
1	Methods for studying the personality, types, values, orientation, attitudes and interests	27	43	70	23,33
2	Methods of studying interpersonal relationships	5	5	10	3,33

3	Methods of studying the areas of motivation, emotion and will of the person	25	36	61	20,33
4	Methods of studying the cognitive sphere of the individual	6	19	25	8,34
5	Methods of social psychological research (social adaptation, social institutions, family relationships and values)	19	37	56	18,70
6	Social psychological surveys (formed by local scientists)	12	15	27	9,00
7	Projective methods	9	8	17	5,60
8	Sociometry	1	1	2	0,70
9	Methods for studying the methods of activity, areas of activity and career choice	5	4	9	3,00
10	Questionnaires	8	15	23	7,66
	Total	117	183	300	

(39), they account for 13% of all applied methods. This suggests that research does not pay enough attention to the formation of methodologies by local psychologists.

According to the weight of all types of psycho-diagnostic methods, the most widely used category is the group "Methods for studying the facets, types, values, orientation, attitudes and interests of the individual", which are 23.33%; "Methods of studying the areas of motivation, emotion and will of the person" 20, 33%; "Methods of studying social psychology (social adaptation, social institutions, family relations and values)" has a share of 18.70%. Sociometry can be included in the category of methods with low implementation rate (0.70%).

Also, most of the methodologies developed by local scientists in the research on dissertations were "Social Psychological Surveys" (7.66%). These are diagnostic tools that are shaped by the goals and objectives of more socio-psychological research. Numerous sources related to the state of development of methodologies can be cited in the research conducted in our country over the past twenty years and in the formed scientific literature. For example, Professor B.R. Kadyrov in the field of methods of primary selection of gifted children "Methods of selection of classroom intelligence"; "Literacy tests" ("100 words" test, "50 sentences" test) [10]; P.S. Ergashev modified the results processing system on the "Methodology for diagnosing the degree of symmetry ("Barron-Welsh Art Scale")" and developed a "stepwise scale of symmetry" (P.S. Ergashev) [9]. Among them is the associative questionnaire "Family and marriage issues" [5], formed by the researcher Z. Rasulova.

Another aspect that attracted our attention was the analysis of the application of diagnostic methods in psychological research and the level of their application. We reviewed the research methods used in 156 dissertations and tried to systematize them. Information on their condition is given in the following diagram 1.

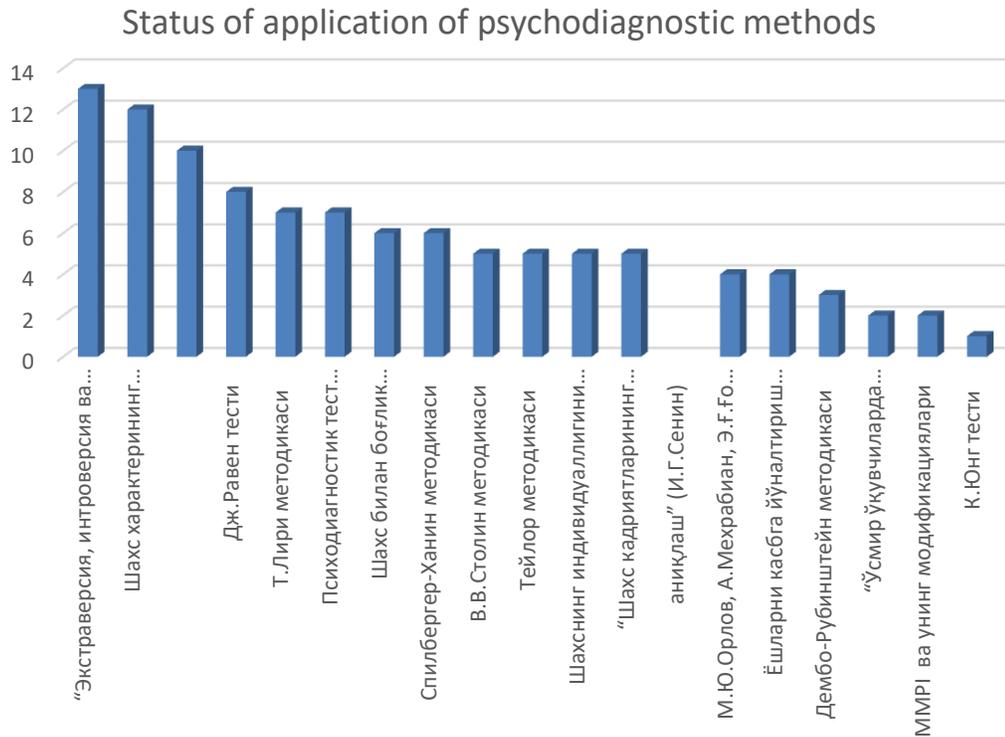


DIAGRAM 1 RANKING OF PSYCHO DIAGNOSTIC METHODS (QUESTIONNAIRES) USED IN PSYCHOLOGICAL RESEARCH ACCORDING TO THE STATE OF APPLICATION *

*Note: * Depending on the state of application in research*

According to the application of the methods in research, G.Y. Eisenk's method received the highest rating with 13 (0.76) times. The method of “Determining the accentuation of personality” (K. Leongard) was used in 12 (0.70) dissertations. The share of methodologies included in the remaining four was presented on the basis that they formed a homogeneity in several methodologies. The R.B. Kettell 16 RG survey was used 10 times (0.50) as a research methodology. In addition to individual surveys, J. Raven's Progressive Matrices test has been widely used 8 (0.41) times in research. Speaking about the share of methods created in the local environment, the questionnaire aimed at studying the individuality of the individual (EG Goziev and R. Tashimov) 5 times (0.29), “Questionnaire for youth orientation” (B.R. Kadyrov) 4 times (0, 23) and “Questionnaire to determine the level of anxiety in adolescent students” (Z.T.Nishanova, Sh.T.Alimbaeva) were implemented 2 times (0.11).

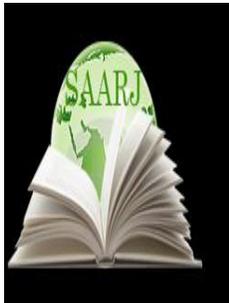
This model for the development of psycho-diagnostics in Uzbekistan was conditionally implemented. Extensive research in this area will be needed.

CONCLUSION

It should be noted that the specifics of the application of psychological tests, attention to their psychometric requirements, and the prospects of new methods should be developed by conducting a separate study of these historical stages of development at the PhD level in psychology.

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THE CREATIVE TECHNOLOGIES FOR TEACHING STUDENTS TO WORK IN SHORT-TERM COLORS

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ABSTRACT

In the article, main practical recommends on drawing etudes are given. The peculiarities of individual methods using in this direction are explained. Research shows that even if a student understands and remembers the basic rules of drawing from nature, there are cases when he is unable to apply the theoretical and practical knowledge he has acquired. A student who has mastered the art of drawing and working methods will not be able to feel free in the process of practical work and, as a result, will not be able to fully express their thoughts and feelings.

KEYWORDS: *Etude, arrangement, specifies ratios, composition, and the lows of perspective, relations of color and tint, constructive building, plastics, plain air.*

INTRODUCTION

Thorough mastery of the basics of fine arts will help the student to see and understand the laws of the structure of all forms in nature, to accurately describe what he sees. But this knowledge is not yet enough to become a skilled artist-educator in the future. Research shows that even if a student understands and remembers the basic rules of drawing from nature, there are cases when he is unable to apply the theoretical and practical knowledge he has acquired. Therefore, in addition to theoretical knowledge, he must also have performance and technical skills in the fine arts. Technical skills are just as important to an artist as a child in 1st grade needs to know the letters when writing calligraphy. It should not be technically difficult during the practical exercise. Free and skillful acquisition of technical skills allows the student to be fully committed to creativity, to realize creative abilities and to become a highly qualified artist-educator. A student who has mastered the art of drawing and working methods will not be able to feel free in the process of practical work and, as a result, will not be able to fully express their thoughts and feelings. This also applies to all types of art, especially pencil painting, which is the basis of fine

art. In ancient academic schools, great emphasis was placed on imaging techniques. Also, when master artists were first introduced to the art of painting, students were given the task of copying from master artists, and the main focus was on the technique of drawing. These can be seen in the manuals of A.T.Skino, V.V.Pukirev, A.K.Savrasov. We also witness how such a wonderfully crafted work of art was created by the great artist of the East KamoliddinBehzod, the portrait of Sultan Hussein Boykaro, the king of Khorasan, in a complete and elegant way through the technique of simple lines.

THE MAIN FINDINGS AND RESULTS

The specialization skills acquired by the student not only determine the quality of his pedagogical, educational process, but also help him to show his creative abilities. Ability is the foundation of any great person's talent. Skills are the basis of any creative work, as well as visual activity. Skills are strengthened during the exercise. Exercises should be based on a clearly designed and organized system. For example, during a pencil drawing exercise, a student should be taught to draw barcodes and move their hands freely so that the shape and size of the item are correct, and to keep their finger movements in balance. Many years of scientific research, the results of pedagogical activities and examinations show that hand movement skills and practical exercises in drawing are manifested in three stages:

Training the hand in different movements and performing a series of separate exercises (circular, semicircular, vertical and horizontal lines, etc.).

Achieving free movement of arm muscles during visual activity;

Improving the skills of hand movements on the paper surface and developing technical skills in observing and depicting nature (depending on the nature of the task, emphasizing the necessary areas of work, drawing light lines on secondary pieces, etc.).

Teaching students to hold hands correctly and to draw should be done from the very beginning of the learning process. Then it is necessary to teach him the technical methods that should be used when painting from nature. This allows the student's creative ability to be further developed.

In this regard, one of the most pressing pedagogical problems is the reorganization of the teaching of fine arts in schools specializing in fine arts, the improvement of its content and methodology.

In the fine arts, the work of short-term paintings is of particular importance here. So, one of the urgent tasks is to teach art to schoolchildren through the fine arts. In the training of qualified teachers of fine arts, it is important to teach students the correct depiction of objects in nature, the formation of skills of the future artist-teacher in the field of fine arts, through the exercises of depicting nature in the classroom. In nature drawing lessons, the student first learns to see the specific aspects of different shapes correctly. It is well known that people perceive objects and their images differently. This is primarily due to everyone's eye structure, and especially their ability to see in the visual arts. The main task in teaching drawing is to form in this artist the ability to see and depict the shape of a body from a distance. Seeing and depicting the shape of an object from a distance (width) means seeing the object in "full size" in three-dimensional shape (height, width and thickness). True drawing is achieved by measuring with the eye, estimating distance and body dimensions, and correctly understanding nature. In such cases, it is important to develop visual acuity to determine body size and distance. Estimation skills teach

the future educator to be attentive and responsible in their work, develop in them the skills of careful analysis of objects and shapes around them, and at the same time develop the ability to remember the image they see. Constantly determining the ratio by eye during the work process to form estimation ability gives good results. Visual recollection is the most valuable and observant characteristic of the artist, through which he remembers a clear and general idea of the shape, proportions, and structure of the body. This allows you to draw the shape from memory, imagination and comprehension, and makes the artist's work on the creation of independent compositions and sketches much easier in the future.

As a result of constant practice of drawing from nature, the ability to see and remember develops. Such exercises are more effective, especially among newly admitted students. This helps students to remember more about the shape, constructive structure, proportions, and plasticity of objects. In the early stages of learning, students usually try to move what they are drawing to the surface as if it were their own. They look carefully at the objects in front of them, then paint each small piece and their color separately. As a result, the image is blurred and does not appear as a whole. Such shortcomings are due to the inability of the set to show the large color relationships between objects in the etude. Even in the correct depiction of the human head, for example, it is impossible to start with small parts of the face. It is only from the generality and integrity in the proportions in motion that one must learn to determine the color relationship between the main generalized spots of different natural objects (still life, landscape) or objects in painting. Seeing a natural object as a whole and being able to identify a large primary color spot is an important professional skill that must be formed in early painting education. Only then can long-term (in time) work move on to the careful processing of volumetric shapes of landscape objects or still lifes.

When working with small-sized etudes (paints) in the open air (plein air) with different colors, it is important to first find the exact color relationships. To do this, it is necessary to compare the contrasting (colored and colored) spots on the front view of nature with respect to the distant ones. In small-scale etudes, small pieces are ignored, mostly written in large color relationships. When performing landscape etudes, less complex plots are chosen (for example, a part of the house and yard).

It then moves on to depicting an open-air landscape, complicating the task. Depicting landscapes requires experience from a young artist. In the first exercise, the student learns by describing specific details in nature (stones, flowers, tree branches, fruits and vegetables). He then gains experience in developing small character appearances. Through this, the colors become more visible in nature. As a result, new ideas for future compositions are born. When painting, a young artist should focus on the sky and clouds, mountains, trees and plants, and water. One of the main tasks is to skillfully place it on paper, cardboard, or fabric, drawing attention to a beautiful piece of nature. Through the solid colors, the color composition is processed and then transferred to the floor-sized paper. As the student works on the composition of the work, of course, he expresses his inner feelings in the composition and makes art lovers think. It now definitely depends on the creative skill. Performing non-stop exercises, research leads to an increase in the artist's skills. Painting is a preparatory stage before creating a great work. The beauty of nature has always fascinated people. Man enjoys, gives in to emotions, his heart is excited by the colors he likes. As he creates the work, he places the depths of his soul in it. In such studies, the main focus should be on events in the air perspective, such as the lightness and saturation of colors in

the landscape in different forms. This is achieved through a holistic perception by comparing all aspects of the landscape.

For example, the river bank in the front view is compared to the second and far view, as well as to the sky and its reflection in the water at the same time (the study time can be 15-30-60 minutes).

“... It is necessary to describe the etude in such a way that suddenly it is necessary to understand the nature of the relationship between earth and water relative to the sky”, said Malik aka Nabiev, a well-known artist, People's Artist of Uzbekistan. He himself was a master of finding the correct color relationships in etudes [1. 28.].

The purpose of short-term studies can be different: sometimes the study is performed before long-term work, in which the relationship of colors in nature is analyzed and the first impressions of its color are determined, in other cases - its small parts (human hand study, some parts of the landscape) are determined. In order to thoroughly study the laws of painting, etudes are performed in field practice: the general illumination condition of the landscape, the integrity of the colors, etc. In describing the etude of the landscape, the light always changes frequently. Even if the sun is behind the clouds, it has a direct effect on the landscape, as the light status in the landscape is always different at the beginning and end of the session.

Several short-term studies were performed with simple natural settings designed to accurately observe the overall hue and color state of a still life in a room if the light source was placed at different distances, i.e. near the window, in the middle of the room and away from the window (inside the room). Several short-term studies have been performed with simple natural settings designed to accurately observe the overall hue and color state of a still life in a room, if the light source is placed at different distances, i.e. near the window, in the middle of the room and away from the window. The first still life setting is placed closer to the window so that it is brighter than the others. The coverage of subsequent performances will be a bit slower. Through these training presentations, the overall hue and color state of the etude is demonstrated depending on whether the shadow, light, color, and illumination in the etudes are reduced or enhanced [2. 22.].

Performing short-term etudes is important to achieve the unity and harmony of color. In such targets, a certain color must prevail. For example, a still life can be illuminated with artificial warm light. There is no need to elaborate on the small pieces in such studies. The important thing is to understand and describe the color gamut by understanding its unity and harmony. In short-term etudes, it is expedient to depict alternatives in warm and cool colors.

As a result of the young artist's continuous practice, he is able to distinguish subtle changes in colors, develop observation, feel the variety, and master the visual aids. When we observe the sketches of experienced artists, we are envious of their extremely elegant and attractive depictions. The skill of skillfully depicting the colorful color state of nature is achieved as a result of continuous practical work.

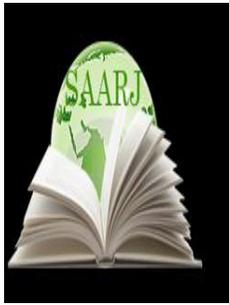
Thus, the basis of painting is that the general and large color relationships between the main objects of nature are preserved in a certain hue and color range. On this basis, a very delicate process of working on objects in subsequent colors is carried out, which is the result of careful observation of nature, feeling it alive [3. 32.].

CONCLUSION

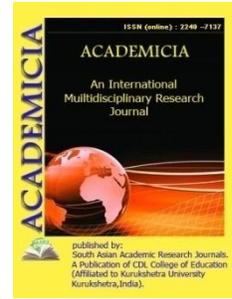
Any natural setting should be taken as a holistic image. Still life is made up of different things, such as a sandbox, an apple, a bowl; and in the landscape - separate skies, forests and distant blue mountains must be forgotten for a while. By looking at nature in this way, you can only see the individual color of the objects, but not the colors that need to be depicted. All objects or objects of nature are only a part of the color picture, the resonance of colors, its integrity is manifested throughout the depiction, which sounds like a holistic symphonic work performed on different musical instruments.

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POETS OF THE SAMANIDS ERA

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ABSTRACT

It is known that during the reign of the Samanids, great attention was paid to the development of science, art, literature and culture in general. As a result of the attention given to literature and culture, many generations of poets and writers have been formed and they have created unique works of spiritual wealth. During the period of the Samanids, literary literature, first in Arabic and later in the 10th century, lyrical and epic poetry in the Persian language, based on folk art traditions, developed. The works of Rudaki, Farrukhiy, Shahid Balkhi, Dakikiy, Abu Shukur Balkhi and Firdavsi were based on the traditions of the Samanids. At that time, the Arabic language was widely used, although the language of population was Sogdian, Tajik, and Turkish. Arabic was also the language of international communication, science, literature and religion in caliphate. It is not accidental that the sources contain information about 47 poets who writes in Arabic language in Bukhara in IX-X centuries. It is known that the number of the most influential Persian-speaking poets in this period reached 200. This article is dedicated to study the life and work of poets of the Samanid period in Middle Asia. In this article along with the well-known poets, the works of the some poets who are far from attention of scientific and literary community, and the ideas expressed in their works. The article also states that the Samanids played an important role in the history of the early Middle Ages, Middle Asia reached cultural development during the period of the Samanids, Persian-Tadjik language emerged from Iran and Bukhara has become a major cultural center of the East in the tenth century.

KEYWORDS: Middle Asia, Samanids, Literary Environment, Persian Language, Tadjik Language, Dari Language, Arabic Language, Ghazal, Ruboi.

INTRODUCTION

The Samanids state (874-999), which played an important role in the history of the peoples of Central Asia during the Middle Ages, included the territories of present-day Uzbekistan and Tajikistan: Bukhara, Samarkand, Ustrushon, Choch, Ilak, Fergana, Kesh (Shakhrisabz), Nasaf (Karshi) Chaganiyon, Huttal, Kobadiyan, Akharun, Shuman, Vashgird, Rasht, and extended to Northern Afghanistan: Badakhshan, Vakhon, Ravshan Khorasan. Khorasan itself covered Balkh, Guzganon, Gurzhistan, Merv, Herat, Nishapur to Mashhad. The capital of the Samanids state – Bukhara in the X century was a major cultural center of the East where the Ikhvonus-safo scientific community and the rich library of Savvan al-hikmat (“Treasury of wisdom”) were formed.

As noted in “Yatimat ad-dahr” by Abu Mansur as-Saolibig, in the IX-X centuries only in Bukhara 47 poets wrote in Arabic, for example, Muhammad al-Matroni, Abul-Siyob, Abu Muhammad, Mansur Ahmad ibn Abdulloh, Ali Masihi, and others, and more than 200 poets in Persian-Tajik. In the monograph of academician B. Gafurov “Tajiks: the most ancient, ancient and medieval history” M., 1972, devoted to fiction in the Samanids era, provides detailed information on the life and work of 6 poets (Abu Abdulloh Zhafar Rudaki, Abulhasan Shahid Balkhi, Abushukur Balkhi, Robia, Abumansur Muhammad ibn Ahmad Dakiki and Abulkosim Firdavsi). In the book “The State of the Samanids”, dedicated directly to this era, N.N. Negmatov presented works of 5 poets (Abuabdullo Rudaki, Abulhasan Shahid Balkhi, Abulmansur Muhammad ibn Ahmad Dakiki, Abulhasan Kiso Marvi and Abulkosim Firdavsi). Each of these works has been translated into Russian without presenting the original text.

Abulmasali Bukhori. According to the tezkir of Rizokulikhon Khidoyat Tabaristoni “Mazhma-ul Fusaho”, only one byte of this poet is known:

Chu gardad ogoh khuja zi kornoma-i man

Ba shahriyor rasonad sabuk chagonai man

Content: If the khodja knows about my deed, he will immediately inform the khokim.

The poet in a simple and accessible form described the feudal regime of that time.

Abu Khanifa Marvazi (died 995) was one of the students of Abu Nasr Farabi in the field of philosophy and jurisprudence. During the era of Nuh bin Mansur (976-997), he served as a “Dorul Insho” – Secretary of State. Three kasydas (15, 61 and 44 beites), dedicated to Sultan Ibrohim, have come down to us from his poetic heritage. In his works, Abu Khanifa created the image of rulers who advocated the interests of the people and called on the rulers to justice.

Chu mard boshad dar kor va baxt boshad yor,

Zi hoki tiyra namoyad ba halq zarri a’yor.

Content: If there is honesty in this activity and the ruler is happy, then the people will be able to find pure gold in the black soil.

Abushukur Balkhi. Rizokulikhon Khidoyat, named the date of the poet’s birth as 336 Hijrah (947 or 948 BC). (The book “Tajiks” by B. Gafurov indicates the date 915). He worked in the palace of Nuh ibn Nosir. Unfortunately, the didactic poem “Ofarinnoma”, glorifying Abushukur, in which the author made extensive use of folk sayings and parables, did not reach us, for instance:

Tavongar barad ofarin sol-u moh,

VA darvesh nafrin barad begunoh.

Content: I didn't notice how much time passed,

But I realized that I did not know anything.

Rudaki Bukhori. The founder of the Persian-Tajik language and poetry Abu Abdullo Rudaki was born in the XI century, in the village of Panjrudak (present Penjikent district. It is impossible to imagine the poetry and culture of Samanids era without the name and work of Rudaki. Even in his youth, he was already known as a talented musician and singer. Poet of the XIV century Rashidiy Samarkandi transferred over 100 thousands hemistichs of Rudaki to verses. About two thousand hemistichshave reached us. Rudaki wrote in the genres of qasid, ode, gazelle, kyt, and rubayat. Rubayi

Hon, tashna jigar, majui z-in bog samar

Bidoston- in riyozhi bi dudar:

Behuda mamonki

bagbon-at biqazo-

Chun Hoknishastagir VA chun bodguzar.

Content: Hey, the wishing, know! Do not seek fruit in this garden. This two-gate garden is barren. Therefore, do not remain ignorant! The fate of the gardener is to die and fly away like the wind.

CONCLUSION

The poetry of the Samanids era is characterized by clarity of presentation, accessibility of linguistics forms and the relevance of topics: love and loyalty to the motherland, justice.

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SOME ISSUES OF POETICS OF NAVOI STORIES

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ABSTRACT

This article captures the poetic aspects of Navoi's stories. The shortness and brevity in it are shown as an expression of the poet's skill. Alisher Navoi's work is an important stage in the history of our literature with its deep ideology, richness of content, diversity of genres, and the highest level of art. He is one of the greatest artists of artistic expression. The artistic mastery of a great artist like Navoi is a big issue and requires special research on the works and epics of the poet.

KEYWORDS: *Navoi, Poetics, Brevity, Conciseness, Skill, Image Creation.*

INTRODUCTION

If we look at the millennial history of Uzbek classical storytelling, we can see that most of the poetic and prose stories are artistically in demand. After all, the classic stories created in the past were required to find their reader and have an artistic and aesthetic impact on him, as well as to take into account the educational goals. When analyzing the stories in Uzbek literature, we can see that their artistic level is different, some of them are artistically mature, and some of them are not so mature due to the fact that the authors are mainly focused on the idea. For some aspects of the classic storytelling poetics, we would like to emphasize that a number of stories that are part of Alisher Navoi's epics are exemplary. For this reason, we believe that it is possible to draw conclusions about the poetics of all-Uzbek classical storytelling by showing and analyzing some aspects of the poetics of Navoi's stories.

Alisher Navoi's work is an important stage in the history of our literature with its deep ideology, richness of content, diversity of genres, and the highest level of art. He is one of the greatest

artists of artistic expression. The artistic mastery of a great artist like Navoi is a big issue and requires special research on the works and epics of the poet.

We briefly touched on the art of creating an artistic image in the stories of AlisherNavoi, the plot and composition, and aimed to express our views.

THE MAIN FINDINGS AND RESULTS

Alisher Navoi, well aware of the peculiarities of each literary genre, created high-quality stories, both ideologically and artistically, taking into account the possibilities of the story genre in reflecting reality. Each story has its own independent plot line, images, and all the components of the plot. The poet's stories have many features that are unique to the story genre. Also, each story has its own characteristics.

The most important features of the story genre are brevity and conciseness. The same thing is evident in Navoi's stories. The poet also emphasizes that expressing an idea in a concise, comprehensible form does not detract from its great content. The poet writes about this in the epic "Sab'aiSayyar":

Har ne bordostongasoldisado,

Munda birbaytbirlatobqay ado;

Mujmaloningso'zinqilibtakmil,

O'zhadisimgabergamentafsil [1, p. 31].

Everything sounded like a friend,

In this case, one byte is added.

Improved by the word of the mysterious mother,

I will give details in my hadith.

It seems that the views of the great word artists on concise expression, conciseness, are close to each other. This closeness is the result of their objective approach in evaluating literary genres.

The deep ideological and artistic beauty of each work largely depends on the extent to which the human image is depicted in this work.

When we look at Navoi's stories, we come across colorful images of people in them. Based on the requirements of the time, the poet created positive and negative images of different people, based on the classical literary tradition of the past, the fruits of folklore. In Navoi's stories he skillfully depicts the positive images of hard-working people, righteous kings and princes who were oppressed in the life of that time. The poet pays great attention to the embodiment of the images of the working class. That is why most of the positive images in the stories are representative of the people. For example, the image of a poor and oppressed old woman in the story of "ShahiRozi", the image of an old man collecting firewood in the story of "HotamToi", and the image of an old farmer in the story of "BahromGor". The whole sympathy of the poet is also directed to the fuller depiction of these images. The images in the stories are concisely and convincingly portrayed in life episodes.

Navoi's concise presentation of stories and his views on brevity are a clear example of this.

The whole tendency of the poet is to complete these images; to describe. The images in the stories are concisely and convincingly portrayed in life episodes.

In the stories of the poet, positive images of kings and princes were created, many of which had an ideal character. It was impossible to see people of a character completely similar to any of these images in the conditions of that period. By creating such images, Navoi expresses his dreams of what a king should look like. For example, in the story “HotamToi” the portrait of the old man is not completely drawn. In the story:

The bright image, mood, and inner experiences of

Har ne bordostongasoldisado,

Munda birbaytbirlatobqay ado;

Mujmaloningso'zinqilibtakmil,

O'zhadisimgabergamentafsil [1, p. 152].

The load was overturned,

Basically, he is attached to the house.

As long as you take each step,

Take a chance before every breath...

People seem clear and vivid. Or take the image of Jabir (“Mercyand Suhayl”). The portrait of Jabir is not fully drawn. But through two bytes, Jabir's appearance is well drawn:

Ham tanumandu ham shujoudaler;

Ulsifatkimjaziraichrakisher;

Bahraarroofatinechukkinahang,

Beshaichranechukkisherupalang [3, p. 278].

Both cheerful and courageous;

He is an insidious lion.

Enjoy the whale disaster,

A lion leopard in the forest;

In the first byte, Jabir is likened to a lion to show that he is strong. In the second byte, the idea in the first byte is developed, and Jabir is likened to a disaster-stricken shark. This reveals its negative features. As a result, we see a huge negative image of Jabir. It should be noted that it is difficult to distinguish them from each other through the portraits of some of the characters in Navoi's stories. Because the portraits in the poet's stories have often had a traditional character; many of the expressions used in their portraits of women (“tall cypress”, “kind face”) are also used to draw portraits of male characters. For example, we give the portraits of Mercyand Suhayl in the story “Mercy and Suhayl”.

Mercyportrait:

Taqikimnahlisarfarozkelib,

Husnboshdasarvinozkelib.

Yuzigamehrbandauotimehr,

Uyrulubmehridekboshigasipehr[3, p. 279].

He was greeted by a palm tree

The beauty first came to flirt with cypress.

Mercy busy name on the face mercy,

A shield on his head like a broken heart...

Suhayl portrait:

Yuzidinbargigulhijilerdi,

Qaddidinsarvmunfailerdi.

Hunaravjisorikelibangamayl,

Yuziandoqkimehr, otiSuhayl[3, p. 282].

The flower on your face was embarrassed,

The old cypress was mun-fail.

The peak of the profession is coming,

His face is kind, his name is Suhayl.

This means that even if portraits are not given in full in Navoi's stories, it is not difficult to recognize them. The poet can portray a portrait of a particular hero in one or two details in an extremely vivid way. No matter which of the poet's stories is considered, the metaphors, metaphors used in them rise to the level of an element that reflects the poet's skill and enhances the fluency of the work. In addition to these works of art, we can observe dozens of examples of spiritual and daffodil manats in Navoi's stories. This proves that the genius artist's stories are also adorned with fine arts, enhancing their fluency. Returning to the poet's story "Mercy and Suhayl", we can see that it has a series of interconnected events. This series of events forms the plot line of the story. Among the events, the love story between "Mercy and Suhayl" is the main one, and the rest are auxiliary events, which help to reveal the main event more fully, clarifying it. However, each episodic event serves as part of the main event. The plot structure of this story is as follows: At the beginning of the story, the poet introduces the reader to the description of the positive and negative images, and tells the story of Mercy's voyage and captivity. This event is the beginning, the node of the main event in the story. Now, as the story of Mercy's fate in the story unfolds, new contradictions emerge. A fierce battle ensues between Suhayl and Jabir, and Jabir uses a ruse to defeat Suhayl and throw him into prison. Two kings will fight against Jabir - Nawdar, the king of Aden, the father of Mercy, and Numan, the king of Yemen, the father of Suhayl. But they too are defeated and taken prisoner by Jabir. The story unfolds quickly as it reaches its climax. Truth will prevail and justice will prevail. The two lovers reach their goal.

The character of such a plot provided an interesting outcome of the story. This is how the poet's skill in creating a plot is seen. Citing a series of contradictions, he ensured that the story was read with constant excitement until the end.

In this story, the logic of events comes first. But not all stories are of the same character. Each story of the poet has its own plot structure. In the story of King Juna and Mas'ud, the logic of the characters comes first, not the logic of events.

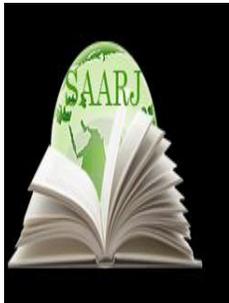
It is obvious that in the image of a certain hero, he is fully immersed in a series of events, and in some of them he introduces the reader to their character traits and professions, before he enters the dust of events. Such cases are observed in this story.

CONCLUSION

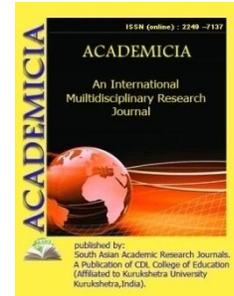
To conclude, the stories of Alisher Navoi, with their artistic perfection, reflect the poetics of the entire Uzbek classical storytelling and serve as a source in determining the artistic features of the classic stories before and after.

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FOOD SECURITY: NATIONAL FOOD MARKET STRATEGY

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ABSTRACT

In the article, the solution of the food problem has become much more difficult in recent times in line with the challenges posed by the trend of global agricultural development. The growth rate of food production is significantly lower than the growth rate of demand for it. As a result, chronic famine is on the rise in many areas. The problems of food shortages and the production of quality goods were analyzed, and practical recommendations were given to overcome them and improve the nomenclature of national goods.

KEYWORDS: *Food Security, Food Balance, Food Supply, Food Consumption, Macroeconomic and Institutional Aspects, (Argentina, Australia, Canada, EU, USA). Welfare Aspects, Political Aspects, Subsidy Issues.*

INTRODUCTION

Food security is a strategy of the national food market. There are two aspects to food problems: socio-economic and environmental. The environmental aspect includes measures to ensure the preservation of the environment and the production of food products that are safe for the health of the population.

The growth rate of food production is significantly lower than the growth rate of unmet demand. Malnutrition is typical of countries with low per capita incomes. This is the case even in oil-producing countries with average incomes. Normal nutrition standards are set by national and international specialized organizations such as the World Health Organization and the FAO. In

1953, the average normal diet in the United States was 3,200 kcal / day, while today the figure is 2,700 kcal / day. People who consume 2150 kcal and less fall into the category of malnourished and on the verge of starvation, and those who consume 1520 kcal and fewer falls into the category of starvation.

THE MAIN FINDINGS AND RESULTS

FAO (Food and Agriculture Organization) experts recommend calculating the total level of energy expenditure of an adult with an active lifestyle at a given time as follows:

$$Ex = K * M * Vp$$

Here:

Ex - the total energy expenditure of the organism,

K is the energy consumption coefficient of the mass of 1 kg, kcal,

Vp is a certain time of day.

The calculated level of K is determined periodically. Currently, the figure is 50. The average standard is 2,500 kcal per day, which includes 40 g of protein and other essential nutrients.

To ensure the normal functioning of the average human body, the average caloric intake should be 2500-3500 kcal / day. A diet low in 1000-1500 kcal / day can lead to a reduction in life expectancy. The FAO estimates that 500 million people on our planet are systemically starving and about 1 billion are malnourished. Depending on the level of energy consumption, human activity is divided into 3 types: optimal - in the range of 2500-3500 kcal / day; deficient - more than 1500, but less than 2500 kcal / day critical - when consumed less than 1500 kcal / day. When less than 1000 kcal of energy is consumed per day, human life is reduced by about 50%. In accordance with energy consumption, the supply of basic foodstuffs is divided into three general levels: insufficient 100% - 50-99% critical - less than 50%.

Toxicants may include soil contaminated mainly with radionuclides, proximity to industrial plants and highways, mineral fertilizers, mainly nitrates, containing nitrogenous substances, phosphates, potassium fertilizers, strontium; manure containing heavy metals and organic toxicants; atmospheric aerosols and water.

In view of the above, food safety is a complex synthetic approach that cannot be fully addressed by private production itself and requires in-depth research. That is why international organizations are constantly monitoring the amount of food, studying the prospects, and warning local governments about potential problems if these resource stocks are depleted.

Food supply in the Republic of Uzbekistan: Food consumption; In determining the demand for food is determined on the basis of the status of a number of economic and social indicators. The main indicator that helps to determine future demand is the expected level of income of the population. This figure, in turn, depends on the level of national income and gross domestic product. The level of employment and labor productivity also indirectly affect the level of income and the composition and level of demand for agricultural products.

In determining the prospects for the volume and composition of demand for agricultural products

In addition, the following conditions also affect:

- Changes in the level of employment (employment with physical labor and intelligent labor);
- Lifestyle changes (car use, housing, need for clothes);
- Agricultural products will be replaced by synthetic and artificial fibers, artificial leather and wool, protein products will be replaced by chemical products. Socio-cultural factors also have a significant impact on the formation of demand for food, including lifestyle, average age of people, eating traditions.

The main goal of solving food security is to guarantee and sustain the supply of raw materials and food products regardless of changes in internal and external factors. Availability of food products for everyone;

Macroeconomic aspects of food security, Institutional aspects of food security;

A study of population groups by income level shows that there is a relationship between consumption level and income level. The change in the demand for food products in accordance with the level of income can be determined by its coefficient of elasticity. This indicator shows how much the change in the income level by 1% will change the demand. The elasticity of demand for food due to changes in income is determined as follows:

$$K_e = U_1 * X_1 * x$$

Here, K_e is the coefficient of elasticity;

U_1 - increase in product consumption;

U is the base period consumption;

X_1 - growth of per capita income;

X is the per capita income in the base period.

According to Engel, a scientist working on food security as incomes increase, so do their food expenditures. "Demand for food decreases with increasing income and, conversely, demand increases with decreasing income" (Engel's Law) as the level of demand for food increases (normative and approximate), there will be an improvement in quality.

At the same time, the amount of products consumed varies insignificantly and the coefficient of elasticity is not high. Its significant change will be due to rising prices for food. The expected income level of the population will be the basis for studying the future demand for agricultural products. Under other classical conditions of the classical law of demand, the state of food safety is assessed by two indicators:

Stockpiled grain for next year's harvest,

The structure of food safety

TABLE 1

Degree	Problemsolver	The function of the subject
Global	UNO, Specialized Bodies (FAO, WTO, Food Security Committee, World Bank etc.)	Promoting sustainable economic development of countries, long-term food supply programs, creation of food stocks
Sub-territorial	Interregional agreements with relevant organizations, forums	Promoting sustainable economic development, food quality
Improving the interethnic parameter. (interstate)	Poorly organized merger (except Eldan). Strong relationships based on a final agreement on food prices, standards, sales. Forums, other weak formations	Forming state and local food funds and promoting sustainable economic development. Improving food quality parameters.
National (state)	Government, state law enforcement agencies	Sustainable economic growth, the formation of public food funds, the balance of supply and demand
Local	Territorial administration bodies (municipality, district, region)	Creating a company to generate household income, supply products
Population groups	Income level groups are quality control households	Achieving income, ensuring consumption according to scientific standards.
Family	Household	Saving and consuming food.

1. Comparing the world grain market with consumption, which helps to determine the level of food security and provide a guarantee in case of emergency (normative - 17%, ie grain stock should reach 60 days of consumption).
2. Comparing the supply of grain exporting countries to demand (Argentina, Australia, Canada, and EU, USA).
3. Comparison of transit stocks of exporting countries for domestic consumption (for food and nutrition purposes) by total grain and its types.
4. Trends in grain production in India, China and the CIS (average annual growth over the past year and the next 10 years).
5. Changes in grain production in developing grain-importing countries.
6. Trends in grain production in developing countries other than China and India.
7. Average annual export prices by type of grain.

The United States was the first in the world to recognize the strategic importance of food products and began to exert political influence on countries that imported its potential as an exporter of basic agricultural products. Today, more than 100 countries are dependent on grain imports.

The main problem of the agrarian policy of each country is to solve the problem of food security. In Uzbekistan, too, addressing the country's food security is also important for addressing the problems of a population of 34 million. In this regard, the study and improvement of the components of the food market is one of the tools to achieve the goals of agricultural policy.

The problem of food security in Uzbekistan is solved by the food market. The country is following to address the issue of food security

Measures should be taken:

Satisfaction of the population's demand for grain and grain products as much as possible at the expense of national production;

Satisfaction of the population's demand for fruit and vegetable products, ensuring the ecological purity of the products, increasing the safety of these products;

Providing the population of the country with livestock products that are important for health; to do this, it is necessary to develop ways to meet the needs of the population for meat and meat products, which have slightly deteriorated as a result of declining livestock numbers in recent years. A number of measures have been developed in our country to address the problems of food security. Among them is the Presidential Decree on the allocation of land for farming in rural areas. This was the basis for meeting people's demand for flour and flour products, fruit and vegetable products, and in part for livestock products.

Formation of the food market;

The food market is an economic relationship that forms a relationship for the population of the country and for producers of consumer goods based on the convenient sale of their products. The food market can be classified in terms of each industry. The following should be taken into account when regulating the food market at the national level:

Prospects for the formation of the world food market, The trend of global agricultural development, given the limited resources, has shown that the high growth rates of food and raw materials created in the process of agricultural production cannot be achieved even in the short term.

According to FAO experts, grain production will grow by 20-21% in 2030 and reach 2,150 million tons. Tons, but this is 80% of the total demand. Meat production is 50-80 mln. and 230-260 million. Tons and the demand is 300 mln. Tons (the need is met by 76-86%). The main source of additional growth is pork and chicken. The use of seafood is 100 mln. The demand will be 168 million tons (the demand will be met by 60%). The forecast shows that the growth of food resources in 1950-1985

The average annual production was estimated at 30 million tons, in 1985-1994 it was 12 million tons per year, and in 1996-2030 the average annual production is expected to exceed 5 million tons. , the population of our planet in 2030 is expected to grow almost twice as much as in 1996

and reach 8.9 billion people. The average annual growth is 90 million people per year, while its distribution across the world's regions is uneven. Efforts by all countries to improve the quality of food are exacerbating the situation in the food market. Even in the best-case scenario, the grain deficit is 526 million tons, meat 40 million tons, and seafood 68 million tons. According to some estimates, the situation with food will worsen. It follows that ensuring the balance of supply and demand in the food market will become a challenge in the near 2030. There are the following ways to solve this problem:

Increase in production (which, according to most experts, is not sufficient for the strength of the limiting factors in the period under review);

Population reduction (this cannot be achieved in a short period of time in a rational way);

Reduction of food consumption, a decrease in living standards (according to experts, this is exactly what will happen). The domestic and foreign policies of many countries will in many ways determine the extent to which the socio-economic aspects of food problems will deepen in the future. This can be based on the following:

1. The decline in food production per capita around the world has entered a long period (not as short-term as before). This is due to social, economic and agricultural errors, as well as ecological imbalances. The best supply of grain was achieved in 1983, when it was 345 kg, but in 1993 it fell to 303 kg, and by 2030 it is expected to fall to 240 kg, a figure comparable to 1989. 65%. If in 1990 the population caught 28 kg of seafood per capita, this figure is expected to reach 12 kg in 2030.

2. Along with the decrease in the volume of food production and the level of their supply to the population of the planet, there is an increase in the disproportion across individual regions. In 1990, compared to 1950 (in 40 years), per capita grain production in the United States increased by 32% and amounted to 1,160 kg, while in Western Europe it doubled (500 kg).), while in African countries it decreased by 27% (118 kg). Experts estimate that by 2030, per capita grain production will halve (164 kg) in China, 15% in India (168 kg), 30% in Pakistan (up to 90 kg) and 31% in Iran. (140 kg) is expected to decrease.

3. The level of stability in the food market is declining, which is determined by knowing the availability of reserves to help keep prices down and prevent jumps in conjuncture. In 1987, the world grain stock was 104 days, in 1994 it was only 64 days, and the stock is declining day by day. The expected decline in production will exacerbate the situation in the food market. From the continuation of long-term slow and steady price declines, the rise in world prices for basic food items has begun. First, seafood became more expensive, then this trend spread to other types of food. Scientists estimate that over the next 20 years, wheat prices will rise by 66%, corn by 37% and rice by 30%.

4. Consumer Support Policy. Aspects of well-being, Political aspects;

The world community is faced with the task of identifying an important solution for all countries to address the extremely difficult food problem. Two aspects can be highlighted here:

Aim at the level of domestic consumption achieved by the United States. This goal has been chosen by most countries, in which case food resources will reach 2.5 billion people by 2030, which is 3.5 times less than the number of people living on the planet.

Approximately equal distribution of food resources: In this case, each person has 450 g of wheat per day, which is equal to the resource available to the population of India today. This is due to the increase in the number of poor countries: in the 1960s, the ratio of poor to rich countries was 30: 1, while in the 1990s the figure reached 64: 1. There is even the possibility that the growing food problem will lead to a deep international crisis. In this case, a single international strategy is needed, which should reflect the concerted actions of countries and a number of commitments, which are not a simple task. In 1992, more than 1,500 of the world's leading scientists, including 102 Nobel Laureates, signed a memorandum called "Factors Warn Humanity", which called for a change in the way people use resources and livelihoods on earth. The fund came up with a proposal to solve the food problem in the future by preventing the depletion of land resources and stabilizing population growth, according to which by 2050 the population should reach 7.3 billion people. The program will cost \$ 61.2 billion, most of which will be spent on reforestation and conservation of arable land. American scientists L. Brown and H. Kane have proved that the priority in international relations is not the problem of armaments, but the problem of solving food shortages.

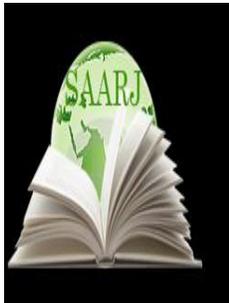
CONCLUSION

In the long run, humanity will find effective ways to solve the food problem through the development of priorities of scientific and technological progress.

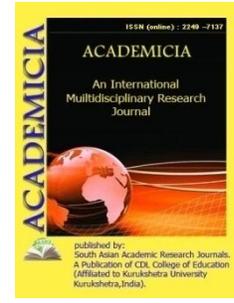
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EVALUATION OF WINTER FROST RESISTANCE OF CULTIVATED VARIETIES OF OLIVES

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ABSTRACT

Each plant can withstand a certain temperature according to its biological properties. In the developmental ontogeny of plants, resistance to cold or high temperatures is considered unchanged. In ontogenesis, genetic factors and environmental factors are interrelated.

The informative method is used to determine the resistance of vital processes to acclimatization and declamation, or the cold weather resistance of metabolism in cells. Due to their perennial evolution, fruit trees are exposed to unfavorable climatic conditions for many years in winter, autumn and spring. During their perennial evolution, trees adapt to specific soil climatic conditions in specific areas or areas where they grow. It adapts to a variety of conditions, from growing to fruiting, as well as during the dormant period.

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

INTRODUCTION

According to research on the cold tolerance of olive varieties, the leaves of olives die at a temperature of -10-12°C and the branches die at a temperature of -17-22°C. When the air temperature exceeds -22°C, all the aboveground branches of the olive plant die. According to AA Rzhevkin, the loss of olive twigs, buds and buds depends primarily on the frost resistance of the planted variety. If the -14-17 °S cold is short-lived, the tree will not be much damaged, when the frosts are long-lasting, and at -17-22°S the above-ground part of the tree will be completely destroyed. But the underground part is preserved.

In the experiments of V.A. Brailko, some branches of olives were damaged at -13-15°C, and when the temperature reached -17-20°S, the roots were frozen. , it was found that olive trees are damaged by frost.

In our field experiments, protection of olive varieties from frost was carried out in 4 ways:

Laboratory study of frost resistance of twigs of olive varieties, for which twigs prepared from them were stored in a refrigerated chamber at various low temperatures for 24 hours;

Olive seedlings were wrapped in polyethylene film in November-February (without heating);

Olive seedlings were dug 1.0 m deep and planted in trenches;

Seedlings were left in the open field.

Laboratory analyzes showed that the Izumrud variety was the most resistant to artificial cooling. Temperatures below -10 ° C were required for its leaves to cool completely. At this time, the leaves of the control Gaziantep variety were completely destroyed at a temperature of -10 ° C (see Table 1.1).

TABLE 1.1 COLD TOLERANCE OF CLIMATE-CONTROLLED OLIVE VARIETIES, 2016-2018

Welding type	Various low temperature resistance level,%					
	0 °C	-2 °C	-4 °C	-6 °C	-8 °C	-10 °C
In the leaves						
Izumrud	1,2	6,7	25,6	58,9	88,6	94,2
Karakoz	1,3	7,8	27,8	60,2	90,3	95,6
Gaziantep - naz.1	1,8	11,3	35,9	75,8	97,5	99,8
Krymskaya 172 - naz. 2	1,7	10,5	33,5	70,1	95,3	98,6
On the branches						
Izumrud	-	1,7	6,1	19,3	33,5	41,2
Karakoz	-	2,3	7,2	20,5	35,8	44,8
Gaziantep - naz.1	-	3,4	8,5	24,8	39,7	52,6
Krymskaya 172 - naz. 2	-	3,0	8,1	21,9	38,6	50,1

A similar situation was observed in the Karakoz variety. The degree of leaf survival at the lowest studied temperature of this air-conditioned variety, i.e. -10°C , was 95.6%, which is 3.0% higher than that of the control-Krymskaya 172 variety (98.6%).

The data in the table show that the frost resistance of the branches of acclimatized olive varieties was higher than the control options. At the same time, the lowest studied level of Izumrud variety, ie -10°C , was 41.2%, which is 11.4% higher than the control - Gaziantep variety (52.6%).

A similar situation with the frost resistance of olive branches was observed in the Karakoz variety. The lowest degree of preservation of branches of this variety at a temperature of -10°C was 44.8%, while the control - Krymskaya 172 variety reached 50.1%. It can be seen that the frost resistance of the branches of the air-conditioned Karakoz variety is 6.3% higher than the control variant.

In field experiments, 25 leaves and 5 one- and two-year-old branches were cut from branches formed from each variety of olive during the winter. The cells of the obtained leaves and twigs were cut and seen under a microscope, and for good visibility, glycerin was dripped onto the cut. In this case, the damaged leaf tissue turns brown; on the contrary, the leaf tissue that has not been hit by the cold does not lose its color.

The degree of frost damage to olive leaves and twigs was determined on a 5-point scale.

To determine the degree of frost damage to the upper and lower parts of the plants, a special sharp knife was taken and the lower trunks of 3-5 trees were cut and found to be wrinkled:

There were no signs of cold strikes on the stems and leaves of the undamaged olive;

The trunk of the tree was not damaged by the cold when it was cut; however, signs of frostbite appeared in 5-10% of the leaves;

Low damage - a slight crack in the bark of the olive body was noticeable when cut;

20% damage was detected in the stem bark of trees;

When severely damaged, bark, cambium, and wood were found to be completely damaged.

The frost resistance of olives in the winter: after frosts was determined and carried out by the field method.

According to SB Kamenkovich and VT Chikhladze, in the winter of 1950, when the air temperature was -13.60C , it was observed that the branches of the hardy Nikitskaya, Nikitskaya krupnoplodnaya, Chemberikentskaya olive varieties were partially damaged.

To determine the frost resistance of olives, 10 trees of each variety were taken and studied on a 5-point scale. In 2016-2018, the infestation rate of 1 tree was 2 points (see Table 1.2).

TABLE 1.2 COLD DAMAGE OF CLIMATE-CONTROLLED OLIVE VARIETIES, 2016-2018

Olive varieties	Years	Damaged trees on the following points, pcs				
		1 point	2 points	3 points	4 points	5 points
Izumrud	2016	1	1	1	-	-
	2017	-	1	1	1	-

	2018	2	2	-	-	-
Karakoz	2016	1	2	1	-	-
	2017	1	1	1	-	-
	2018	1	1	1	-	-
Gaziantep	2016	2	3	1	1	-
	2017	2	2	1	-	-
	2018	1	2	1	-	-
Krymskaya 172	2016	1	1	2	-	1
	2017	2	3	1	1	
	2018	1	2	1		

No degree of frost damage was observed in Karakoz variety with 4-5 points. In the Emerald variety, only in 2017, 1 tree was damaged by frost with 4 points, and no frost damage with 5 points was observed in this variety either. However, frost damage with 2 points in the Emerald variety was recorded in 3 trees in 2016, and in 2 trees in 2017-2018. Among the studied olive varieties, the highest cold damage was observed in the Krymskaya 172 variety, 5 out of 10 trees studied in 2016: 1 of them It was noted that in 2017-2018, the same patterns were observed, while 1-2 were affected by the cold with 2 points, 2 with 3 points, and 1 with 5 points.

Gaziantep variety, like Krymskaya 172 variety, was damaged by frost in the first 5 years, 2 of them with 1 point, the remaining 3 with 2-4 points, and in the next 2-3 years, 4 of them were damaged by 1-3 points. The results of the study show that the newly introduced Izumrud and Karakoz olive varieties, Gaziantep and Krymskaya 172, which are newly introduced in the country, have higher frost resistance and ripen 5-11 days earlier.

In the winter of 2016, seedlings of more than 250 olive varieties in the experimental field overwintered in the open. Some seedlings are 156-167 cm in height, some are 56-100 cm in height, and these seedlings are resistant to winter frosts.

In the 3rd decade of November 2016, when the study was conducted, it was noted that the cold snap intensified in the country, and on the night of November 20-21, the air temperature dropped from -2 to -100 C. Among the 14 olive varieties studied in the experimental field, 60-65% of the annual twigs of the two tufts of olive varieties introduced were damaged by frost. Even in the biennial twigs were found to have cracked bark from the cold. No damage was observed on the annual branches of the air-conditioned new Izumrud variety. In the Karakoz variety, too, the annual twigs and leaves are not damaged by frost detected. In Gaziantep and Krymskaya 172 olive varieties, 30-40% of annual branches and 23-26% of leaves at growing points were damaged by 100 C frosts (see Table 1.3).

TABLE 1.3 ASSESSMENT OF WINTER HARDINESS OF OLIVE VARIETIES, 2016-2018

Olive varieties	<i>cold tolerance</i>			<i>The ripening period of the crop</i>
	<i>during the winter break</i>	<i>during early spring development</i>	<i>At harvest time</i>	
Izumrud	Yu	O'	Yu	October 4-6
Karakoz	Yu	O'	Yu	October 8-10
Gaziantep	P	O'	P	October 14-1

Krymskaya 172

P

O'

P

October 12-15

Note: Yu - high, O - medium, P – low

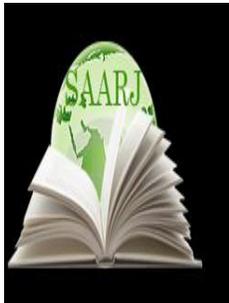
CONCLUSION

In the Gaziantep variety, the leaves on the upper part of the stem were not damaged by the cold, but the leaves on the second branch were found to be 90% affected by the cold. However, in these olive varieties, the bark on the body was not damaged by the cold. It has been found that frosts are not dangerous when olive varieties are dormant, and that a drop in temperature to -12-14 0C during awakening in plant cells is harmful to twigs and leaves.

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**ADAPTATION OF C-AVERAGE AND GUSTAFSON-KESSEL
 ALGORITHMS FOR INTELLECTUAL INFORMATION PROCESSING IN
 THE TAX UNIT SERVICES - TAX INSPECTION**

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ABSTRACT

This article has developed an algorithm and a program for automating the process of distributing taxpayers by categories of attention based on the use of c-means and Gustafson-Kessel algorithms in order to determine a group of activities, as well as forecasting the amount of tax deductions.

KEYWORDS: *Gustafson-Kessel Algorithm, Taxpayer, Fuzzy Modeling, Fuzzy Clustering Algorithms, Cluster Structure, Expert Assessment.*

INTRODUCTION

The task of cluster analysis is to distribute the set taxpayers A by clusters (categories) with "similar" to each other objects. Fuzzy clustering method allows each object simultaneously belong to several or all clusters, but with different degree of belonging. The number of clusters c is assumed to be known in advance.

The set of clustering objects is a finite set of elements $A=\{a_1, a_2, \dots, a_n\}$, where a_i is a taxpayer, and a finite set of features $P=\{p_1, p_2, \dots, p_q\}$, each of which is a characteristic elements of the quantitatively investigated area. In this case, the total number of taxpayers determines the natural n , and the total number of measured characteristics of taxpayers is the natural q .

For each taxpayer, all \mathbf{P} characteristics are measured on a certain quantitative scale. Thus, a certain vector $x_i = (x_1^i, x_2^i, \dots, x_q^i)$ is assigned to each of the elements $a_i \in A$, where x_j^i is the quantitative value of characteristic $p_i \in P$ for data object $a_i \in A$. We assume that all x_j^i have some real values, i.e. $x_j^i \in R$

The vectors of feature values $\mathbf{x}_i = (x_{1i}, x_{2i}, \dots, x_{qi})$ are represented as a data matrix \mathbf{X} of dimension $(\mathbf{n} \times \mathbf{q})$, each row of which is equal to the value of the vector \mathbf{x}_i .

The cluster structure is specified by the membership matrix μ of dimension $\mathbf{c} \times \mathbf{n}$, $\mu_{Ak}(\mathbf{a}_i)$ is the degree of membership of the \mathbf{a}_i -th element in the \mathbf{k} -th cluster, \mathbf{c} is the number of clusters.

Moreover, the membership matrix for the conditions of management of the tax service must satisfy the following restrictions:

$$a) \mu_{Ak}(\mathbf{a}_i) \in [0, 1], k = 1, c, i = 1, n;$$

$$b) \sum_{k=1}^c \mu_{A_k}(a_i) = 1, \text{ - each taxpayer must be distributed among all clusters;}$$

$$v) 0 < \sum_{i=1}^n \mu_{A_k}(a_i) < 1 \text{ - no cluster should be empty or contain all taxpayers.}$$

Next, we introduce the centers \mathbf{v}_k for each desired fuzzy cluster, which are calculated for each of the features for each of the fuzzy clusters and according to the following formula

$$v_j^k = \frac{\sum_{i=1}^n (\mu_{A_k}(a_i))^m \cdot x_j^i}{\sum_{i=1}^n (\mu_{A_k}(a_i))^m}, j = 1, q, \quad (1)$$

where $m \in (1, \infty)$ is an exponential weight equal to a real number ($m > 1$).

To assess the quality of dividing the taxpayer into categories of influence, we use the scatter criterion, which shows the sum of the distances from objects to the centers of clusters with the corresponding degrees of membership

$$f(A_k, v_j^k) = \sum_{i=1}^n \sum_{k=1}^c (\mu_{A_k}(a_i))^m \sum_{j=1}^q (x_j^i - v_j^k)^2 \quad (2)$$

In order to determine the number of clusters, we will carry out clustering by other methods that do not require determining the number of clusters at the input and allow us to determine their number. Based on the initial data on the activities of taxpayers, clustering was performed by the k-means method, performed in the Statistica package, the results of which are presented in Figure 1, and indicate that for this sample there are only three clusters, categories of attention, on which will be distributed to taxpayers.

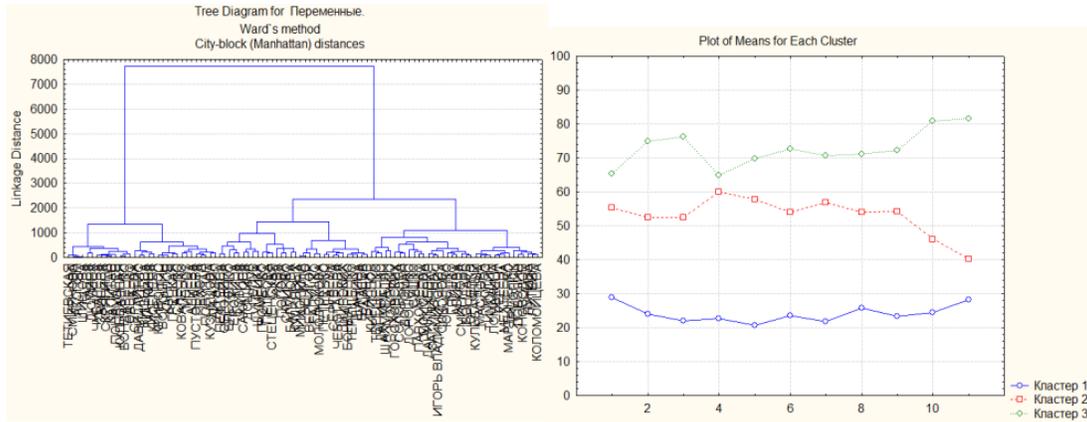


Figure 1 - Results of the implementation of the k-means algorithm, performed in the Statistica package.

To implement the c-means algorithm, we will use a special computer program, which is an integrated software environment for performing numerical calculations and intended for fuzzy modeling, covering the classical and modern areas of mathematics - Matlab [1,2-3].

The implemented implementation is shown in Figure 2, which displays the initial data, fuzzy clustering program code and visualization of the results obtained.

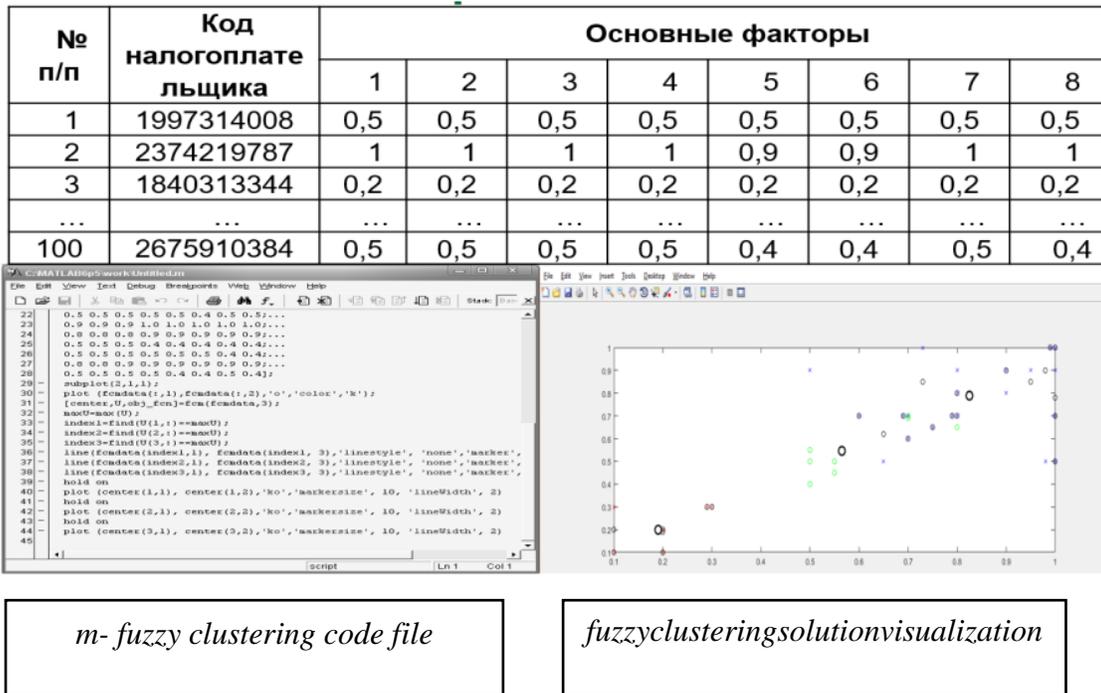


Figure 2 - The results of the distribution of taxpayers performed according to the c-means algorithm.

In the c-means algorithm, the distance between the object and the center of the cluster is defined through the Euclidean norm, and the shape of all turns out to be the same. Clustering algorithms force data to acquire uncharacteristic their structure, which may further lead to suboptimal results [4]. To overcome this drawback, we single out the algorithm Gustafson-Kessel, using an adaptive norm for each cluster, As a result, each i -th cluster has its own norm-generating matrix. The result is the optimization of the fuzzy partition matrices and coordinates centers of clusters and, as well as the norm-generating matrices of all clusters, which allows one to obtain clusters of different geometric shapes [5].

The Gustafson - Kessel algorithm consists of the following iterative steps.

Step 1. Generation of the fuzzy partition matrix. We set the following values:

- The number of required fuzzy clusters, or - the number of categories attention $c = 3$;
- The maximum number of iterations of the algorithm $s = 100$;
- Parameter of convergence of the algorithm $\varepsilon = 0.00001$;
- is the exponential weight of the calculation of the objective function and cluster centers $m = 2$.

The expert sets the data matrix X , depending on the fuzzy partitioning into c of fuzzy clusters from, described by the set of membership functions $\mu^k(a_i)$.

To determine by an expert which category of attention belongs taxpayer, there are seventeen signs. We select from them eight main ones that most characterize the activity taxpayer (table 1).

TABLE 1 - FACTORS THAT ARE BASIC FOR DETERMINING ATTENTION CATEGORIES

No	Factor
1	Indicator of the share of value-added tax (VAT) charged to payment in the total volume of sales
2	Indicator of the share of amounts claimed for reimbursement in total sales
3	Indicator of the share of transactions exempted from taxation in total sales
4	Indicator of the share of commodity exchange transactions in the amount of transactions that are taxed at a rate of 20%
5	The share of operations to liquidate fixed assets by the decision of the payer in the total volume of operations that are taxed at a rate of 20%
6	Indicator of the ratio of tax liability and tax credit
7	Violation of tax payment deadlines
8	There are violations of the completeness of tax payments

The expert, on the basis of these factors, analyzes each taxpayer, bringing the vector x_i $1x1i, x2i, \dots, xqij$ into compliance with each taxpayer, where x_{ij} is the quantitative value of the feature. The results of the expert assessment are presented in Table 2.

TABLE 2 - INITIAL MATRIX OF EXPERT ASSESSMENT OF TAXPAYERS

p / p	Taxpayer	Factors							
		1	2	3	4	5	6	7	8

1	2	3	4	5	6	7	8	9	10
1	AbdullaevAlisherBekmuradovich	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5
2	AkhmedovKarimNodirovich	1	1	1	1	0,9	0,9	1	1
3	BobonazarovErgashKhursandovich	0,2	0,2	0,2	0,2	0,2	0,2	0,2	0,2
4	BekmuradovAzizkhanAzamovich	0,7	0,7	0,7	0,7	0,7	0,6	0,5	0,5
5	GeldiyarovaNasibaAzimovna	0,5	0,5	0,5	0,5	0,5	0,5	0,4	0,4
....
96	KarimovMurodjonAzimovich	0,1	0,1	0,1	0,1	0,29	0,2	0,29	0,2
97	FarmonovNuriddinNasimovich	0,7	0,69	0,69	0,6	0,7	0,6	0,5	0,5
98	KhamraevNodirZokirovich	0,79	0,7	0,7	0,8	0,9	0,9	0,8	0,69
99	SaidovaNilufarKomilovna	0,29	0,3	0,3	0,3	0,3	0,2	0,2	0,1
100	SafarovaMuattarKhusanovna	0,2	0,19	0,2	0,2	0,2	0,2	0,2	0,19

The cluster structure is specified by the membership matrix μ , where $\mu_{Ak}(a_i)$ - the degree of belonging of the a_i -th taxpayer to the k -th cluster. Consequently, the expert also conducts the distribution of taxpayers by attention category. The results of the expert assessment are shown in Table 3.

TABLE 3 - MATRIX OF OWNERSHIP OF EXPERT ASSESSMENT OF TAXPAYERS

P / p No.	Taxpayer	Attention category		
		Green	Yellow	Red
1	AbdullaevAlisherBekmuradovich	0,0500	0,9000	0,0500
2	AkhmedovKarimNodirovich	0,9000	0,0500	0,0500
3	BobonazarovErgashKhursandovich	0,1000	0,2000	0,7000
4	BekmuradovAzizkhanAzamovich	0,5500	0,3500	0,1000
5	GeldiyarovaNasibaAzimovna	0,1000	0,8000	0,1000
...
96	KarimovMurodjonAzimovich	0,1000	0,3000	0,6000
97	FarmonovNuriddinNasimovich	0,5000	0,3000	0,2000
98	KhamraevNodirZokirovich	0,7500	0,2000	0,0500
99	SaidovaNilufarKomilovna	0,0500	0,0500	0,9000
100	SafarovaMuattarKhusanovna	0,1000	0,2000	0,7000

Step 2. Calculation of cluster centers.

$$y = \frac{\int_{\min}^{\max} x * \mu(x) dx}{\int_{\min}^{\max} \mu(x) dx} \quad (3)$$

Where y is the resulting variable; x is a variable; $\mu(x)$ - membership function of variable x ; **min** and **max** - left and right boundaries of the interval of the crisp set of the output variable.

We calculate the centers of clusters using formula 3, the results of which are shown in Table 4.

TABLE 4 - CLUSTER CENTERS

Attention categories	Factors							
	1	2	3	4	5	6	7	8
Green	0,23564	0,24754	0,26316	0,25478	0,2679	0,21748	0,28221	0,20789
Yellow	0,78414	0,76387	0,76809	0,80704	0,81388	0,80441	0,79142	0,77872
Red	0,52152	0,50933	0,50497	0,486	0,5043	0,47473	0,45326	0,44784

Step 3. Determination of the covariance matrix for the k-th cluster

$$B_j^k = \frac{\sum_{i=1}^n (\mu_{A_k}(a_i))^m \cdot (x_j^i - v_j^k)^T \cdot (x_j^i - v_j^k)}{\sum_{i=1}^n (\mu_{A_k}(a_i))^m} \quad (4)$$

Determine the covariance matrices for each cluster using the formula (4).

The covariance matrix for the third cluster, i.e. for the red category attention is as follows

$$B^3 = \begin{pmatrix} 0,4924 & 0,4542 & 0,4808 & 0,4493 & 0,4152 & 0,4393 & 0,4544 & 0,4743 \\ 0,4542 & 0,4891 & 0,5079 & 0,4541 & 0,3935 & 0,4161 & 0,5092 & 0,5344 \\ 0,4808 & 0,5079 & 0,5972 & 0,4911 & 0,4311 & 0,4549 & 0,5449 & 0,5695 \\ 0,4493 & 0,4551 & 0,4911 & 0,5340 & 0,47,69 & 0,5210 & 0,5874 & 0,6106 \\ 0,4152 & 0,3935 & 0,4311 & 0,4769 & 0,4927 & 0,5266 & 0,5404 & 0,5280 \\ 0,4393 & 0,4161 & 0,4549 & 0,5210 & 0,5266 & 0,6020 & 0,6190 & 0,6123 \\ 0,4544 & 0,5092 & 0,5449 & 0,5874 & 0,5404 & 0,6190 & 0,8236 & 0,7868 \\ 0,4743 & 0,5344 & 0,5695 & 0,6106 & 0,5208 & 0,6123 & 0,7867 & 0,8273 \end{pmatrix}$$

Step 4. Calculation of the distance between the objects from X and the centers of the clusters

$$D_{B_j^k} = (x_j^i - v_j^k) \cdot \left[(\det(B_j^k)) \cdot (B_j^k)^{-1} \right] \cdot (x_j^i - v_j^k)^T \quad (5)$$

We calculate the distance between objects with X and the centers of the clusters using the formula (5). For the third cluster, the matrix has the following form

$$D_{B^3} = \begin{pmatrix} 1,4151 & 3,5962 & 0,0567 & 0,4302 & 1,0251 & 0,7188 & 3,7478 & \dots & 1,2765 \\ 3,5962 & 16,5886 & 2,0982 & 1,1672 & 0,1606 & 2,3532 & 6,9467 & \dots & 2,8446 \\ 0,0567 & 2,0982 & 1,1471 & 1,0488 & 0,1982 & 1,3670 & 0,3431 & \dots & 1,0079 \\ 0,4302 & 1,1672 & 1,0488 & 6,9062 & 2,6100 & 0,5972 & 3,8626 & \dots & 0,9283 \\ 1,0251 & 0,1606 & 0,1982 & 2,6100 & 2,9383 & 0,4526 & 4,3004 & \dots & 0,28092, \\ 0,7188 & 2,3532 & 1,3670 & 0,5972 & 0,4526 & 3,4749 & 1,5800 & \dots & 1,1377 \\ 3,7478 & 6,9467 & 0,3431 & 3,8626 & 4,3004 & 1,5800 & 18,8696 & \dots & 1,4831 \\ 3,3776 & 11,1887 & 1,6619 & 2,4023 & 2,1277 & 3,4997 & 8,2875 & \dots & 1,9890 \\ 0,7372 & 0,8188 & 0,6980 & 1,2299 & 0,6961 & 0,6732 & 1,2256 & \dots & 0,7000 \\ 4,0245 & 13,3506 & 1,1373 & 1,2955 & 1,1556 & 3,2830 & 9,6540 & \dots & 1,7494 \\ \dots & \dots \\ 0,2765 & 2,8446 & 1,0079 & 0,9283 & 0,2809 & 1,1377 & 1,4831 & \dots & 1,3108 \end{pmatrix}$$

Step 5. Recalculation of the elements of the fuzzy partition matrix

If $D_{B_j^k} > 0$, then we carry out the calculation using the formula 6.

$$\mu_{A_k}(a_i) = \left(\frac{\sum_{l=1}^c \left(\frac{\left(\sum_{j=1}^q (x_j^i - v_j^k)^2 \right)^{\frac{1}{2}}}{\left(\sum_{j=1}^q (x_j^i - v_j^l)^2 \right)^{\frac{1}{2}}} \right)^{\frac{1}{m-1}}}{\sum_{l=1}^c \left(\frac{\left(\sum_{j=1}^q (x_j^i - v_j^l)^2 \right)^{\frac{1}{2}}}{\left(\sum_{j=1}^q (x_j^i - v_j^k)^2 \right)^{\frac{1}{2}}} \right)^{\frac{1}{m-1}}} \right)^{-1} \quad (6)$$

If $D_{B_j^k} = 0$, then for the corresponding fuzzy cluster $\mu'_k(a_i) = 1$, and for others $\mu'_k(a_i) = 0$.

Step 6. Checking condition $|f'(A_k, v_j^k) - f'(A_k, v_j^l)| \leq \varepsilon$. If the condition is met, then "end", otherwise - to step 2.

Results of fuzzy categorization of taxpayers attention based on the Gustafson-Kessel algorithm are given in Table 5

TABLE 5 - MEMBERSHIP MATRIX OF FUZZY CLUSTERING THE GUSTAFSON-KESSEL ALGORITHM

№ p/p	Taxpayer	Attentioncategory		
		Зеленые	Желтые	Красные
1	AbdullaevAlisherBekmuradovich	0,4080	0,1126	0,8794
2	AkhmedovKarimNodirovich	0,0906	0,7381	0,1713
3	BobonazarovErgashKhursandovich	0,5812	0,3300	0,0888

4	BekmuradovAzizkhanAzamovich	0,2026	0,2598	0,5376
5	GeldiyarovaNasibaAzimovna	0,3252	0,1624	0,5124
....
96	KarimovMurodjonAzimovich	0,6164	0,2878	0,0958
97	FarmonovNuriddinNasimovich	0,2191	0,2033	0,5776
98	KhamraevNodirZokirovich	0,0644	0,6655	0,2701
99	SaidovaNilufarKomilovna	0,4795	0,4388	0,0817
100	SafarovaMuattarKhusanovna	0,5604	0,3260	0,1136

The clustering results can be formed as follows, for example, the taxpayer AbdullaevAlisherBekmuradovich with a probability of 68% belongs to the red category of attention, that is, AbdullaevAlisherBekmuradovich is a high-risk taxpayer.

In order to calculate the assessment of the quality of clustering in the article, the size of the silhouette S was used [6]. When implementing fuzzy clustering algorithms, the cluster number is determined depending on the maximum value of the degree of membership. And the value of this indicator is expressed as follows for each object clustering

$$S(x_i) = \frac{a(x_i) - b(x_i)}{\max(a(x_i), b(x_i))},$$

where $a(x_i)$ is the average distance between object x_i ($x_i \in k$, $k = 1, c$) and objects of the same cluster k to which x_i belongs;

$b(x_i)$ is the minimum distance between object x_i and objects in the cluster that is closest to cluster k , that is, the cluster to which x_i does not belong.

The resulting silhouette value must be in the range [-1; 1], the closer it is to -1, the worse clustering is performed, and vice versa [7].

For the c -means algorithm, the silhouette value for the first taxpayer will be

$$S = (0,6076 - 0,0035) / 0,6076 = 0,9942.$$

According to the Gustafson-Kessel algorithm, the silhouette value for the first taxpayer will be

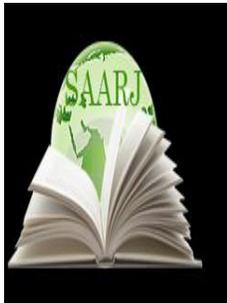
$$S = (0,1213 - 0,0156) / 0,1213 = 0,8714.$$

Analyzing the results obtained, we can conclude that both algorithms are adequate and clustering was carried out successfully for the problem of distributing taxpayers by attention categories.

It should be noted that the clustering results are intermediate, performing the structuring of information in a set of source data. The algorithms described above formed the basis of the software module for the distribution of taxpayers by categories of attention to support the adoption of managerial decisions in the tax inspection.

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THE IMPORTANCE OF USING ELECTRONIC RESOURCES IN EDUCATION

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ABSTRACT

This article discusses the ideas and considerations of the use of e-learning resources in the educational process, the components and types of e-learning resources. The e-learning methodological complex of the subject is a set of systematic teaching materials integrated using a computerized learning environment, aimed at ensuring a complete didactic period of the subject and optimizing the acquisition of professional competencies by students in the subject. E-learning tools and multimedia technologies in e-textbooks allow information to be presented in a variety of ways: graphic, animated, audio, photo and video. A number of scholars have stated that a student remembers only 20% of what he sees, 20-30% of what he hears, 50% of what he sees and hears at the same time, and 80% of what he sees, hears and does at the same time.

KEYWORDS: *E-Textbook, Simulator, Independent Learning, Informatization, Systematization, Interactivity, E-Learning Guide, Multimedia, Graphics, Animation, Sound, Photo And Video Image, Programming Languages.*

INTRODUCTION

At the heart of the changes taking place in the world are the development of industry, changes in production, economic and social spheres, the achievements of science and the great work of teachers and educators. These changes are setting great goals for educators and learners. As a result of the widespread use of information technology, mobile communications and the Internet in production and education in society, the thirst and interest of students in technical higher education is growing. It is almost impossible to realize these interests and demands on science in the audience itself. It is necessary to develop students' ability to provide complete information

about the subject and each subject of the subject, as well as to provide students with the necessary electronic resources for independent work and their independent use.

One of the most common e-learning resources in practice is the e-textbook. The concept of "e-textbook" is "a software system of education for complex purposes that ensures the continuity and completeness of the didactic period of the educational process" [1, 35-p]. The e-textbook provides theoretical material that provides learners with control over learning activities and levels of knowledge. An e-textbook for students is a tutor (teacher), an exercise machine (trainer), a self-taught assistant who helps the student in extracurricular activities [2, 87-p]. The e-resource allows learners to choose a convenient way of self-control over the material under consideration, while selecting the necessary theoretical material, practical work and control tasks. A number of scholars have noted that "the student senses the influence of the learning system in solving certain learning problems using an electronic textbook, which assesses the quality of his actions and makes precise corrections to his mistakes" [1, 279-p]. The e-textbook not only promotes information retrieval activities, but also provides interactive feedback [3, 697-p] This article highlights the need to organize independent learning activities with students' electronic resources.

The following main didactic tasks of the electronic textbook are important:

- 1) informatization (provides acquaintance with the material of the subject of science);
- 2) systematization and structuring (composition of the training material, storage of many pieces of material, provides the possibility of systematic interaction);
- 3) self-control and strengthening of educational material (the content of the methodical complex provides simultaneous acquaintance of the set purposes with theoretical materials and carrying out of various kinds of exercises for control of the acquired knowledge, skills and abilities);
- 4) independent education (provides an opportunity to apply knowledge in practice through the acquisition of knowledge and problem solving);
- 5) integration (generally provides the selection and presentation of knowledge from different sources as a whole);
- 6) person-centered education (creates conditions for individual independent work of students through the examination of the results of individual learning tasks, questions and solutions);
- 7) interactivity (provides the possibility of active interaction of the user with the educational system);
- 8) flexibility (provides adaptation of a teaching to the knowledge, skills and abilities, psychological characteristics of learners) [1, 87-p].

The functions provided by the e-textbook allow students to organize individual, adaptive and interactive independent learning activities.

A number of scholars have described the functional capabilities of e-textbooks, with the help of which independent work of students is organized and they are able to meet the needs of independent educational activities [4, 30- p]. When using electronic textbooks on general professional sciences and professional modules in the independent educational activities of future technical engineers, students develop skills of planning and organizing independent

educational activities, independent performance of practical and laboratory tasks based on teacher's instructions, knowledge and skills, practical application of modern technologies. The e-textbook provides students with science content. Its science structure allows the student to control the material learned in order to properly organize a particular independent activity.

The didactic functions considered in this article allow to reveal pedagogical possibilities in the context of these electronic resources in the formation of independent learning skills, such as optimizing step-by-step work in the organization of independent work of students, adaptation to students' personal abilities, interactive interaction with e-textbook elements.

The concepts of "electronic textbook" and "electronic textbook" are understood as an independent ready-made resource that contains information presented in electronic form using computer technology for long-term storage and reuse, combined into a single - "electronic edition" [5, 296-p]. The e-learning manual supports the learning process and can serve as a methodological support for a set of traditional learning materials and can be included in an e-textbook [6, 560-p]. In this article, e-textbooks constitute the content of e-textbooks, and in this article, the "e-textbooks and e-textbooks" component is discussed.

The main advantage of e-textbooks and e-learning manuals over printed analogues is that they contain hypertext and multimedia technologies [7, 407-p]. In hypertext technology, the application of a hyperlink simplifies the direction and helps to select a particular scheme for studying the material.

The word "multimedia" is derived from the English word meaning "many ways", "many environments". E-learning tools and multimedia technologies in e-textbooks allow information to be presented in a variety of ways: graphic, animated, audio, photo and video. A number of scholars have stated that a student remembers only 20% of what he sees, 20-30% of what he hears, 50% of what he sees and hears at the same time, and 80% of what he sees, hears and does at the same time. Therefore, multimedia technology in electronic sources provides a presentation of information that students receive in parallel through multiple views at the same time, which helps to show objects and processes more clearly, improves comprehension of learning information, pre-identifies qualitatively new opportunities to increase lesson effectiveness, increases interest in performance [8, 31-p]. Hypertext technology and multimedia effectively support students' independent learning activities.

Electronic resources in the field of education allow these technologies to choose an "independent learning trajectory", a person-centered educational activity plan, independent presentation of knowledge, the implementation of information activities and interaction with an interactive source of learning materials [9, 312-p].

At present, Internet resources have been developed and are widely used in independent educational activities of students. Internet resources have additional features, including the specific features of e-textbooks: almost toolless implementation, public access (using any computer, mobile device, tablet and other devices connected to the Internet), any additional via links to external sources able to add materials.

However, scientists who have analyzed the materials on the introduction of information technology in education point out that today e-textbooks, e-learning manuals, especially Internet resources, which cover almost all thematic topics in almost all disciplines, are not sufficiently

developed. Makes it difficult for future technical engineers to form professional knowledge and skills. Therefore, in conjunction with these electronic publications, electronic teaching aids of disciplines are used.

The e-learning methodological complex of the subject is a set of systematic teaching materials integrated using a computerized learning environment, aimed at ensuring a complete didactic period of the subject and optimizing the acquisition of professional competencies by students in the subject. Typically, an e-learning methodological set of science includes: e-textbooks and e-learning manuals, tools to support practical or laboratory work, knowledge testing tools (interactive tests, assignments, etc.), instructions for use and operation of the set; It has links to Internet resources, educational portals and sites, electronic libraries.

Multimedia-based e-learning methodological complexes combine the purpose and form of materials on different content into a single integrated system, taking into account different learning objectives, students' level of preparation and learning conditions. They have the ability to master all the visual aids [10, 328-p] of the vast amount of information and information space that students need in their independent learning activities.

These electronic resources include: professional orientation; completeness and timeliness of data; optimization of the educational process; stratification of education; all-round unique features; independent access to materials; quoting evidence and references from other electronic sources; the connection between many didactic and methodological elements; provide different trajectories for different levels of complexity of learning and control tasks of teaching materials); use of multiple-choice learning tasks and their automated testing; multiple return options to complex issues; includes didactic functions such as self-control [1, 80- p].

At the same time, the introduction of e-learning resources has a positive impact on teaching methods. It is now difficult to imagine the implementation of traditional methods without the means of information technology. For example, search engines are currently used to explain and visualize and obtain information.

These didactic functions can be performed through the didactic capabilities of e-learning resources. Such opportunities include: direct feedback (interactive learning); visualization of educational information; ability to process information using modern information technologies; ability to create virtual laboratories; use of computer modeling capabilities (analytical and simulation); the ability to present the content of education in different forms, depending on the level of knowledge of the student, taking into account the different levels of detail and the complexity of the information provided; the ability to choose the speed of individual performance; the student can choose the method of data processing, depending on the type of presentation; ability to analyze one's own learning achievements and self-control, etc. [11, 98-p].

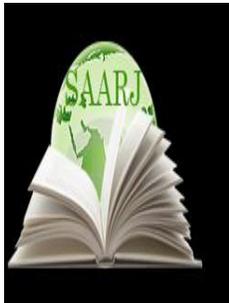
There are many software tools for creating e-learning resources, and programming languages "have a special place among these software tools. The advantages of programming languages" are the creation of e-learning resources that take into account the motivations of the user [12, 135-p] and allow him to use virtual laboratory work, various methods of monitoring students' knowledge.

In short, the use of e-learning resources in the educational process plays an important role in improving the cognitive skills of students in the formation of independent learning skills. E-

learning resources serve to increase the efficiency of education, effective and meaningful continuity of education and leisure time of students.

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**ENDOSCOPIC PICTURE OF THE GASTRODUODENAL ZONE OF
PATIENTS WITH RHEUMATOID ARTHRITIS WHO RECEIVED
NONSTEROIDAL ANTI-INFLAMMATORY DRUGS**

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ABSTRACT

*In this article, based on a retrospective analysis of case histories of patients with RA, presented data research pathology GDD to the extent of disease activity, duration of history and the failure of the joints, as well as the characteristics of ongoing pharmacotherapy. The results show that the pathology GDD in RA patients are often, in every fifth patient is a concomitant disease, and every tenth – is manifested in the form of clinical symptoms, the main causes of gastro duodenal lesions are viscera's, long-term course of the disease and the frequent use of NSAIDs and corticosteroids. **Objective:** To study the frequency of occurrence of lesions of the gastro duodenal zone and the frequency of drug use in patients with rheumatoid arthritis based on the materials of a retrospective analysis. **Material and methods:** a retrospective analysis of 220 case histories of patients with rheumatoid arthritis (RA) treated in the rheumatology department of the III clinic of TMA was carried out. The selection condition was the endoscopic established diagnosis, that is, the presence of endoscopic examination. The state of the gastro duodenal zone (GDZ) and the pharmacotherapy of the underlying disease were evaluated. **The results of the study** show that GDZ pathology in RA patients is quite common, every third patient has symptoms of GDZ lesion and this is due not only to the intake of NSAIDs, but also due to the primary involvement of the GDZ mucosa in the pathological process.*

KEYWORDS: Rheumatoid Arthritis, Gastric Ulcer, Gastritis, Nsaids, Corticosteroid.

INTRODUCTION

The main problem for patients with rheumatoid arthritis (RA) is pain – one of the main signs of inflammation, and its intensity correlates with inflammatory activity. It creates serious psychological discomfort, limits physical activity, which necessitates the long-term use of non-steroidal anti-inflammatory drugs (NSAIDs) with analgesic, anti-inflammatory, antipyretic and antiplatelet properties [2,3,6]. However, their long-term use is associated with a spectrum of adverse effects, primarily with damage to the mucous membrane (MM) of the gastroduodenal zone (GDZ). All NSAIDs, regardless of their chemical structure, dosage form and route of administration, can cause ulcers, gastritis, gastropathy and perforation [4,8]. In patients taking NSAIDs, the risk of gastrointestinal hemorrhage (GIH) increases 3-5 times, perforation of ulcers – 6 times, the risk of death from complications associated with damage to the gastrointestinal tract (GIT) – 8 times. Up to 40-50% of all cases of acute GIs are caused by the intake of NSAIDs [1,7]. In endoscopic examination, erosive and ulcerative lesions of GDZ (accompanied by dyspepsia or asymptomatic) are found in 40% of patients taking NSAIDs for a long time [5].

In the present study, we analyzed the structure, frequency and nature of diseases of the gastrointestinal tract (GIT) in patients with rheumatoid arthritis (RA) who received NSAIDs.

Materials and research methods: the materials were a retrospective analysis of the case histories of patients treated in the rheumatology department of the III clinic of the TMA for the period from 2015 to 2020. Retrospective analysis included 625 case histories with a diagnosis of RA, which were selected from 3399 cases using the selection method. Among them, 58 (9.3%) were men, patients, aged 19 to 64 (average age 44.2), and 567 (90.7%), were women, aged 16-72 (average age 36.6 years).

The only selection condition was the endoscopic established diagnosis, that is, the presence of an endoscopic examination. It should be pointed out that out of 625 treated all rheumatological patients, only 220 patients underwent endoscopic examination, which was 36.2%.

The results obtained and their discussion. The results of endoscopic studies show that among patients with RA out of 625 case histories, only 220 patients underwent endoscopic examination, of which 47 (21.6%) had gastroduodenitis, 12 (5.61%) had gastritis, 40 (18.2%) gastritis in combination with peptic ulcer disease (either duodenal ulcer or stomach ulcer), in 38 (17.2%) gastric erosion in combination with duodenitis, in 33 (15%) erosive esophagitis in combination with gastroduodenitis, in 16 (7.2%) an isolated gastric ulcer, in 29 (13%) an isolated duodenal ulcer, in 5 (2.2%) an axial hernia of the esophageal opening of the diaphragm in combination with reflux esophagitis. It should be noted that the presence of combined pathology of the gastroduodenal zone in 74.19% of patients. And also, in 48.2% of patients, the presence of duodenogastric reflux of bile was found (Table 1).

TABLE 1 THE INCIDENCE OF CERTAIN TYPES OF ENDOSCOPICALLY (ESOPHAGOGASTRODUODENOSCOPY) ESTABLISHED NSAID GASTROPATHIES IN PATIENTS WITH RA IN RETROSPECTIVE STUDIES

Types of gastropathy	Number of cases	In %
Gastroduodenitis	47	21,6
Gastritis + ulcer and duodenum	40	18,2
Gastritis	12	5,61

Erosion + stomach gastroduodenitis	38	17,2
Erosive esophagitis with gastroduodenitis + DGBR	33	15
Hiatal hernia + RE	5	2,2
Duodenal ulcer	29	13
Stomach ulcer	16	7,2
Including the combination of pathology		74,2
DGBR		48,2
Without pathology	-	-
Total	220	100%

When studying the case histories, attention was paid to the complaints of patients, anamnesis, and diseases from the gastrointestinal tract. At the same time, in 64% of cases, complaints were identified that corresponded to the endoscopically established diagnosis. In 36% of patients, complaints were scanty. Pain from the gastrointestinal tract was very often absent. The absence of complaints of pain and paucity of symptoms in some patients, apparently due to the presence of the analgesic effect of the NSAIDs taken.

Along with complaints about the gastroduodeal zone, there were complaints characteristic of the distal part of the gastrointestinal tract, characterizing irritable bowel syndrome:

1. Flatulence, rumbling in the stomach.
2. Violation of stool (constipation and diarrhea).
3. Pains of a cramping character, passing after bowel movement.

In general, signs of irritable bowel syndrome were detected in 190 patients, which is 38% of the total number of patients studied. However, according to the data of case histories, it was not possible to establish the cause and relationship of gastrointestinal disorders with the use of NSAIDs.

As mentioned above, one of the leading causes of GDZ damage in the conditions of development and progression of RA is aggression of the GDZ mucosa by drugs used in the pharmacotherapy of this disease.

In connection with the above, the structure of drugs used in patients with RA and their specific gravity, depending on the presence or absence of GDZ pathology, was studied.

The results of this analysis are presented in Table 2.

TABLE 2 THE STRUCTURE OF DRUGS AND THE PROPORTION OF NSAIDS AND CORTICOSTEROID IN THE PHARMACOTHERAPY OF RA DRUGS

Medicines	Dosage form	Total number (abc)		Specific in the structure of treatment (%)	
		RA	RA +gastropath	RA	RA +gastropath
Corticosteroid	Injection	498	225	19,2	23,2
	Tablet	231	98	8,9	10,1
	Total	729	323	28,1	33,3
NSAIDs	Injection	593	224	22,9	23

	Tablet	424	175	16,4	18
	Total	1017	399	39,3	41
IPP		573	239	22,1	24,6
Basic resources		272	111	10,5	1,1
Total		2591	972	100	100

As can be seen from the data presented, NSAIDs occupy the largest share in the structure of RA pharmacotherapy, the share of which in the group of patients with and without pathology of GDZ is 41% and 39.3%, respectively. At the same time, the ratio of their injectable and oral dosage forms was the same in both groups and amounted to 1.4: 1.0 and 1.3: 1.0.

Glucocorticosteroids occupied the second place in the structure of pharmacotherapy and in the group of patients without pathology of GDZ they make up 28.1%, in the group of patients with pathology of GDZ - 33.3%. The ratio of injectable to oral forms was 2.2: 1.0 and 2.3: 1.0, respectively, in the group of patients without GDZ pathology and with GDZ pathology. Therefore, in both groups, NSAIDs and corticosteroid were equally often used in the framework of pharmacotherapy. The proportion of basic drugs in the group of patients without pathology of the gastroduodenal zone was 10.5% in the group with pathology of GDZ, only 1.1%.

Medicines aimed at protecting GDZ occupied a smaller proportion in the framework of pharmacotherapy for patients without GDZ pathology and amounted to 22.1%, in the group of RA patients with GDZ pathology 24.6%.

As can be seen from the results obtained, the drugs used in the framework of pharmacotherapy in both groups were used in a comparable proportion, although there is a tendency for the prevalence of the proportion of corticosteroid in the group of patients with GDZ pathology. In addition, attention is drawn to the lack of specific gravity of anti-secretory drugs in the group of patients with GDZ pathology.

Thus, the conducted retrospective study showed that GDZ pathology occurs in 33.3% of patients with RA, which to some extent agrees with the literature data. Analysis of the pharmacotherapy of RA, depending on the presence of GDZ pathology, indicates that the compared groups do not differ significantly in terms of the structure of drugs and their specific weight. Therefore, the role of drug therapy in the genesis of GDZ lesions revealed during the analysis cannot be considered proven, but this version cannot be refuted either. Perhaps, drug aggression in the genesis of the revealed pathologies of GDZ acquires significance, taking into account the duration of treatment of patients with RA.

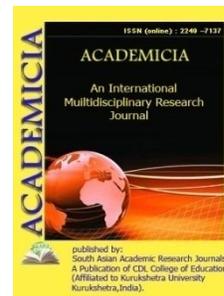
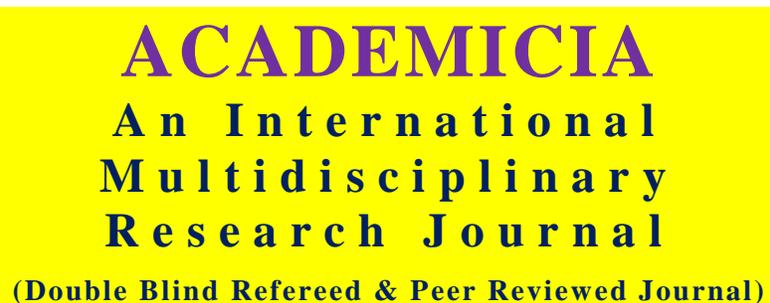
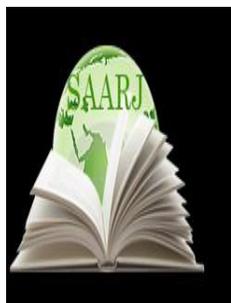
FINDINGS:

1. Pathology of GDZ in RA patients occurs quite often, every third patient has symptoms of GDZ lesion.
2. A retrospective analysis does not fully prove the role of drug therapy in the genesis of GDD lesions in RA patients.

3. Lesions of the gastrointestinal tract in patients with RA are caused not only by the intake of NSAIDs, but also due to the primary involvement of the GDZ in the pathological process.

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HUMAN RIGHTS IN LAW AND IN PRACTICE

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ABSTRACT

Human rights are based on the principle of inherent dignity and the entitlement to enjoy her/his rights without facing any form of discrimination. There is a need to secure to each person an equal and inalienable right to live in freedom to enjoy equality, to be treated justly and to live in peace. The realization of Human Rights lies at the heart of democracy, development and good governance. Every nation should seek to make human rights a reality for every citizen and ensure that these rights are protected, promoted and not violated by the State. This paper aims to examine all the provisions made under various international and national measures to protect the human rights and also suggest the practical approach and implementation of these measures.

KEYWORDS: *Emphasize, Humanitarian Assistance, Excruciatingly.*

INTRODUCTION

Human rights are academically classified in terms of generations. The first generation rights are the civil and political rights, such as freedom of religion, free elections, right to property, freedom of expression, etc. They were also termed as negative rights, since they largely entailed non-interference of the State (i.e., individual protections against the State). The second in step with the generation of rights is socio-economic rights, such as right to education, right to health, right to basic housing/shelter, etc. They were termed as positive rights, requiring resource allocation, redistribution and positive action by the State. Bismarck pioneered these welfare rights in late 19th century Germany. The third generations of human rights are those that belong to the community and future generations – environmental rights, right to humanitarian assistance, etc.

These classifications have been the subject of much ideological debate. While libertarians largely favour only negative rights, liberals emphasise on positive or welfare rights. Some other commentators have argued that human rights suffer from a cultural bias, and are essentially ‘western’ in nature- instead they must be viewed from the lens of cultural relativism. However, academic discourse has gradually come to understand that human rights cannot be viewed from such a narrow lens. As the Vienna Declaration and Programme of Action (Adopted by the

World Conference on Human Rights, 1993) states: “All human rights are universal, indivisible and interdependent and interrelated”.

The Constitution of India encapsulates all three generations of rights, either explicitly, or by innovative interpretation. While provisions of Part III of the Constitution, the non-enforceable Directive Principles of State Policy, contain socio-economic rights. The judiciary has made Article 21 (right to life and personal liberty) the fountainhead of all generations of rights. In addition, the judiciary has declared that provisions of Part III and IV must be construed harmoniously.

The essay will focus on both civil-political as well as socio-economic rights. After all, Dr. Ambedkar, the Chairman of the Drafting Committee of the Constitution, observed in his speech to the Constituent Assembly at its last sitting: “On the 26th of January, 1950 we are going to enter into a life of contradictions. In politics we will have equality and in social and economic life we will have inequality, how long shall we continue to deny equality in our social and economic life? If we continue to deny it for long, we will do so only by putting our political democracy in peril.” The essay will trace the recognized rights, and identify the extent to which the rights have been protected or furthered. In other words, the essay will examine the promise and practice of human rights in India.

I. Socio-Economic Rights

(a) Right to Food

Article 25 of the Universal Declaration of Human Rights (UDHR) provides, “Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food.” Article 11 of the International Covenant on Economic, Social and Cultural Rights, 1966 (ICESCR) recognizes the right to an adequate standard of living including adequate food, and specifically recognizes the right to be free from hunger. As per Committee on Economic, Social and Cultural Rights (which commented on the normative content of Article 11), “The right to adequate food is realized when every man, woman and child, alone or in community with others, have physical and economic access at all times to adequate food or means for its procurement.” The General Comment further states that the core content of the right implies the twin goals of “availability” and “accessibility” of food.

Article 47 of the Indian Constitution, provides: “Duty of the State to raise the level of nutrition and the standard of living and to improve public health – The State shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties.” In *Francis Coralie Mullin v. Administrator, Union Territory of Delhi* it was held : “right to life includes the right to live with human dignity and all that goes along with it, namely, the bare necessities of life such as adequate nutrition.”

PUCL v. Union of India is a Public Interest Litigation case dealing with the right to food. It was initially filed in the light of failure by the State Government of Rajasthan to provide adequate food relief as mandated by its Famine Code of 1962. The Court found that surplus food grains to the tune of millions of tones were found in the godowns of the Food Corporation of India. This litigation gradually expanded to a number of areas relating to food, nutrition and hunger, and the Supreme Court has been passing periodic interim orders to implement the right to food even since 2001. The case still remains open, and the implementation of its orders is monitored by a

Court appointed Commission. Some of the Schemes whose implementation the Court has directed are: the Targeted Public Distribution Scheme (TDPS), Antyodaya Anna Yojana (AAY), the Mid-Day Meal Scheme (MDMS), inter alia – these schemes are now seen as constitutional entitlements.

The National Food Security Act, 2013, recognizes the constitutional entitlement of food rights (it was preceded by an Ordinance). The Preamble to the statute mentions the goal of enabling people “to live a life of dignity”. However, the implementation of the Act remains tardy. The identification of beneficiaries under the Act envisaged is as per Socio-Economic and Caste Census (SECC). However, as Prof. Jean Dreze notes, “the release of SECC data has been excruciatingly slow.”

Meanwhile, the hunger and malnutrition remain a severe problem in India. As per the 2015 Global Hunger Index, a multidimensional index on hunger, India’s score is 29, which places it in the category of nations with a ‘serious’ level of hunger. The 2011 HUNGAMA Survey covers 112 rural districts in India. It provides reliable estimates of child nutrition. The Survey shows that:

“Child malnutrition is widespread across States and Districts and starts early in life: 42 per cent of children under five are underweight and 59 per cent are stunted. Of the children suffering from stunting, about half are severely stunted; about half of all children are underweight or stunted by age of 24 months.”

The survey also noticed that socio-economic background of the family or household has an impact on the nutrition status of children.

(b) Right to Education

Article 26 of the UDHR unequivocally states, “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.” Article 13 of the ICESCR, while recognizing the right to education, provides, “education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms.” The Committee on Economic, Social and Cultural Rights state that “education is both a human right in itself and an indispensable means of realizing other human rights” and adds that an educated mind “is one of the joys and rewards of human existence.” Availability, accessibility, acceptability and adaptability are the four identified elements of education rights.

Education finds a place in various provisions of the Indian Constitution. Article 21A provides that no citizen shall be denied admission to State aided educational institutions on grounds only of religion, race, caste, language or any of them. Articles 41, 45 and 46, mandate the State to secure right to education, provide early childhood care and education for all children upto the age of six and promote with special care the educational interests of weaker sections respectively. Supreme Court in its numerous decisions have recognized the right to education as part of the right to life in Article 21 vide *Francis Coralie Mullin v. Administrator, Union of Delhi*, *Mohini Jain v. State of Karnataka*, *J.P. Unnikrishnan v. State of Andhra Pradesh*. As a result by the Constitution (Eight-sixth Amendment) Act, 2002, the Right to Education was made a Fundamental Right by inserting Article 21A. Clause (k) was inserted in Article 51A as a Fundamental Duty. It requires every guardian or parent to provide educational opportunities for

children, between the age of six and fourteen years. The Right to children to Free and Compulsory Education Act, 2009 operationalized the right to education. The Act recognizes the right to education of children in a neighbourhood school, abolishes capitation fees, bars and expulsion or 'holding back', prohibits physical harassment and mental harassment and casts duties on the appropriate government, parents and schools with respect to education of children. The Act also mandates admission of children belonging to weaker sections and disadvantaged groups in the neighbourhood schools to the extent of 25% of the class strength. The Supreme Court in *Society for Un-Aided Private Schools of Rajasthan v. Union of India* upheld this provision but made an exception in favour of unaided minority schools. In *Pramati Educational & Cultural Trust v. Union of India*, the Supreme Court further excluded the operation of the Act to minority schools, whether aided or unaided.

After the Act came into force there is considerable improvement in the education of children but, much more remains to be done. The 2014 Annual Status of Education Report released by the Pratham Education Foundation indicates high levels of enrolment in schools (96%) but poor learning outcomes. Only 48.1% of children in class V could read a class II text book; only 25% of those enrolled in class V could read simple English sentences. Drop-out rate is as high as 29% before completing primary education. According to the 2011 Census, the literacy rate in India is 74.04% (with the female literacy rate standing at 65.46%). In rural areas the literacy rate being 67.77%, with only some 57.93% females being literate. States have introduced educational qualifications as a requirement for contesting at a Panchayat election. The validity of the said requirement is under challenge before the Supreme Court. In this context the words of Alladi Krishnaswami Iyer, a member of the Drafting Committee of the Constituent Assembly are relevant: "In a country where a large mass of people are illiterate, where the people owning property are few, the introduction of any property or educational qualification for the exercise of the franchise would be a negation of the principles of democracy.

(c) **Right to Health**

Article 25 of UDHR states that health and well-being form part of the universal human rights available to everyone. The ICESCR also recognizes the right to physical and mental health. The General Comment of the Committee on Economic, Social and Cultural Rights states:

"The right to health is not to be understood as a right to be healthy. The right to health contains both freedoms and entitlements. The freedoms include the right to control one's health and body and the right to be free from interference. By contrast, the entitlements include the right to a system of health protection."

In India, the Supreme Court and High Courts have recognized the right to health as flowing from Article 21. In *Pt. Parmanand Katara v. Union of India*, it was held, "Article 21 of the Constitution casts the obligation on the State to preserve life. A doctor at the governmental hospital positioned to meet this State obligation is, therefore, duty bound to extend medical assistance for preserving life." In *Pashim Banga Khet Mazdoor Samity v. State of West Bengal*, the Court ordered compensation for denial of emergency medical aid, since it violated Article 21. In *Consumer Education & Research Centre v. Union of India*, the Supreme Court unambiguously held:

"We hold that right to health, medical aid to protect the health and vigour of a worker while in service or post-retirement is a fundamental right under Article 21, read with Articles 39(e), 41,

43, 48A and all related Articles and fundamental human rights to make the life of the workman meaningful and purposeful with dignity of person.”

In *Mohd. Ahmed (Minor) v. Union of India*, the Delhi High Court considered the question whether a minor child from a weaker section of a society, suffering from a rare disease was entitled to free treatment (otherwise costing about Rs. 6 lakhs per month). The petitioner had exhausted the facilities available under government schemes. The State pleaded financial constraints. The Court held, “Although obligations under Article 21 are generally understood to be progressively realizable depending on maximum available resources, yet certain obligations are considered core and non-derogable irrespective of resource constraints. Providing access to essential medicines at affordable prices is one such core obligation. In other words, a “minimum core” principle, well-accepted in international socio-economic rights jurisprudence, was adopted. In *Laxmi Mandal v. Deen Dayal Harinagar Hospital*, the issue was with respect to material healthcare for women below the poverty line and the denial of benefits under various schemes of the Government. The High Court described the right to health as an “inalienable survival right”, and declared that it would include the right to access government health services and to receive a minimum standard of treatment and care. The Court directed the payment of compensation for violation of a Constitutional right.

Despite various schemes like Janani Surakshi Yojana (JSY), National Maternity Benefit Scheme (NMBS), Integrated Child Development Scheme (ICDS), the overall picture with respect to healthcare remains dismal. A 2011 study concluded: “after decades of poor policy commitments and budgetary neglect, India’s health infrastructure is weak and lacks institutional capacity.” The percentage of public health expenditure compared to the total health expenditure remains as low as 32.2%, compared to 83.5% in the United Kingdom and 69.8% in Canada. Infant mortality rate (number of infants dying before reaching one year of age, per 1,000 live births in a given year) stands at 38, as against 4 in the United Kingdom and 6 in the United States. As per the last available National Family and Health Survey (NFHS-3), only 48.8% of births were assisted by a doctor/nurse or any other medical personnel; only 36.8% of mothers received postnatal care. The Delhi High Court took suo moto cognizance of a case where a destitute mother gave birth to a baby girl on a busy street. The Court observed: “it is really perplexing that children of this country have to breathe the first breath on the road side footpaths... .” The situation is no different in the case of mental health. According to the World Bank, there are only 0.3 psychiatrists per 100,000 populations. As per the last available study, India spends only about 0.06% of its health budget towards mental health as compared to US and the UK, which spend 6.2% and 10.82%, of their budgets respectively.

II. Civil and Political Rights

(a) Women’s Rights

Discrimination based on sex prevents realization of available rights by women. The United Nations Convention on Elimination of Discrimination Against Women, 1979 (CEDAW) condemns discrimination against women in all its forms and calls upon the States to take all appropriate measures to eliminate discrimination and improve the condition of women. Some of the problems faced by women globally are gender-based violence, trafficking of women, sexual offences and denial of equal access to land and property.

The Constitution of India guarantees equal rights to all its citizens, prohibits discrimination against women and permits special provisions for the benefit of women. Article 21 assures right to live with dignity, Article 39(d) mandates equal pay for equal work for both men and women and Article 42 requires provision for just and humane conditions of work and maternity relief.

Gender-based violence is most prominently seen in the institution of marriage in India. The Indian custom of giving of dowry by the bride's family has led to cases of torture and dowry deaths of young married women. To curb this evil the Dowry Prohibition Act, 1961 made giving or taking of dowry an offence. Subjecting a woman to cruelty by husband and relatives is an offence punishable with imprisonment, under Section 498A of the Indian Penal Code, 1860. Dowry death is a separate offence under section 304B of the same Code. The Domestic Violence Act, 2005 protects women from physical, sexual, verbal and economic abuse. Hindu women always enjoyed the right to Stridhan. The Hindu Succession Act, 1956 has conferred additional rights. Section 14 says:

“Property of a female Hindu to be her absolute property (1) any property possessed by a female Hindu, whether acquired before or after the commencement of this Act, shall be held by her as full owner thereof and not as a limited owner.”

A Hindu woman has a right to maintenance. Property given to her for life in lieu of maintenance became her absolute property after the Hindu Succession Act, 1956 came into force, as held in *V. Tulasamma v. V. Shesha Reddi*. The right of Muslim women to maintenance was upheld in the *Shah Bano* case. Parliament by enacting the Muslim Women (Protection of Rights on Divorce) Act, 1986 tried to overcome the decision in *Shah Bano's* case. However, in *Danial Latifi v. Union of India*, the Supreme Court interpreted that very law in favour of divorced woman by declaring that she is entitled to a reasonable maintenance from her former husband for life or till she remarries.

In 2005, the Act was amended to make women coparceners in a Hindu Joint family at par with males. Section 6 of the Amendment Act, 2005 states that “daughter of a coparcener shall, (a) by birth become a coparcener in her own right in the same manner as the son.”

The laws pertaining to rape have evolved over the years with changing social conditions. Law Commission of India in its 172nd Report suggested reform of law relating to sexual offences. The case of *Delhi Domestic Working Women's Forum v. Union of India* suggested access to legal aid and compensation to the victims of sexual offence. In *Sakshi v. Union of India* the Supreme Court formulated guidelines to tackle sexual offences against children. The *Nirbhaya* Rape case awakened the conscience of the entire nation demanding radical reforms. A committee headed by Justice J. S. Verma, former Chief Justice of India, in its report suggested amendments, most of which have since been implemented. The punishment for sexual offences was enhanced and new sexual offences added to the Indian Penal Code which recognize in addition to rape, voyeurism, acid attacks and stalking as sexual offences against women.

Women's right to equal status at work place is recognized. The decision in *Air India v. Nargesh Meerza* established at termination of employment of a woman upon pregnancy is unconstitutional. In *C. B. Muthamma v. Union of India* the Supreme Court disapproved bias against women in the conditions of service of the Indian Forest Services. The guidelines provided in the case of *Visakha v. State of Rajasthan* for protection of women from sexual harassment at work place have since been incorporated by Parliament in the Sexual Harassment

of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. The 73rd and 74th Amendments to the Constitution reserved seats for women in local administration i.e., Panchayats and Municipal bodies.

Even though several laws are in place to ensure rights of women, the ground reality is disconcerting. Dowry continues to be the cause of domestic violence. The National Crime Records Bureau in India in its report disclosed that in 2014 around 8455 newly wedded brides were killed for dowry. UN Special Rapporteur argues, "In almost all countries legal security of tenure for women is almost entirely dependent on the men they are associated with very few women own land." Sexual offences take place at an alarming rate in India. Victim of rape continue to suffer a social stigma. According to National Crime Records Bureau, in 2014, 36735 rape cases were reported. Marital Rape goes unpunished. Women are not treated at par with men at workplace. Equal pay for equal work is not common. A study by National Commission for Women (NCW) in 2010, found that 60% of women were not aware of their rights at workplace.

(b) Freedom of Speech

Freedom of speech and expression is a well-organised right. Article 19 of the UDHR also recognizes this right. The Indian Constitution also recognizes this right to citizens in Article 19(1)(a) of the Constitution. It is not an absolute right. Clause (2) of Article 19 limits the freedom of speech and expression by permitting imposition of reasonable restrictions.

However, these restrictions are narrow in scope. The restrictions have to be 'reasonable' and only be 'in the interest of any of the grounds explicitly mentioned under Article 19(2). In *Shreya Singhal v. Union of India*, where section 66A of the Information Technology Act, 2000 (which made sending offensive or false messages through a communication device an offence) was struck down as being violative of Article 19(1)(a), it was held that the restrictions permissible under Article 19(2) are narrower than those permissible under the First Amendment to the US Constitution, since public interest is ground for restriction under that latter. The case also recognized a number of concepts in free speech jurisprudence, such as chilling effect, vagueness and over breadth. In *Dr. Ram Manohar Lohia v. State of Bihar*, the Supreme Court evolved a test for 'public order' and defined it more narrowly than 'law and order'. In *Aveek Sarkar v. State of West Bengal*, the Supreme Court narrowly interpreted obscenity laws and held that obscene material will have to be judged from the "point of view of an average person, by applying contemporary community standards."

Although freedom of press is not expressly mentioned in Article 19(1)(a) it was held to be implicit in freedom of speech and expression. The Supreme Court has protected the rights of the press in many cases. Restriction on size and number of pages of a newspaper was held to be violative of Article 19(1)(a) in *Sakal Papers v. Union of India*. The Supreme Court in *Bennett Coleman v. Union of India* struck down government policy imposing page limitations and bar on starting newspapers by common ownership units.

However, the history of free speech protection in India has not been uniformly progressive. In cases such as *K.A. Abbas v. Union of India* and *S. Rangarajan v. P. Jagjivan Ram* the Supreme Court has allowed prior restraint and pre-censorship in case of cinematograph films. The law of criminal contempt of court operates as a restriction on freedom of press as truth is not a defense. More recently in *Devidas Tuljapurkar v. State of Maharashtra*, the Supreme Court held that contemporary community standards will apply with 'more vigour' in case of historically

respected persons. Offences such as criminal defamation and sedition continue to remain on the statute book and have become an oppressive tool in the hands of the governments or powerful individuals to stifle the voice of opposition.

(c) Prisoners' Rights

Prisoners are entitled to the rights under Articles 21 and 22 of the Constitution. The right to live with dignity is available to prisoners. In *Shatrughan Chauhan v. Union of India*, Supreme Court held that "Article 21 inheres a right in every prisoner till his last breath and this Court will protect the right even if the noose is being tied on the condemned prisoner's neck." The Civil Procedure Code and the Prisons Act, 1894 protect the rights of prisoners against excessive use of force by the police. Article 22, provides certain basic rights to detainees. The conditions of prisoners improved considerably since *Sunil Batra v. Delhi Administration*, which declared torture and solitary confinement of prisoners unconstitutional. *Prem Shankar Shukla v. Delhi Administration* held that a prisoner could not be handcuffed routinely.

Torture in police custody is a flagrant violation of Human Rights as well as Article 21. In *Arvind Singh Bagga v. State of Uttar Pradesh*, it was held that torture means physical, mental and psychological torture. Custodial death of prisoners is a serious crime against humanity. In *Ajab Singh v. State of Uttar Pradesh*, the court held that the State would be responsible for custodial death. The Judiciary made the police responsible for this gross form of violation of human rights. In *D. K. Basu v. State of West Bengal* the Court issued mandatory directions to be followed with respect to prisoners in custody. In *M.H. Hoskot v. State of Maharashtra* right to legal aid has been held to be a fundamental right to life and personal liberty in India being an essential ingredient of the right to free trial which is part of the procedure established by law in Article 21. Despite these Constitutional rights and procedural safeguards there are many cases of custodial deaths and violence due to abuse of authority by the Police. People's Union for Democratic Rights (PUDR) carried in its Report stated in 1989, "In a city with less than one percent of the national population, there were 48 deaths in police custody from 1980 to 1989, most of them of persons under the age of 30." "Most of these people died due to severe beating and prolonged torture. According to the 2011 Report, total number of deaths in custody was 1789.

(d) Religious Freedom

The Constitution of India guarantees to all persons freedom to profess, practice and propagate religion. Article 25 and 26 which deal with religious freedoms are based on the concept of Secularism which is part of the basic structure of the Constitution. Since the Constitution has not defined the term 'religion', the Supreme Court clarified its meaning in *Commissioner, HRE v. Shri Lakshmindra*, and opined that religion need not be theistic. A religion simply "lays down a system of beliefs or doctrines which are regarded by its followers as conducive to their spiritual well-being."

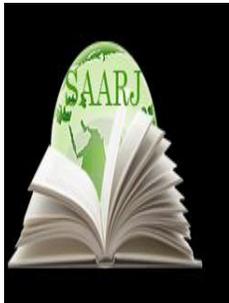
The Supreme Court has largely been progressive in protection of religious freedom. In *Bijoe Emmanuel v. State of Kerala*, three school children were expelled from the school because they did not sing the National Anthem as their faith did not allow it. The court upheld their freedom and declared the expulsion invalid.

The Supreme Court has interpreted Article 25 as being protective of only essential religious functions. This is in order to facilitate reform measures and reasonable restrictions. In *Commissioner of Police v. Acharya Jagdishwarananda*, the Supreme Court referring to *Anand Margis* held, that “performing Tandava dance in public places is not an essential part of their religion”. In *Mohd. Hanif Qureshi v. State of Bihar* the court upheld ban on cow slaughter and rejected the plea that cow slaughter was an “essential practice in Islam.” *Mohd. Ismail Faruqi v. Union of India*, upheld the validity of the *Acquisition of Certain Areas at Ayodhya Act, 1993*. The Supreme Court observed that every location for offering prayers would not be an essential part of the religious practice.

Secularism is the bedrock of the Constitution, yet, in reality, strict neutrality is not observed by Governments towards different faiths. For example, the ban on beef consumption in Maharashtra is a political move in order to appease the religious majority. The State must instead heed to the message of the Constitution, as contained in the Preamble.

III. CONCLUSION

Human rights on paper and in practice are not the same, just like the theory of Legal Realism proposed by Justice Oliver Wendel Holmes. Apart from innovative interpretation of the Constitution by Courts the participation of civil society and broader social change is critical for the advancement and enjoyment of human rights. In his book *The Hollow Hope*, Gerald Resenberg argued that the Constitutional Courts alone cannot bring about social change- there must always be an accompanying political movement. The role of civil society cannot be emphasized more. We may do well to remember the words of Justice Vivian Bose “We have upon us the whole armour of the Constitution and walk from henceforth in its enlightened ways, wearing the breastplate of its protecting provisions and flashing the flaming sword of its inspiration...” The Constitution mandates concerted action on the part of all the three wings of the State to create congenial conditions for the enjoyment and enforcement of basic human rights incorporated therein having regard to the ideals of Liberty, Justice, Equality and Fraternity set out in the Preamble of the Constitution. The Executive and the Legislature need to move in step with the Judiciary which has been steadily expanding the horizons of human rights. The Directive Principles of State Policy need greater attention than they have received so far. Courts alone cannot accomplish the socio-economic rights enshrined therein.



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TO DEVELOP STUDENTS' SPATIAL AND IMAGINATION CONSTRUCTIVE THINKING

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ABSTRACT

The article deals with the development of the constructive ability of teachers of mathematics during the process of methodological training, which is closely connected to the informational, explicating, stimulating functions of a teacher. The use of a computer textbook in the classroom of descriptive geometry allows, with a significant increase in the pace of learning, to improve the quality of knowledge in connection with the development of such mental processes as memory and spatial thinking, and, as a consequence, to increase interest in descriptive geometry.

KEYWORDS: *Constructive Function, Constructive Abilities, Projecting Activity, Structuring Of The Preparation Of Future Teachers.*

INTRODUCTION

Spatial thinking is a complex process in which the following actions take place (Figure 1) Images here are both the source material, and the main operational unit, and the result of the thought process. This does not mean, of course, that it does not

Verbal knowledge is used. In figurative thinking, words are used as a means of interpreting transformations already performed in images.

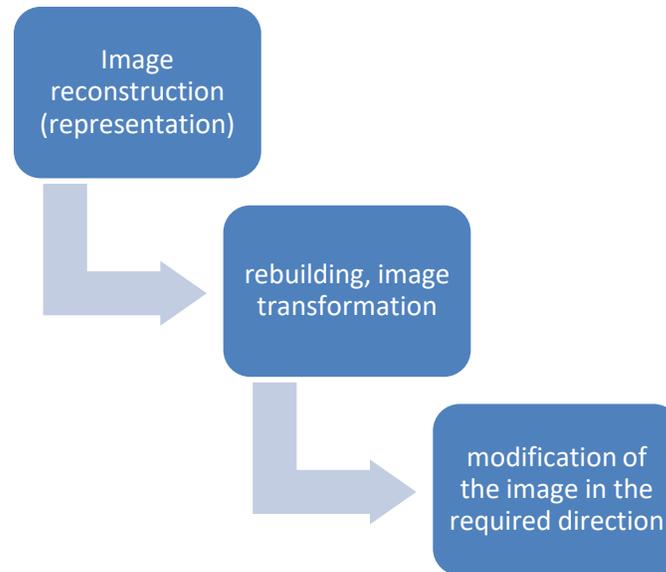


Figure 1 imaging process

The content of spatial thinking is the operation of spatial images based on their creation using visual support (subject or graphic, different measures of generality and convention). These features of spatial thinking reflect the process of working with the image and reveal its qualitative originality. The forms and levels of spatial thinking are determined, on the one hand, by the objective content of the material, and on the other hand, by the student's cognitive activity.

The objective content of the material includes clarity, accessibility. In the process of teaching descriptive geometry, it is necessary to widely use visual teaching aids: posters, models, parts, various products, drawings, etc. It is also recommended to use handouts when lecturing, the use of a computer textbook and other modern technical teaching aids.

The use of a computer textbook in the classroom of descriptive geometry allows, with a significant increase in the pace of learning, to improve the quality of knowledge in connection with the development of such mental processes as memory and spatial thinking, and, as a consequence, to increase interest in descriptive geometry. The cognitive activity of students is realized in the process of solving problems that require the creation of spatial images and their operation. The level of this activity depends on the students' mastery of the means of activity, ways of presentation. When operating with an image, the image already created on this basis is mentally modified, often in conditions of complete abstraction from it.

The most important condition for the formation of ideas about geometric images is teaching students the techniques of considering and memorizing them, as well as the techniques of their reproduction from memory. The process of forming spatial representations of geometric objects is based on knowledge about them [4].

In practical classes, students should learn the techniques of analyzing objects: mentally dividing it into geometric bodies of which it consists, and highlighting all of its elements. This, in turn, requires a mental drawing of the boundaries of each geometric body (where these bodies are not delimited in the object).

The most important principle aimed at teaching is the following position: at the beginning of mastering new material in the course of descriptive geometry and engineering graphics, students are taught elementary techniques, which are characterized by additional reliance on visual material. Then the methodology must ensure the restructuring of the techniques so that the student creates images without additional support, mentally, by the activity of imagination - from concrete contemplation to abstract thinking. The transition of students from actions with additional support to mental ones when forming images of the imagination reveals a pattern that in the assimilation of knowledge and skills plays an important role in the transition from actual actions, or actions with visual material, to mental actions, to actions in the mind.

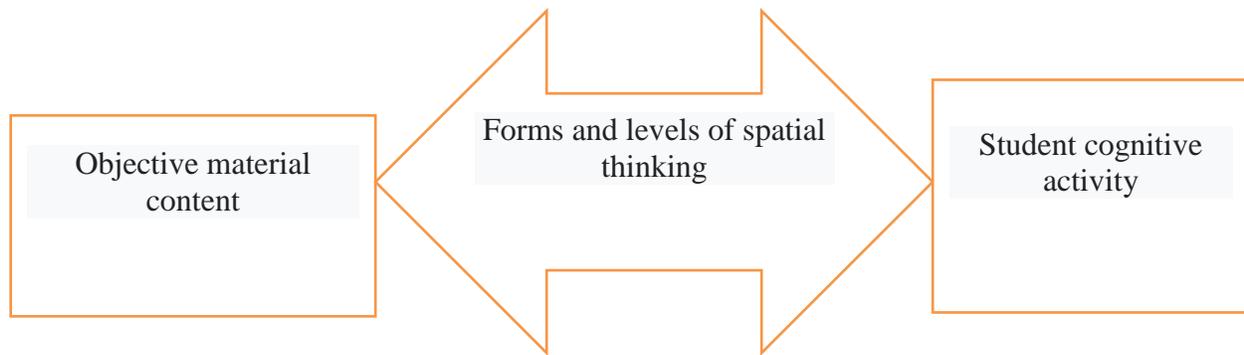


Figure 2 Forms and levels of spatial thinking

The students are then taught how to create images using imaginative activities. The teacher should offer to mentally reproduce the actions that students actually performed when mastering a visual technique:

To present a triangular octant angle and a point, a straight line, a plane, a geometric body located in it;

Mentally draw perpendiculars (project geometric images) on the edge of a triangular corner;

To present projections of geometric images on these faces; Rotate the right and bottom faces around their axes (combine the horizontal and profile planes with the frontal projection plane);

Present three projections of geometric images.

In this case, the method of creating an image is expressed in the following: students create images of projections using additional representations (triangular octant angle). This is achieved by the activity of the imagination. At the same time, students make a transition from actual actions with visual material (in preliminary training) to mental actions based on additional representations. After that, students learn a technique that is more difficult for them. The teacher sets them the following task: to learn to represent the projections of the given geometric images without relying on additional images, i.e. not imagining a triangular angle. A good knowledge of descriptive geometry predetermines the success of studying other graphic disciplines at the university. Descriptive geometry methods are the theoretical basis for solving technical drawing problems. In technology, drawings are the main means of expressing human ideas. They should not only determine the shape and size of objects, but also be quite simple and accurate in graphic design, help comprehensively, explore objects and their individual details. In order to correctly

express your thoughts with the help of a drawing, sketch, drawing, knowledge of the theoretical foundations of constructing images of geometric objects, their diversity and the relationship between them is required, which is the subject of descriptive geometry.

The constructive function of the teacher includes the following main types of design activities:

Constructively targeted, involving the analysis of training standards, knowledge requirements and the skills of students and the design on this basis of learning, development and education goals in the process of studying a subject;

Constructive and meaningful, consisting in the selection and design of content

Teaching material, thematic and lesson planning;

Constructive-procedural, consisting in the design of methods, forms and means

Teaching, as well as the structure and sequence of actions of the teacher and students in the lesson;

Constructive and evaluative, consisting in the design of an effective control system and assessment of the educational activities of students;

Let us dwell on the study of the constructive-procedural aspect of this function, namely preparing future teachers to apply practical methods of teaching mathematics, one of which is exercise. We have developed tests to study constructive thinking future and practicing teachers. As part of the ascertaining experiment, lessons were attended by teachers of schools in Kazan. Observations, introspection and analysis of lessons, analysis of lesson plans show that teachers exercises, of the same type are used; when designing exercise systems, they are not followed didactic principles, assignments are given at home, for which students are not ready to complete, tasks are not differentiated. This allows us to conclude that special work is needed, primarily in the classroom on methodology, on teaching students to design a system exercises for different stages of the math learning process.

The main design stage is the structuring of the educational material. It

(Structuring) is aimed at identifying the internal semantic connections of the information being studied.

The teaching material can be structured "sequentially" and "in parallel". The first way corresponds to the traditional study of the subject, when the topic develops over several lessons. The second method allows you to study a whole topic within one lesson, which is especially important when studying the subject "Mathematics" without dividing into algebra and geometry. Learning mathematics goes by the "immersion" method.

I propose the following system for the development of constructive thinking in future math teachers:

The formation of positive motivation to master the appropriate skills;

Acquaintance with various ways of structuring educational materials, such as

Fundamental elements of known technologies for teaching mathematics, including

Task material (consolidation of didactic units, modular training, problem

Training, experience V.F. Shatalova and others);

Independent activity of students in structuring educational and task

Material, design of individual elements of training and the entire process as a whole;

Approbation and correction of the corresponding skills during the period of teaching practice.

To prepare for laboratory studies, students are offered tasks aimed at the formation of constructive skills and abilities. Moreover, and here the technique is used "Flipped learning". First, students receive assignments to develop lesson fragments without detailed instructions for its implementation. Preparing for the lesson, they act by intuition, remembering the actions of their teachers at school.

CONCLUSION

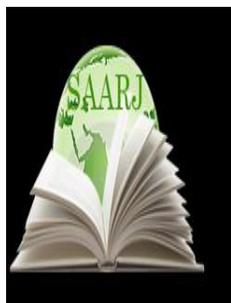
As a result of this approach to teaching students how to design educational material (when the student has already thought about the educational task before him) interest in this problem. Together with the teacher, the basic principles and requirements for the selection and designing educational material (establishing a connection between old and new knowledge, selection of a so-called focus example, motivation for the introduction of a new concept or method of action,

Knowledge necessary for mastering new ones etc).The teacher, together with the students, analyzes possible version of a fragment of this lesson, allowing you to achieve its goal.

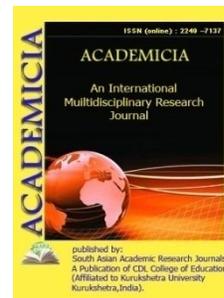
The result of laboratory exercises on the construction of fragments of lessons in the formation of new concepts, the study of theorems, new methods of action, is a change in the level of readiness of student's to constructing educational content from reproductive to partial search. Future teacher's already do not seek to retell the textbook, but try to design the learning process.

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**USING MODERN APPROACHES AND METHODS IN THE PROCESS OF
LEARNING RUSSIAN LANGUAGE**

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ABSTRACT

Teaching methods used by the teacher during the lesson depend primarily on the tasks and goals that are noticed in each particular lesson in particular and when passing certain topics in general. The article is devoted to the development of skills and independent thinking among university students in the process of learning Russian language. It emphasizes that the most amazing and wise thing created by humankind is language. Knowledge of the language opens up huge opportunities and prospects in our lives.

KEYWORDS: *Learning Process, Method, Knowledge, Development Of Methodology, Development Of Personality, Development Of Society Student, Development Of Activity Teacher, University, Development Of Society, Methodology, Study, Practice.*

INTRODUCTION

Today, as we see teaching of Russian language and literature is not all well, because the results of learning are shown not only in exams, but in also not all students can logically express their thoughts, justify conclusions, maintain a dialogue on a given topic, write competently. The restructuring of teaching involves, first, updating the variable methods, methods and techniques of organizing classes. Russian language teaching, which, in our opinion, develop students' vivid imagination, flexibility of mind, excitement, ingenuity, interest in the word, in the Russian language, is worth considering in this regard.

At the present stage of the development of society, the main methodological science is the education of a person who strives for maximum openness to the perception of new experiences, capable of conscious and responsible choices in various life situations. To educate such a person, the trainees need a modern approach to teach communicative competence, consisting of speech,

linguistic and sociolinguistic competence. Brought up in such conditions, the student must eventually reach the level defined as the level of "language personality".

As a result of the changes taking place in the republic, the process of teaching Russian language today can develop taking into account the needs of people and acquire a more tangible practical and communicative orientation. When planning work, the teacher must clearly define the purpose and time of its implementation in the classroom. Students must understand the essence of the material being studied, so it is necessary to ensure that students understand the essence of the classes offered for self-study. Language is an essential element of national culture, the most important means of formation and spiritual development of the individual. In the last two decades, Uzbekistan has been paying close attention to the issues of teaching foreign languages. The resolution "On measures to further improve the system of foreign language learning" created favorable conditions for the development of language teaching methods.

Preparing a person to communicate in the language being studied today is equivalent to preparing for an intercultural dialogue. The practice of teaching the Russian language should respond promptly to this circumstance and develop ways to optimally solve the problems that arise [1]. The organization for the study of Russian language in universities often have serious shortcomings: lack of special exercises aimed at developing the necessary skills and skills that students master the methods of independent work; the lack of self-activity; lack of consideration of individual characteristics of students; randomness of choice, lack of specificity of tasks, their monotony; tasks are of the same type, often unreasonably large or small in volume, the wording of tasks is unclear, stretched. All this leads to a significant loss of training time and a decrease in the effectiveness of the exercise.

The main conditions contributing to the formation and development of coherent speech are skillful use of the means of expression of speech, it is accessible to students (basic tone of the statements, logical stress, tempo, loudness of speech and non-verbal means), methods of preparing an oral statements (preparation of questions, selection of reference words, plan for the future of the utterance, its pronunciation), composite forms of oral monologue speech (oral retelling, message, story). Solving the problem of mastering the practical side of the studied language, it is necessary to instill in students the skills of independent conversation in vital situations. It is the situations that should become an incentive for independent speech activity of students in the learning process, since a person's speech in their native language is situational. Through situational exercises and educational games, students gradually realize the need to master the Russian language. Game interpretation of the lesson in a classroom setting-set creates an opportunity to implement educational speech situation, contributes to the development of students speaking in terms of emotional intensity, helping to overcome the psychological barrier of hesitation. All this makes the game one of the most effective means of developing students' oral speech [3]. The elements of the game enliven the lesson, since at the initial stage of learning for students; the game is more familiar than the lesson. The game can be held in the form of a competition between the rows in order to learn words, consolidate and repeat. It is useful to organize such games, during which students will be faced with the need to talk: say hello, say goodbye, thank you, ask, and answer. First, the game is played under the guidance of a teacher, and the course of the game is explained. Other games can then be organized with the help of the older students outside of school hours.

Observations show that it is advisable to include 1-2 games in each lesson, which is due to the specifics of working in an educational institution, where it allows each student to take an active part in didactic games. Make a verbal painting. It is equally effective for both the Russian language and literature, and can be successfully used from the first grade to the last. We are talking not only about special lessons of speech development, but also about everyday ones. To characterize the hero of the work, to explain the conflict or the role of the landscape, to retell the plot, to analyze the author's point of view – all this the student faces almost every literature lesson. In addition, the training methods associated with verbal drawing help to concentrate, identify cause-and-effect relationships, and develop logical thinking, speaking ability, clearly formulate and express their thoughts. In Russian language lessons, these same techniques also contribute to the formation of a culture of speech, the competent construction of sentences. For their development, the teacher can ask questions where it is necessary to insert words that match the meaning, connect parts of sentences, arrange paragraphs in semantic order, simulate the specified speech situation, etc. Such teaching methods are aimed at the development of students' communicative competence, full mastery of all the riches of their native language. This example is one of many, as each teacher's teaching box is replete with a variety of innovative and traditional approaches to the educational process.

The age group of students, the degree of their readiness and many other factors also influences the choice. Thus, research forms and methods of work are most often used in high school, and game forms – in junior and secondary schools. At the same time, there are also such teaching methods that are considered universal. The educational process does not stand still. It is a flexible system, the components of which vary depending on the needs of society. In this regard, new teaching methods are regularly incorporated into the traditional structure of the lesson, creating effective types of learning activities. For example, complex lessons are very interesting. You can combine literature with Russian or a foreign language, history, music, painting, geography.

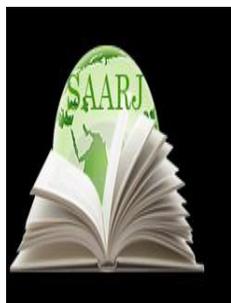
CONCLUSION

As a result, you will be able to conduct a lesson-journey, a lesson-research, etc. In classes of this kind, and this applies more to the junior and middle levels, the optimal teaching methods will be optimal. They are also good at competitive lessons: «What? Where? When?», Linguistic tournaments and battles, literary interviews and reports. Such lessons can be conducted at all levels of the educational chain. An indispensable element of modern education is the use of technical means. Various types of computer presentations, diagrams, graphs, virtual tours, made by the teacher with the involvement of students, give the educational process more information and emotional saturation, cognitive interest. Lessons with the use of new technologies awaken in the student a researcher who wants to learn more, and teach them to extract this knowledge independently. Thus, one of the main tasks of higher and secondary education is realized: the education of not only a literate, but also an active, searching, creative person.

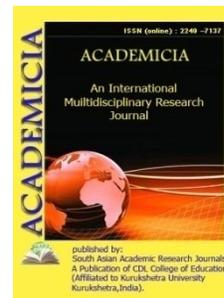
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THE IMPORTANCE OF DEVELOPING AND IMPLEMENTING MORE ADVANCED TEACHING METHODS IN PEDAGOGICAL PRACTICE

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ABSTRACT

The article is devoted to the development of skills and independent thinking among university students in the process of learning foreign languages. It emphasizes that the most amazing and wise thing created by humankind is language. Knowledge of a foreign language opens up huge opportunities and prospects in our lives. In addition, knowledge of the language will not be superfluous for those people whose activities or lifestyle are associated with frequent stays abroad, and of course, the need to learn a foreign language arises for those who plan to change their permanent place of residence to live in another country.

KEYWORDS: *Student, Teacher, University, Forms and Methods, Foreign Language, Method, Knowledge, Activity, Process, Grammar, Learning, Activity, Development.*

INTRODUCTION

Implementing more advanced teaching methods in pedagogical practice is a purposeful activity of a teacher aimed at improving the content, forms and methods, techniques and means of teaching in order to increase the interest, activity, creativity and independence of students in learning knowledge, forming skills and applying them in practice. This is the students' activity aimed at improving the existing and acquiring new knowledge. The decision to activate educational activities is associated with such concepts as "optimization of the educational process", "improving the effectiveness of training".

Conditions, forms and methods that activate students' learning activities simultaneously contribute to improving the effectiveness of learning and optimizing its process. The activity of the student is leading in the process of interaction between the teacher and students, which requires the teacher to create conditions for the organization of active activity of students.

Creating conditions for the implementation of purposeful creative activity of the student is one of the most important tasks of higher education. The main task of higher education is to form a creative personality of a specialist who is capable of self-development, self-education, and innovation.

The solution to this problem is hardly possible only by transferring knowledge in a ready-made form from the teacher to the student. It is necessary to transfer the student from a passive consumer of knowledge to an active creator of knowledge, who is able to formulate a problem, analyze the ways to solve it, find the optimal result and prove its correctness. The current reform of higher education is essentially related to the transition from the learning paradigm to the educational paradigm. In this regard, it should be recognized that independent work of students is not just an important form of the educational process, but should become its basis. This involves focusing on active methods of knowledge, developing students' creative abilities, and moving from flow-based to individualized learning, taking into account the needs and capabilities of the individual. It is not just about increasing the number of hours for independent work. Strengthening the role of independent work of students means a fundamental revision of the organization of the educational process at the university, which should be built in such a way as to develop the ability to learn, to form the student's ability to self-development, creative application of the acquired knowledge, and ways of adapting to professional activities in the modern world. At the same time, independent work, its planning, organizational forms and methods, and the results tracking system are one of the weakest points in the practice of higher education and one of the least studied problems of pedagogical theory in relation to the educational situation (diversification of higher education, introduction of educational standards, introduction of a system of pedagogical monitoring, etc.)

In the studies devoted to the planning and organization of independent work of students, the general didactic, psychological, and organizational and activity, methodological, logical and other aspects of this activity are considered, many aspects of the studied problem are revealed in the didactic plan. Special attention should be paid to the issues of motivational, procedural, and technological support of classroom and extracurricular cognitive activity of students – an integral pedagogical system that takes into account their individual interests, abilities and inclinations.

To date, there is no need to convince teachers of the importance of developing and implementing more advanced teaching methods in pedagogical practice, ensuring an increase in the quality of the educational process, contributing to the activation of students' cognitive activity, the development of their skills of independent thinking and practical application of knowledge. The development of activity, creative independence is based on the achievements of pedagogical psychology, which has put forward the position on the role of active activity in the learning process. No one claims that it is quite easy to learn and master a foreign language perfectly. This requires diligence, patience, will have to focus all their attention on the learning process, and learning the basics you will need to spend many hours of their free time, but if you important result, it is not necessary to refer to excuse the failure to learn and stop halfway.

If there is a goal or a need – it all depends on you! As a rule, in most cases, the main reason that prevents learning a foreign language is an incorrectly selected method. Inconvenient training schedule or, in some cases, psychological incompatibility with the teacher.

It is also possible to distinguish a situation when a person already speaks several foreign languages and for one reason or another, there may be a certain psychological barrier that prevents the perception of another foreign language. The reasons may be of a different nature, but in order to achieve further results, it is necessary to establish them and correctly choose the right "key" in their elimination. Unfortunately, the most acute problem is the outdated and traditional methods of teaching a foreign language in many educational institutions: schools, lyceums, universities. Many tutors, adhering to these methods in the case of private education, pay great attention to the study of grammar, complex speech patterns or rules, but in most cases, it is more important for students to master a foreign language at the level of communication, so they absolutely do not need complex grammar. Taking into account the statistics, 70-80% of students need to master the spoken language, which they need for communication, correspondence, reading literature or in the case of staying abroad. A very important point in teaching is the division of students into linguists and ordinary users. As for the "inability to learn foreign languages" – if we rely on the widespread statistics, about 6-15% of the population really have a tendency to learn any foreign languages. Besides, these are just statistics. There is a percentage of people who can perfectly master a foreign language and at the same time not "give out" themselves in a conversation with a characteristic accent. Even a professional philologist or translator with many years of experience cannot always "hide" or get rid of a characteristic accent, because this is a very complex and sometimes even impossible process, up to the special structure of the speech apparatus.

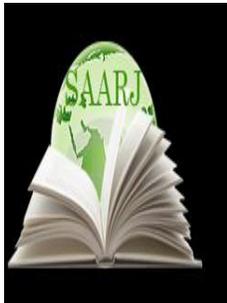
In addition, an important role is played by the actor's data and the psychological qualities of each person. But in this situation, we are not talking about perfect pronunciation and knowledge of a foreign language. In most cases, for many of us, learning a foreign language is necessary in order to express and understand, so you need to find your own acceptable methodology and approach when teaching a foreign language.

Quite often, the teaching method chosen by the teacher for one student is absolutely not suitable for the rest, but, following the goal, the teacher tries hard to invest knowledge. Unfortunately, this situation occurs quite often, which leads to the fact that because of this, many people lose the desire, for example, to learn a foreign language, there is a strong opinion that a person simply "does not have the ability to learn a foreign language". For example, people of a melancholic disposition are contraindicated in communicative teaching methods and all kinds of immersion in the language environment. For people with this type of nervous organization, it is better to calmly and steadily learn a foreign language with the help of self-help books. For those who cannot decide on the right method or course in the development of a foreign language, psychological testing will help, but this is only if the person himself understands that he needs to pass such a test and get recommendations from psychologists. In other words, the educational system should be built according to the form of interest, as an element of the inversion of the student's learning object.

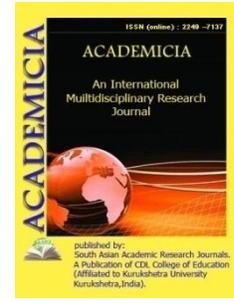
The reasons that can be an incentive to learn a foreign language are really many, but surely many of us have faced a situation where, having taken a firm intention and having a desire to learn a foreign language, they face the problem that the first lessons of language courses or any other chosen methods do not give any results. The simplest and easiest answer to this question is immediately found – a person simply does not have the ability to learn foreign languages.

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DEVELOPMENT OF ECONOMIC CULTURE OF STUDENTS IN NON- NON-ECONOMIC SPECIALISTS

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ABSTRACT

This article focuses on the specifics of the development of economic culture of future teachers, ie students in non-economic specialties, with a model for the formation of economic culture of future teachers, classifications of economic culture development in pedagogical education in higher education. It is explained that motivating students in non-economist specialties, future professionals to work on themselves, to prepare business projects is an important factor in shaping the economic culture.

KEYWORDS: *Integration, Reform, Non-Specialist, Intellectual, Economic Modernization, Professional Activity, Organizational-Managerial, Motivational, Model, Criteria, Technology.*

INTRODUCTION

From the very first years of independence, special attention has been paid to the issue of educating young people, their relevant professions, reforming the education system and raising the training of national personnel to the level of modern requirements.

One of the directions of the society's demands is to organize and update the content of education in accordance with modern requirements, to integrate the system of continuing education with science and industry, to further improve the system of educational institutions, to strengthen methodological training in the professional activity of competitive teachers. achieved. In our country, "continuing the path of further improvement of the system of continuing education, increasing access to quality educational services, training of highly qualified personnel in accordance with the modern needs of the labor market" [1; 70 p] At the same time, extensive work is being done to radically improve the quality of education, in-depth teaching of subjects with high demand for information technology, training in specialties that meet the needs of employers and improve the quality and efficiency of their activities in higher education.

In the reform of the education system of the Republic, the coordination of curricula in accordance with international standards based on foreign experience has become the basis for improving the system of higher pedagogical education. In the context of Uzbekistan, a radical reform of the quality of education based on foreign experience, taking into account our national mentality and traditions, is a requirement of the times.

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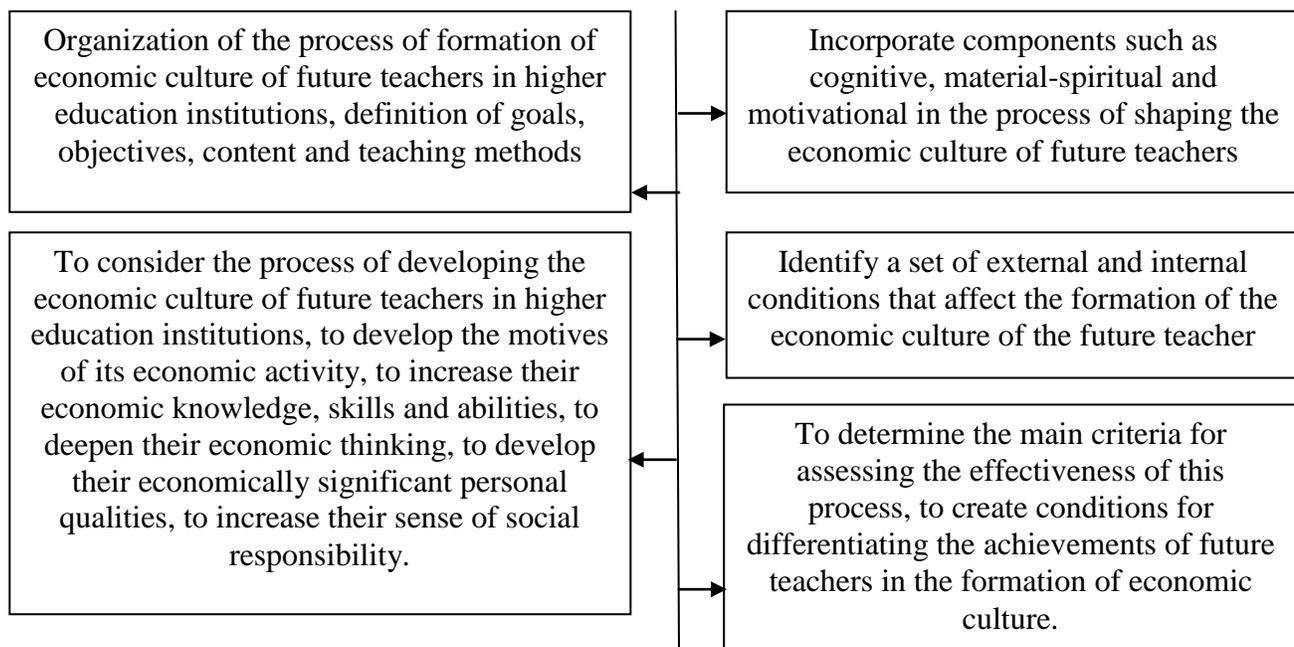
The effective use of the existing pedagogical conditions in the educational process in higher education institutions today implies the generalization of the theoretical model for the formation of the economic culture of future teachers.

The formation of economic culture, which is of particular importance in areas where the economist is not an expert (in the higher education institutions we studied), is that in the formation of economic cultures, their non-expertise is taken into account.

At the same time, a high level of economic culture helps students, future professionals.

- understanding the place and role of their future careers in the current system of the economy;
- training to act in crisis situations, to solve problem situations;
- orient them to the conditions that will occur in a few years.

Fundamentals of presenting a model of economic culture of future teachers



The desire to raise the level of education of modern youth in Uzbekistan can serve as a necessary condition for the dissemination of legal and economic information.

The main sources of development of economic culture in the field of education in society are the creation of the necessary conditions for social stability, economic modernization. Implementation of the system of training in higher education institutions as an element of the mechanism of economic transformation requires a comprehensive assessment of the intellectual and professional capacity of the population and its effectiveness.

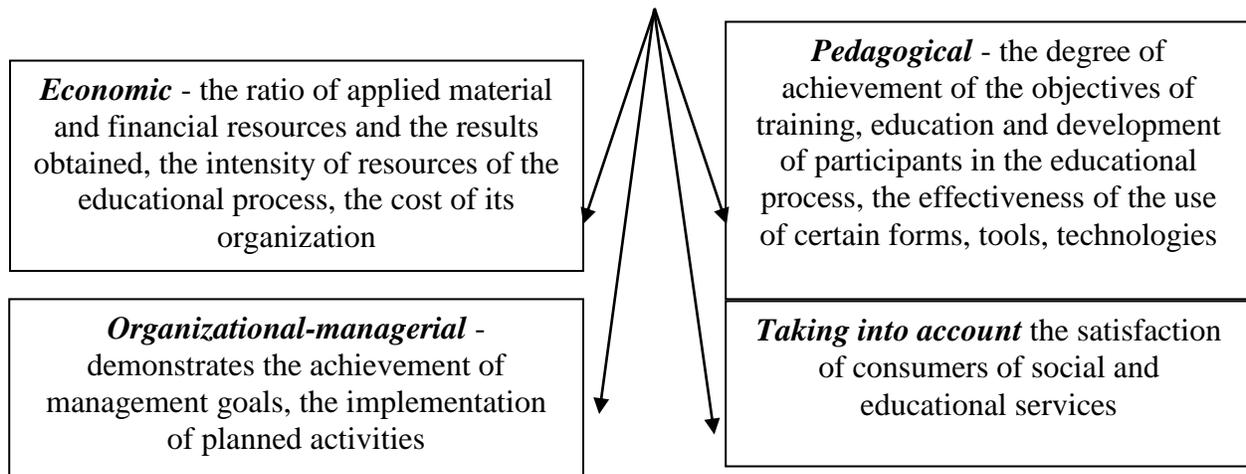
Learning effectiveness usually consists of two main parts that are interrelated.

The first is the teacher's assessment of the internal state of the service, which determines the life of the educational institution, including students, programs, student composition, infrastructure, internal and external environment.

Second, the intensity of demand for educational services and the level of demand (assessment of the quality of educational services on the basis of the entry of graduates into the labor market and the "socially useful" indicator).

The effectiveness of a higher pedagogical education system can be classified for a number of reasons. Depending on the type of results obtained, its effectiveness can be represented by a number of varieties (Scheme 2).

Classification of the effectiveness of the higher pedagogical education system

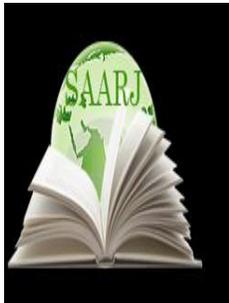


In the research work of economists of the Republic, the characteristics of the effectiveness of pedagogical education are examined on the basis of the analysis of income from various types of education. Others are closely linked to the problem of profitability - its impact on social security, professional activity in the labor market.

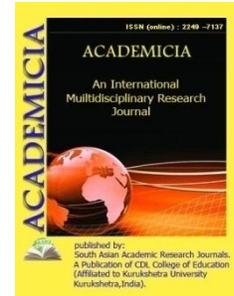
Thus, the introduction of economic culture into the educational process, as in foreign countries, encourages students in non-economist specialties to work on themselves, prepare business projects and guarantee unemployment.

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SPECIFIC FEATURES OF FIRST AID SKILLS TRAINING OF NATIONAL GUARD SERVICE OFFICERS

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ABSTRACT

The article examines the features of teaching the skills of first aid to the military personnel of the National Guard, analyzes the initial and final level of readiness for first aid measures. The most positive point is that the motivation for learning is not always only the need, but also the desire to master modern knowledge using new educational technologies. To conduct a full-fledged training, we have developed a self-study manual with tests, a list of situational tasks and a glossary. Thus, the main task of training cadets and military personnel of the National Guard is to teach practical skills. Often, the cause of death of victims is emergency conditions such as cardiac or respiratory arrest, severe bleeding, shock, etc.

KEYWORDS: *First Aid, Training, Military Personnel Of The National Guard*

INTRODUCTION

Historically, first aid has developed, first of all, within the framework of military medicine, where a system of staged treatment was developed and tested in the course of hostilities, based on the principles of continuity and consistent build-up of medical aid measures. Providing first aid through self-help and mutual assistance has become one of the types of care for the wounded. Currently, educational programs for the training of military personnel of the National Guard pay attention to training in the skills of first aid, not only on the battlefield, but also in peacetime.

The very concept of "first aid" means - a complex of emergency medical measures carried out suddenly ill or injured at the scene and during the period of his delivery to a medical institution [1].

Article 30 of the Law of the Republic of Uzbekistan "On the Protection of Citizens' Health" states that the first emergency first aid at the scene of the accident should be provided by police

officers, firemen, emergency services, transport organizations, as well as representatives of other professions, which are mandated by law to do so [2]. Such a duty in accordance with the law "On the National Guard of the Republic of Uzbekistan" is imposed on the military personnel (employees) of the National Guard.

In article 27 of the law "On the National Guard of the Republic of Uzbekistan", the responsibilities of the NG servicemen include organizing the provision of first aid to citizens injured at the scene of a crime, an administrative offense or the scene of an incident, as well as to citizens in a helpless state [3].

In addition, Article 28 states that citizens who have received bodily harm as a result of the use of physical force, special means or firearms must be provided or organized emergency medical care [3].

Thus, a soldier (employee) of the National Guard must know and be able to competently carry out measures aimed at saving lives and preventing consequences that are dangerous to life and health, regardless of what happened (a crime, an accident or a sudden exacerbation of an existing disease). The very fact of the threat to life and health is important, as well as the absence of medical workers capable of providing qualified assistance.

The successful mastery of first aid techniques by military personnel is determined, first of all, by the skillful organization of classes and the correct methodology for their conduct.

The concept of a first aid system consists of important elements: a first aid training system, equipment for first aid participants, as well as a regulatory framework and organization for first aid, which, if only matched to each other, can work effectively.

It is quite obvious that improving the effectiveness of providing first aid to victims at the scene of an accident is possible only by simultaneously influencing the key elements of the problem: regulatory framework, equipment and training. In this article, we will only touch on the last element - learning.

We have conducted a survey of the National Guard cadets who have just begun medical training. It was proposed to independently assess the level of existing knowledge of eighty-eight cadets in the first lesson on general medical training. The average age is 20.8 years. Among others, it was asked to answer the following questions:

1. Do you currently consider yourself ready to provide first aid?
2. Do you know the rules and principles of first aid to the injured person (s) in case of accidents and emergencies?
3. Do you know the sequence of actions when carrying out cardiopulmonary resuscitation?
4. Do you know the rules for applying tires?
5. Do you know the rules and methods of temporary stopping of external bleeding?
6. Have you ever provided first aid before?

As a result, only 31 people (35.2%) consider themselves ready to provide first aid, with the proviso that the patient's condition is not serious. Nobody knows the rules and principles of providing first aid to the injured person in case of accidents and emergencies. The algorithm for

cardiopulmonary resuscitation is known to 6 respondents (6.8%), but no one was able to perform it technically correctly. About 33 people (37.5%) are aware of the tire application rules. 25 people (28.4%) know the rules and methods for temporarily stopping bleeding. Previously, 37 respondents (42%) provided first aid in various situations (for convulsions, fainting, external bleeding, burns and other situations). Thus, cadets who begin training generally do not have sufficient knowledge and skills to provide first aid in an emergency. In life, individual cadets may have some experience, but at the same time they do not consider themselves ready to act, and are not sure of their knowledge.

This indicates that first aid training is essential in the training of a soldier of the National Guard. In this case, the formed skill is important, which appears with repeated repetition of actions.

The learning process itself consists of several stages.

The first stage is getting information. For a better perception of information, it is necessary to use all channels of its receipt: visual (slides, educational films, posters); verbal (the teacher's story at lectures, answers at seminars, practical classes), tactile (the student performs manipulations in practical classes).

The curriculum provides for three types of classroom training sessions where information is assimilated: lectures, seminars and practical exercises. Self-preparation is essential.

Lecture is one of the important forms of teaching. It is here that servicemen receive basic information from the teacher about the essence of the issues under consideration, about specific examples from the practice of using first aid techniques. It also provides guidelines for preparing for seminars and practical classes, as well as advice that will help in self-training and practical activities. Visual and verbal channels of receiving information are involved.

If the information is assimilated, then it goes into the second stage - knowledge. Seminars allow you to identify and fill gaps in knowledge, see the current level, test the ability to analyze the material. But knowledge alone is not enough to provide first aid. The student must be able to perform the simplest actions: carry out cardiopulmonary resuscitation, stop bleeding, apply splints. Skill is the third stage of knowledge.

In an extreme situation with psycho emotional stress, skills may also be insufficient; a skill is required, i.e. repeated action many times. As the experience of training with the best special forces shows, at least 15-20 attempts to perform each manipulation are required to bring the skills of its execution to the level of professional automatism, when a fighter, without wasting time on understanding the technique of performing a particular manipulation, decides the issue of the most rational actions, taking into account assigned combat mission [4].

Thus, the main task of training cadets and military personnel of the National Guard is to teach practical skills. Often, the cause of death of victims is emergency conditions such as cardiac or respiratory arrest, severe bleeding, shock, etc. Such situations can be dealt with by taking measures aimed at preventing the development of severe complications. For the adequate conduct of such events, it is necessary that the assisting person possessed a minimum set of practical skills and algorithms of actions that would allow them to quickly respond to a change in the victim's condition. In practical lessons, training must be structured in the form of problem and game lessons with imitation of various types of accidents and injuries for repeated repetition of a certain algorithm of actions. Practical skills must be practiced with the help of improvised

and service first aid equipment, with the use of damage simulators, training dummies. The pinnacle of training should be the solution of situational tasks in real time in conditions that simulate emergency conditions.

The main goal of such classes is to work out tactics and skills of correct behavior, performing first aid techniques, and ways to quickly collect information about the victim. All this will prevent the aggravation of the severity of the condition, mitigate the consequences of trauma and prevent complications such as pain shock, blood loss, secondary displacement of bone fragments when moving the body, etc. It is also necessary to teach how to mobilize all forces, quickly make rational decisions in difficult conditions of an emergency (man-made or natural emergencies, hostilities, darkness, rain, cold, etc.), and also be able to improvise (lack of the necessary standard medical devices).

The most positive point is that the motivation for learning is not always only the need, but also the desire to master modern knowledge using new educational technologies. To conduct a full-fledged training, we have developed a self-study manual with tests, a list of situational tasks and a glossary. In addition, a textbook and a practical training manual was published based on the latest data from the European Resuscitation Council, the recommendations of the International Committee of the Red Cross and Red Crescent Movement and based on the standards of the largest emergency care organization in the UK, St. John Ambulance, which provides an algorithm for recommendations and standards for first aid and cardiopulmonary resuscitation.

Evaluation of the effectiveness of the teaching methodology was carried out at intermediate and final control in the form of testing and practical solution of situational problems for the same respondents, only after the learning process. The testing was aimed at finding out the real level of theoretical knowledge in the provision of first aid for injuries and emergencies. The questions covered four of the most relevant topics: assistance with mechanical trauma (bone fractures); physical injury (burns, frostbite, electric shock); help with injuries and bleeding; cardiopulmonary resuscitation. The number of correct answers was on average 88%.

Then, on the same topics, an analysis of practical skills was carried out, the essence of which was to solve a specific task of providing first aid in real time. For this, a dummy simulator, splints, dressings, hemostatic tourniquets (turnstiles), and an individual first-aid kit were used. The technique of performing measures for injuries to the chest, abdomen and extremities, as well as mastering the technique of cardiopulmonary resuscitation on a mannequin in the following parameters: ensuring airway patency, correct hand position during chest compression, correct depth and frequency of compressions, performing artificial lung ventilation.

The quality of mastering practical skills in first aid for injuries and trauma, as well as in cardiopulmonary resuscitation in real time was 91%.

Summing up the analysis, it should be noted about the effectiveness of the method.

For further improvement of knowledge and implementation of the multistage method, it is necessary to divide the group into subgroups of 10-12 people and microgroups of 2-4 people in practical classes, so that there is an opportunity for individual work with each student.

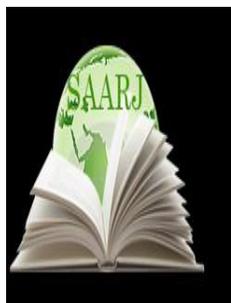
In addition, in the process of self-preparation, it is necessary to study and comprehend the proposed material, complete practical tasks on the proposed topic.

In this regard, it is advisable to find an opportunity to improve the conditions for independent educational work in preparation for classes in first aid. The equipped classroom is optimal, where all means of obtaining information are presented (textbooks, reference books, computer programs devoted to the structure of the human body, anatomy and physiology, methods of first aid, etc.), also equipped with training dummies, simulators of various injuries and personal means of medical protection of military personnel. Moreover, training with the use of dummies and simulators is of particular interest to the audience, which undoubtedly contributes to an increase in the efficiency and quality of first aid by the military personnel of the National Guard.

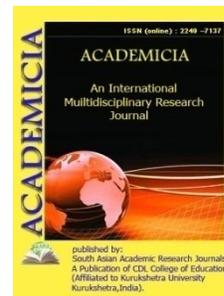
So, we can conclude that in the preparation of the National Guard servicemen, a multi-stage method of teaching first aid is needed, which creates the preconditions for successful professional self-improvement and forms special skills necessary in practical activities.

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CHILDREN WITH COMPLEXED DEVELOPMENTAL DISORDERS

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ABSTRACT

This article reveals that by teaching and eliminating correct speech in children with complex defects, it is possible to facilitate the adaptation of children to life, to play a key role in the development of communication. Understanding the mental and personal development of children with complex disorders underlies the development of a system of psychological and pedagogical assistance to such children. The timing of the defect is also of prime importance. Early pathology causes a greater severity of secondary deviations, which significantly disrupts the entire further course of the child's mental development.

KEYWORDS: *Heredity, Mental Development, Intrauterine Development, Deafness, Intoxication, Birth Trauma.*

INTRODUCTION

Children with various mental, physical developmental disabilities have their own specific characteristics that distinguish one category of children from another. Deep knowledge of the developmental characteristics of children of various groups helps to find ways of corrective work with them and ways to compensate for their developmental deficiencies.

At the present stage of development of special psychology, a tendency has emerged for a more attentive, more thorough study and analysis of the structure of a complex defect in order to identify, describe and systematize the features of the mental development of children with various combinations of disorders. Understanding the mental and personal development of children with complex disorders underlies the development of a system of psychological and pedagogical assistance to such children. One of the most important and primary conditions for effectiveness in the scientific and practical development of the problem of helping children with a complex defect is a systematic analysis of a complex (complex) disorder, which is based on the theoretical and methodological doctrine of the complex structure of abnormal development.

The human psyche is formed and functions as a single, complex system in which all the constituent links are closely interconnected with each other. At the heart of our proposed views on the formation of the psyche of a child with developmental disabilities are the patterns of development of the psyche of children described by L.S. Vygotsky in his doctrine of the complex structure of abnormal development. According to his views, the presence of a defect in any one functional system does not cause an isolated loss of this function, but leads to a number of interrelated deviations that, in their totality, determine a holistic picture of atypical, peculiar development. The complexity of the structure of abnormal development lies in the presence of a primary defect caused by a biological factor, and secondary disorders that have arisen as a consequence of the primary. In the structure of abnormal development, there are always preserved functions that are the basis for correction. In his teachings, L.S. Vygotsky draws attention to the fact that primary and secondary disorders are in interaction and relationship, which determines the originality of the development of an abnormal child.

The developmental process of children with disabilities can be comprehensively disclosed only on the basis of taking into account the determinism of all phenomena that characterize abnormal development under the influence of one or another harmful factor. At the same time, it is important not only to identify the nature the primary defect, but also the analysis of the mechanism and patterns of its influence on the appearance of secondary deviations in mental development, which in turn determine the subsequent originality of the child's mental development. The timing of the defect is also of prime importance. Early pathology causes a greater severity of secondary deviations, which significantly disrupts the entire further course of the child's mental development. For example, deafness that occurs at an early age leads to the absence or underdevelopment of speech, while children with deafness acquired at an older age do not observe the absence or underdevelopment of speech.

Another significant factor that determines the uniqueness of the mental development of a child with a disorder is the severity of the defect. The deeper and more pronounced the primary defect, the stronger the manifestations of secondary deviations.

The structure of developmental disorders in children also depends on the influence of social factors, including the conditions of upbringing, in which the psyche and personality of a child with developmental disabilities are formed. Unfavorable conditions of upbringing can intensify pathological phenomena, and vice versa, a positive social impact to a certain extent prevents the appearance or reduces the severity of the consequences of a primary disorder, helps to overcome existing developmental deviations.

A systematic analysis of impaired mental development involves not only the identification, accounting and determination of the ratio of impaired functions, but also the analysis of intact functions, compensatory capabilities, on which it is necessary to rely primarily in determining the content and organization of correctional and developmental education.

Based on these provisions, we can conclude that mental or physical disorders observed in a child belonging to one or another group of children with developmental disabilities have a complex structure.

Problems in the development of a child can be caused by many factors that can be considered from different positions: etiology; the time of occurrence of the disorder - intrauterine development (prenatal period), labor (natal), after birth (postnatal); the severity and severity of

the disorder caused by both organic (central nervous system damage) and functional (social and pedagogical neglect, emotional deprivation) reasons.

To substantiate medical and psychological and pedagogical measures aimed at correcting impaired functions, it is necessary to conduct a medical and psychological analysis of the structure of the defect and the reasons that caused the violation, to determine the degree of its severity. For a systematic analysis of the peculiarities of the formation of the psyche of children with developmental disabilities, graphic diagrams can be used that simply reflect the relationship and relationship between primary, leading, secondary and tertiary disorders. We present several variants of such structures.

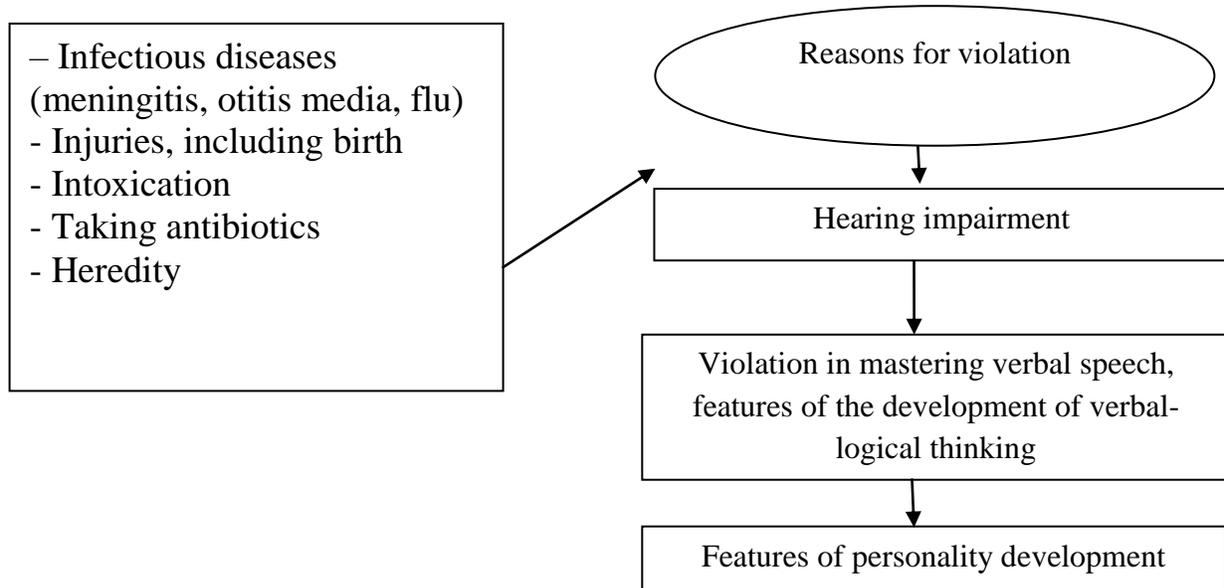


Fig. 1. The structure of the defect in hearing impairment

The theoretical position on the complex structure of abnormal development significantly concretizes and clarifies the general understanding of developmental disorders. Based on this, we can say that the mental or physical disorders observed in a child have a complex structure. Each type of abnormal development is characterized by a systemic manifestation, in which primary and secondary deviations are distinguished.

Definition of "complex (complex) developmental disorder" Practice shows that among children with developmental disabilities, there is a group of children who cannot be attributed to any of the known categories, since they have a combination of various disorders of a primary nature. In this case, we are dealing with complex developmental disorders.

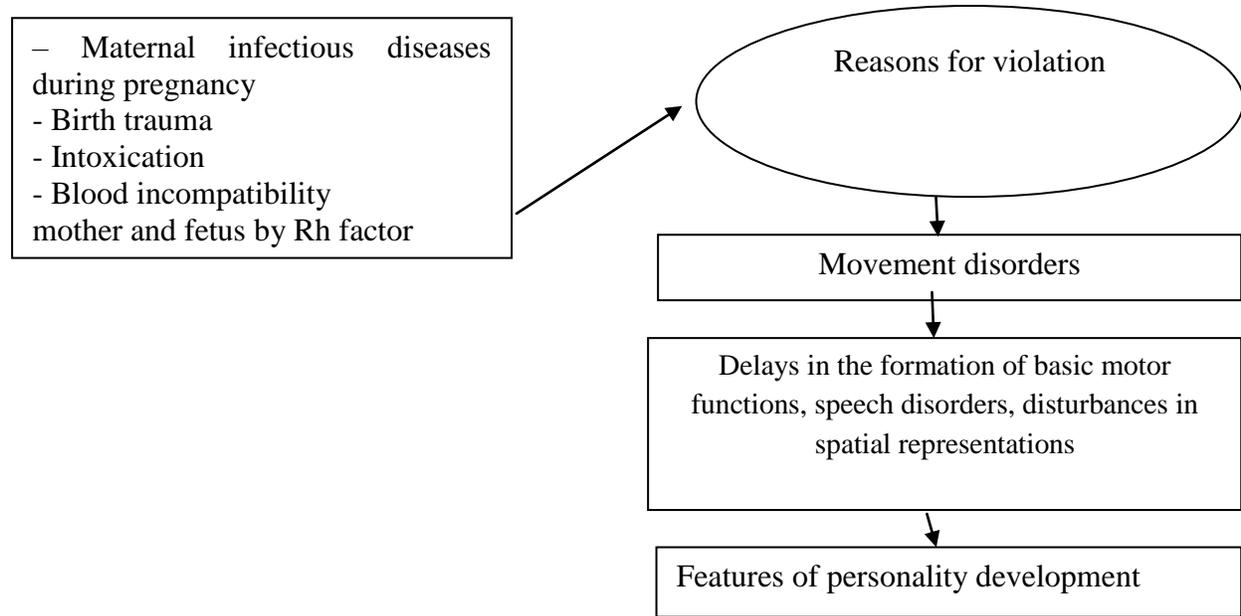


Fig. 2. The structure of the defect in cerebral palsy

As we have already mentioned, in modern special pedagogy and special psychology, the increased attention to the category of children with complex developmental disorders can be explained by their increasing number, as well as the lack of developments in providing them with qualified assistance. Children with various combinations of developmental disabilities are found in almost all special institutions, some of them have been excluded from the educational process so far.

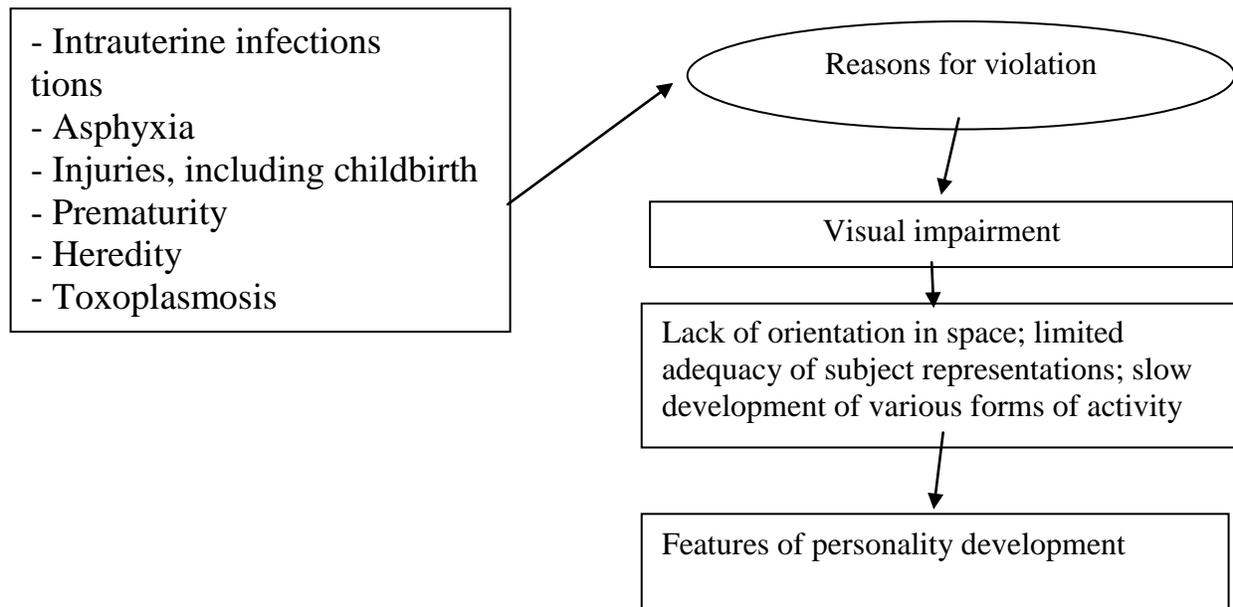


Fig. 3. The structure of the defect in visual impairment

Today, there is a process of active integration of these children into special and public institutions. It is advisable to consider the issue of complex disorders in the context of the main theoretical provisions on the complex structure of anomalous development put forward by L.S. Vygotsky, the analysis of which is presented above.

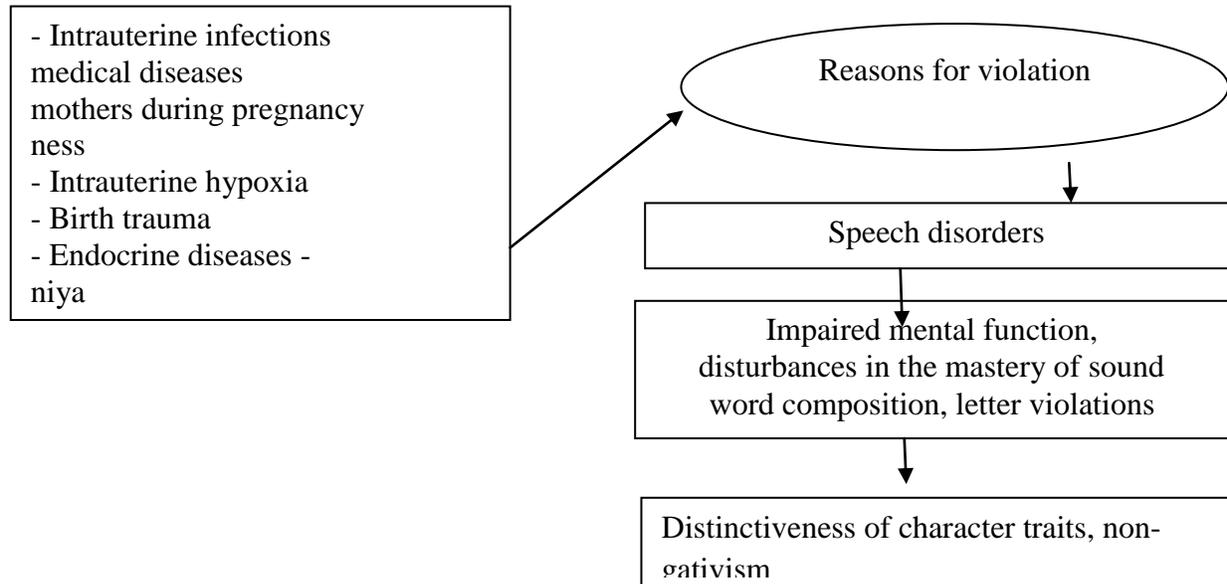
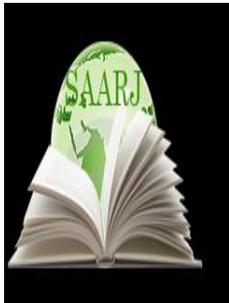


Fig. 4. The structure of the defect in speech impairment

Considering the genesis of the concepts "complex violation", "complex violation" in the historical context, it should be noted that in the studies of M.G. Blumina, V.I. Lubovsky, E.M. Mastjukova, T.V. Rozanova, B.P. Puzanova, V.N. Chulkov, these concepts are designated as a "complex defect", where the dominant feature is the presence of two or more primary disorders in a child caused by simultaneous damage to several functional systems of the body, in combination with damage to brain structures. Moreover, each of them exists in this complex with secondary disorders characteristic of it, which extremely complicates the general structure of the defect, makes it difficult to compensate for it, and accordingly affects the mental development of children of this category and causes difficulties in social adaptation.

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THE DIDACTIC BASIS OF FORMATION OF A CREATIVE PERSONALITY OF A STUDENT OF A MEDICAL UNIVERSITY

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ABSTRACT

This article describes the didactic qualities of the formation of creative qualities of medical students, the main trends in vocational education, the advantages of vocational education, the composition of pedagogical approaches in the medical education system, research in this area, the main criteria for creative thinking of students, developed goals for the development of creative activity in the organization of educational activities and proposals on the results of research.

KEYWORDS: *Instrumental, Interpersonal, Professional, General Cultural, Systemic, Social And Personal.*

INTRODUCTION

Medical education must be considered as a process and result of a person's comprehensive knowledge of the essence of professional activity, a conscious choice by a person of a direction of self-realization in a particular professional sphere that is adequate to her abilities, interests and needs, providing great benefit both for herself and for society.

The main trends in the development of professional pedagogical education in modern conditions include:

- understanding a person as an active subject in the labor market, freely disposing of his professional and pedagogical qualifications;
- The advanced nature of vocational education;
- The use of a variety of educational technologies;

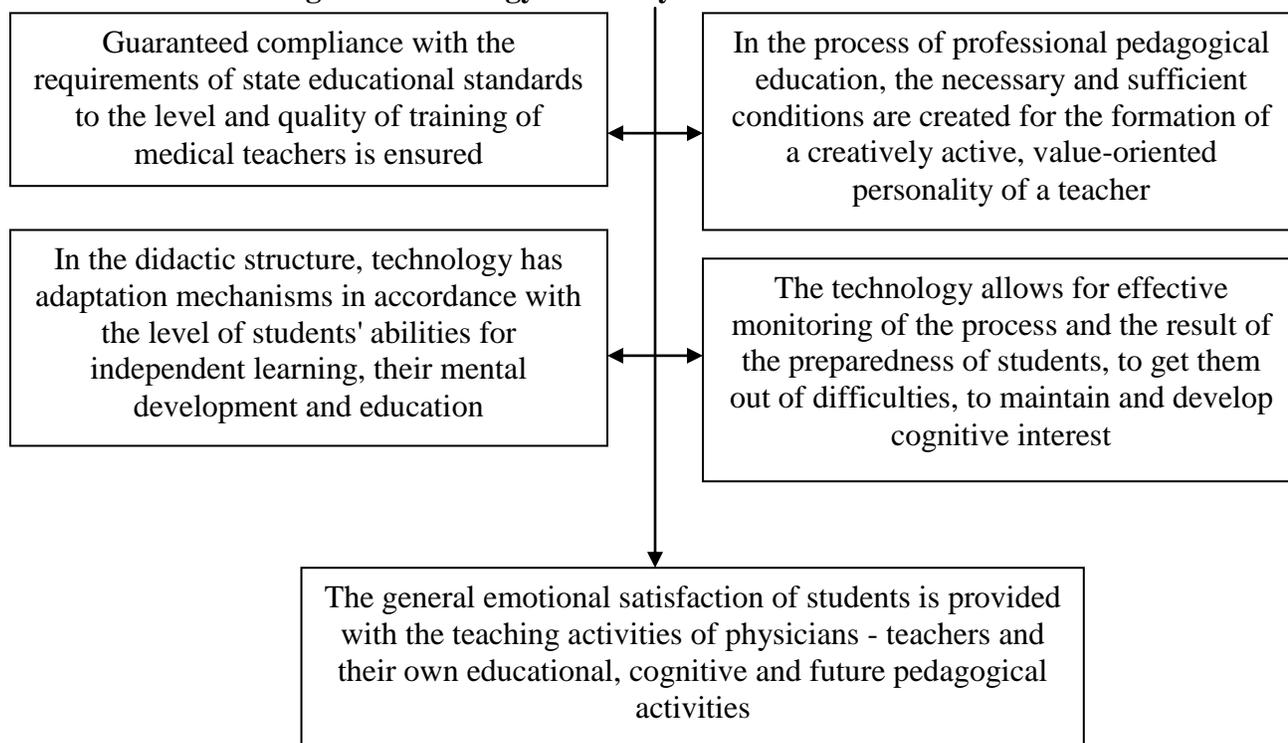
- Humanization of the content of pedagogical education;
- adaptation of the system of vocational pedagogical education in the conditions of modern market relations.

One of the priority pedagogical conditions is the development of the technology of vocational pedagogical education, where its effectiveness is determined by its essential advantages (Scheme 1).

Modern requirements for professional and pedagogical approaches proclaim the main characteristic feature of the formation of a professionally oriented orientation of education. Among these approaches, one should pay attention, first of all, to the following structure (Scheme 2).

Professional skills and abilities, as rightly noted by many leading experts (V.V. Kraevsky, Sh.E. Kurbanov, M. Ochilov, L. F. Savinova, V. A. Slastenin, etc.), are formed in the process of activity. To develop this or that skill, it is necessary to repeat many actions, exercises and training. The essence of active methods aimed at the formation of skills and abilities is precisely to ensure that students perform such tasks, in the process of solving which they would master the way of activity.

The main advantages of technology efficiency vocational education



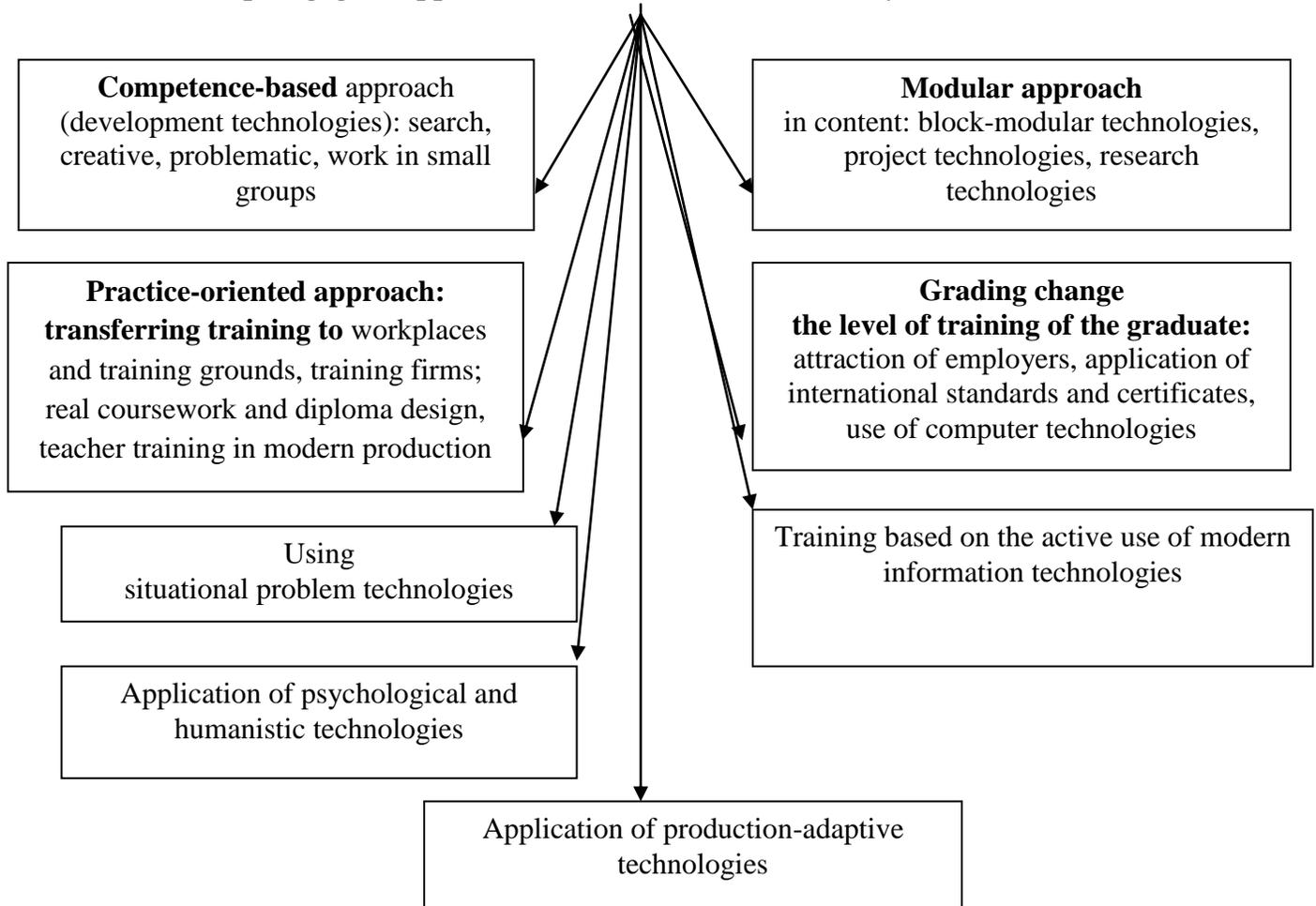
In the formation of the professional competence of a future specialist in medical education, such teaching methods as imitation of professional activity in practical classes, analysis of work situations, as well as additional classes are important. Using them in the educational process makes learning active, activity-based, contextual (included in professional pedagogical activity).

The effectiveness of the educational process depends on a number of didactic conditions that must be observed when conducting classes:

1) It is important to organize the intensive thinking of students. This is ensured by the consistent build-up of contradictions in their cognitive learning activities. An increase in the intensity of thinking is facilitated by both the creation of problem situations and the use of special methodological techniques for presenting educational material, such as:

- bringing students to a contradiction with a proposal to find a way to resolve it;
- actualization of contradictions in the teacher's practical activity;
- presentation of different points of view on the same issue;
- offering students to consider a phenomenon, an object from different sides, different facets of its functioning;

Structure of pedagogical approaches in the medical education system



- Encouraging students to make comparisons, generalizations, conclusions from the situation, compare facts;
- raising problematic questions;

- solving problem pedagogical tasks and tasks;

- a sharp limitation of the time for resolving a problem pedagogical situation.

2. It is necessary to ensure that the thinking process of students of medical universities is "visible" both for the teacher and for the students themselves. The "visibility" of the students' mental activity allows the teacher to identify shortcomings in their way of thinking, to develop optimal measures to correct it. In order for the process of thinking of students to become "visible", the following techniques are used:

- fixing the results of various stages of students' mental activity on a chalkboard, paper;

- a proposal to clarify the proposed version, to specify and explain it;

- questions for understanding, clarification of the expressed opinion;

- the teacher's active attitude to the thoughts expressed by the students, etc.

3. It is recommended to provide students with individual independent passage of the entire process of developing solutions to professional and pedagogical problems. Individual passage through the entire process of developing a solution allows not only to obtain a certain number of variable approaches, but also forms the student's ability to independently find options for solving the problem. The following methodological techniques contribute to achieving this:

- individual development;

- presentation and defense by each student of the developed version of the solution to a professional problem, its refinement and processing;

- participation in the development of a collective version;

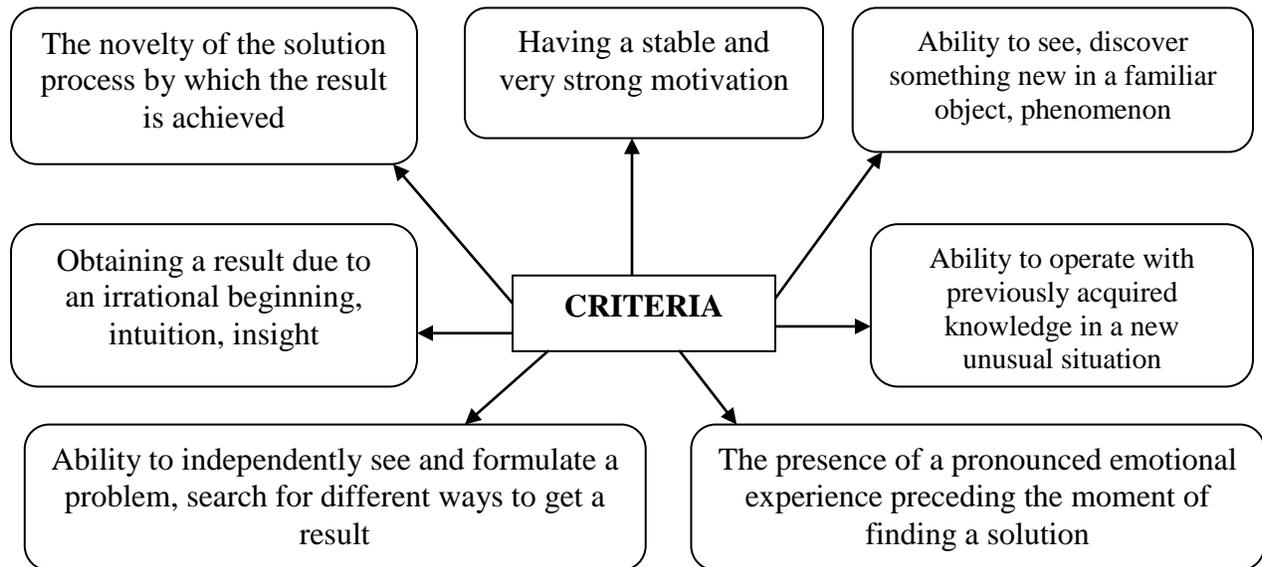
- determination of the most optimal solution, etc.

An analysis of the processes taking place in the system of medical education shows that at the present time, it is becoming increasingly important to train a specialist not only professionally competent, but also competent, creatively developing, ready not for performing, but for problem-research, search activities, creating conditions for self-development and self-realization of the individual.

Solving the problem of developing the creative thinking of future specialists will ensure the formation of a personality ready for creativity, capable of working in the conditions of the dynamic development of pedagogical science, technology, production, construction, service, etc.

For the development of creative thinking in students of a medical university, not separate creative, pedagogical tasks are needed, but systems of such tasks, which should be one of the main components of educational activity (Scheme 3).

Criteria for creative thinking of students



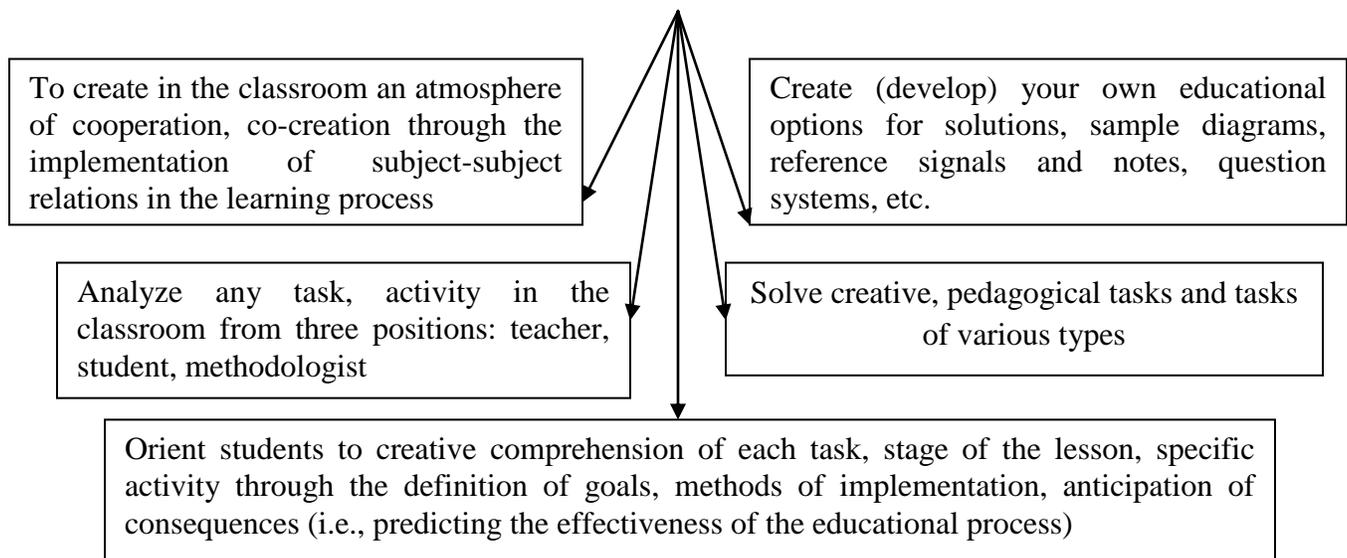
Pedagogical conditions or factors affecting the process of creative activity are of two types:

- Situational;
- Personal

The latter conditions include stable properties, personality traits or character of a person, which can affect the conditions caused by a particular situation.

Within the educational process, it is possible to purposefully develop the creative thinking of teachers and students (Scheme 4).

Actions recommended in the process of educational activities to enhance creative thinking

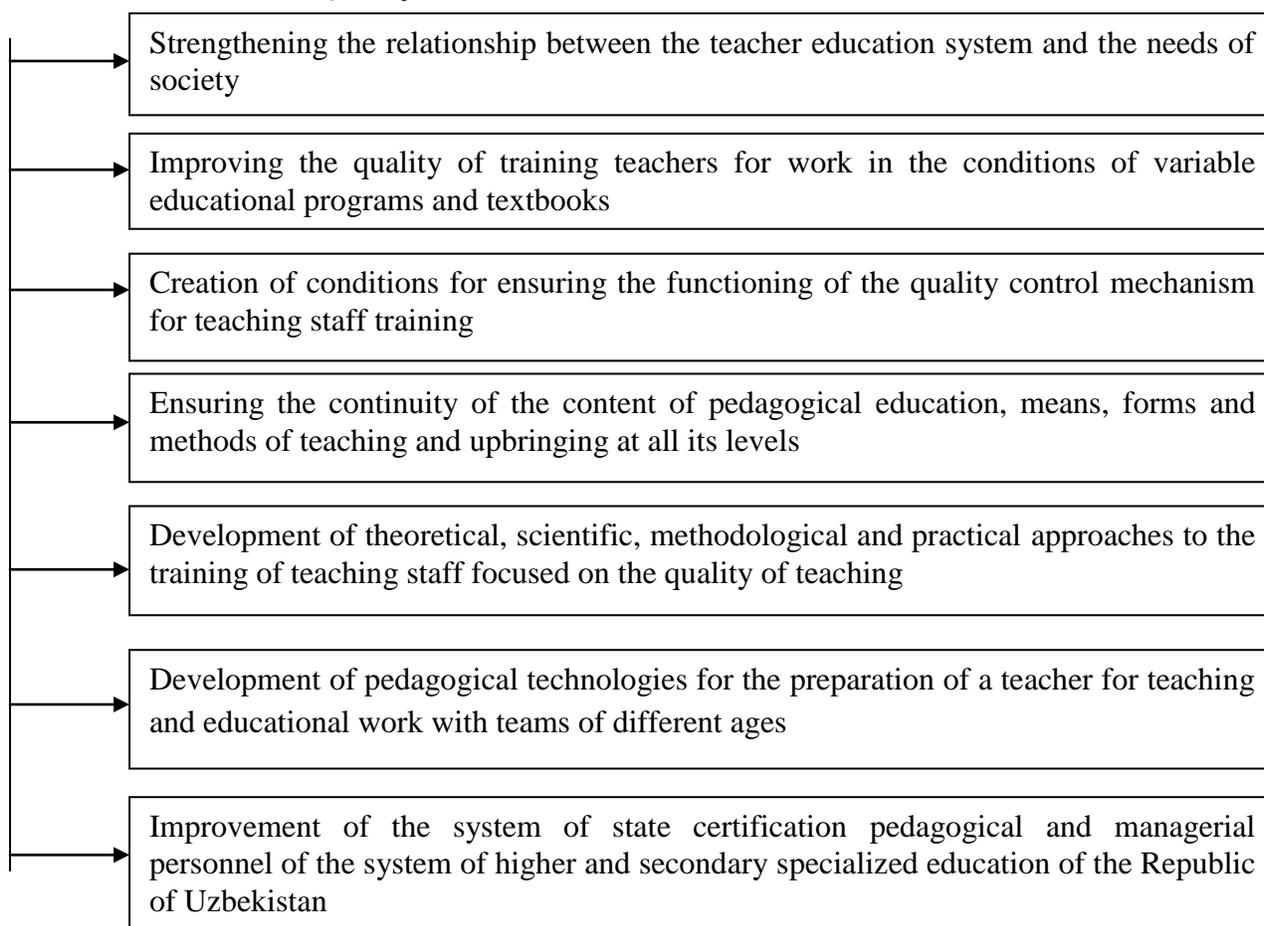


Modern problems of the quality of vocational education make it possible to determine the main directions and related components of the development of the pedagogical education system:

- improving the content and quality assurance of professional pedagogical education;
- Resource, material and technical and regulatory support of institutions of the system of professional pedagogical education;
- improving the management of the system of professional teacher education;
- Organization of conferences, seminars, meetings, refresher courses;
- Preparation of publications for the system of professional pedagogical education and coverage of pedagogical education issues in the media.

The highest priority is the direction associated with improving the content and ensuring the quality of professional pedagogical education and the following tasks arising from this (Scheme 5).

Quality Priorities vocational teacher education



The appeal of modern pedagogical education to the personality of the future physicians - the teacher as a subject of communication, cognition and social creativity - increases the role of the

student himself in mastering the teaching profession. He must clearly understand the goal and objectives of his activities, clearly see the paths of professional development.

The search for new ways and means of mastering educational material is becoming a characteristic professional feature of the teaching staff of the system of secondary specialized education in the Republic of Uzbekistan.

Practical recommendations:

1. In the process of studying at a medical university, it is necessary to pay attention to the following main aspects of education:

- The formation of a new paradigm of education, in which the social and pedagogical aspects of the educational process are considered in the context of the life goals of the student's personality;
- awareness of the strategic goal of modern vocational education not only as an opportunity for the teacher's personality to adapt to changing circumstances, but also as a requirement to take a competent position so that each graduate of a medical university has the ability to overcome obstacles encountered, to cope with numerous unforeseen situations in innovative processes.

2. In the educational process of a medical university, students should develop the following competencies:

- Social and personal;
- General cultural;
- Professional;
- Instrumental;
- Interpersonal;
- Systemic.

3. In the professional training of future medical teachers, it is necessary, on the one hand, to optimize the learning process, which will make it possible to most expediently build the educational process, correctly select and organize educational material, and on the other, to intensify, where the main attention will be paid to creating favorable conditions for learning.

4. For effective vocational education in an educational institution at a medical university, a number of the following conditions must be taken into account:

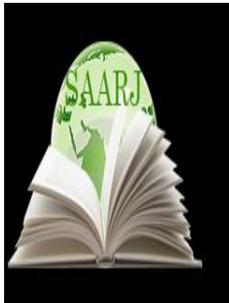
- Individualization of student learning;
- reducing the cost of study time for current control by introducing a system for assessing knowledge, skills and abilities of students during educational and business games;
- providing feedback with graduates of a medical university;

5. In modern conditions of reforming the system of secondary specialized education, it is necessary to put forward a change in the predominantly informational concept to a professionally oriented one, when goal-setting and the construction of the educational process ensure the development of strong skills and abilities necessary for a qualified, competitive and professionally mobile specialist.

6. The solution to the problems of increasing the effectiveness of the pedagogical process in the medical education system must be based on the introduction of a competency-based approach to planning, implementation and assessment of the effectiveness of the activities of pedagogical teams, on purposeful and professional work on the introduction of professionally oriented educational technologies.

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**SCREENING TOOLS FOR IDENTIFYING SPEECH-LANGUAGE
DISORDERS IN CHILDREN WITH UZBEK LANGUAGE OF
EDUCATION IN INCLUSIVE AREA**

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ABSTRACT

This article discusses the features of the organization of speech therapy in a mainstream preschool and current issue of improving the effectiveness of this system. In particular, the article describes the stages of speech therapy diagnosis of children in mainstream preschool and the creation of speech therapy methods in accordance with these stages.

KEYWORDS: *Preschool Educational Institution, Special Educator, Speech Therapy Assistance, Speech Therapy Examination, Methods, Speech Disorders, Developmental Disorders.*

INTRODUCTION

There are numerous forms of speech-language therapy services in our country. Currently, it is implemented in health, and social protection systems, private correctional centers, even via remote education. Each aspect of correction and logopedic care has its own specifics.

The activities of educational institutions will be linked to the formation, development, treating and standardization. In this context, the working conditions of a defectologist working in a mainstream preschool, one of the youngest forms of correction and logopedic care, are different. For example, a speech-language therapist working in a specialized pre-school can accommodate a maximum of 18 children, while only one defectologist has to be responsible for all children, who attend this facility. The preschool defectologist should work with 20-22 children at the same time, monitor the development of all children in the facility, quickly correct their developmental disorders, and involve other children in the list. Thus, a preschool defectologist faces problems such as the number of children receiving care and the amount of time allotted. Therefore, according to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan № 528

dated July 19, 2017, defectologist in a mainstream preschool should work only with children who have a mild level of developmental disabilities, whereas other preschoolers with more difficult levels of disabilities should be directed to specialized preschool educational institutions.

However, these guidelines are not always applicable: most parents are not ready to change pre-school facilities, the majority of special preschools are located too far, the number of children in specialized pre-school institutions is limited, and additionally recent policy of reducing the number of specialized preschools. However, statistics show that an increase in the number of children with various diseases in the general population leads to an increase in the number of children who need special educational support. For all the reasons mentioned above, the optimizing of a defectologist's activity in a mainstream education institution emphasizes that one of the most pressing issues in modern pre-school education is education.

Based on a review of the literature, various methods of speech therapy research have been developed, each of which has its own principles and approaches based on the diagnostic complex. In particular, speech defects were presented by M.E. Khvatcev (1959), L.R. Muminova (1984) and M.F. Fomicheva (1989), M. Yupupova (1994), G.V. Chirkina T.B. Filicheva, 1998; E.F. Arkhipova (2006); O.E. Gribova (2005); O.B. Inshakova (2005); Nova Scotia Zhukova, E.M. Mastjukova, L.V. Lopatina, N.V. Serebryakova, 2001; G.A. Volkova (1993, © Demenina T.A., 2014 78 2005); A.G. Ippolitova (1983); N.Yu. Grigorenko, S.A. Tsibulsky 2005; O.Y. Fedosova (2005), T.A. As reflected in the works of Fotekov (2007) and others.

The effectiveness of treating children's developmental disabilities depends on the quality of planning speech therapy work, which, in turn, is closely related to the diagnostic process. It is the diagnostic results that determine the direction of the correctional training process. One of the professional duties of a preschool defectologist is the regular monitoring of the development of speech of all preschool and senior groups in the facility and the detecting of children in need of special educational support. A large number of students at the facility causes a lack of time to complete this task. The age of the studied children, the variety of observed deficiencies further exacerbates the problem, and the time allotted for general screening does not allow a thorough and comprehensive analysis of the development of speech of all children. This can lead to the following problems: the defectologist cannot complete the task during the time allotted for examination or is limited to checking only the phonetic aspect of speech. This, in turn, contradicts the systemic principle of special education. At the same time, the preschool defectologist does not diagnose the speech of primary and secondary preschoolers and does not practice the principle of early diagnosis of disabilities. Most of the traditional research methods developed in our national catalog (L.R. Muminova, M.Yupova, D.A. Nurkeldieva, N.Z. Abidova, Sh.M. Aripova, etc.) are aimed at the qualitative analysis of the data. It's a bit inconvenient to use in a large, almost instantaneous sorting process that focuses on a deep study of the defect. These methods are designed for individual screening of children and are aimed at studying the characteristics of the defect in selected children, as well as their in-depth study of its structure and severity.

Given the intensity of the work of a defectologist in a preschool educational institution, it is necessary to develop a system for selecting students who need correction and speech therapy help, by choosing, combining and modifying traditional classical methods. However, practicing defectologists need a diagnostic tool that is simple to use, understandable, and easy to interpret.

Given these conditions, the main task of the defectologist is to learn how to use both compact and highly informative methods of speech therapy examination. These methods include quick diagnostic methods that allow you to examine those who need correction and speech therapy help. The use of express diagnostics does not exclude the need for a complete individual and comprehensive examination, but it allows you to quickly and comprehensively examine children and quickly identify those who need speech therapy support.

In Russia, N. Denisova shows the effectiveness of rapid diagnosis in her research, V.V. Konovalenko developed a method for the express study of pronunciation, phonemic cognition, and structure of a word, methodologies of express speech diagnostics of elementary school students have been proposed by T.A. Fotekova. However, in the domestic special education field, such studies have not been conducted.

An analysis of the psychological and pedagogical literature, the condition of working place and duties of defectologist of preschool educational institutions on this issue revealed the relevance of the development of this method, its theoretical in-depth study and its widespread adoption in the practice of a preschool defectologist.

The express (screening) technology of speech impairments detecting was created based on foreign and domestic screening and assessment tools. In addition to the traditional methods of studying the speech of preschoolers, the technology was used as the basis for modern screening methods with high efficiency in the differential diagnosis. This allows the defectologist to check the development of the child's speech in a very short time.

This methodology focuses on key areas of development of speech skills, allowing you to use all the components of speech in an interdisciplinary exam at the beginning, at the end of the first half and at the end of an academic year. Deficiencies in these areas suggest that the child has a speech impediment, which leads to a complete speech therapy examination. Based on this rapid screening technique, only speech defects are identified, and the cause, type, degree of defect is determined by further differential and phenomenological examination.

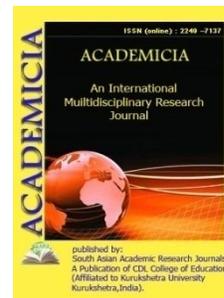
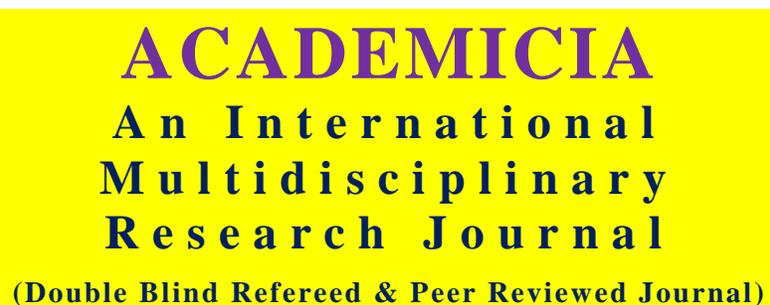
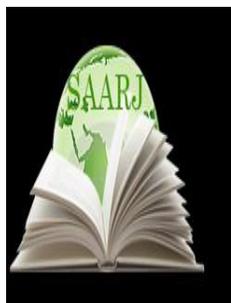
The express (screening) examination is performed individually and includes the following sections, such as traditional methodologies: pronunciation, phonemic cognition, phonemic analysis and synthesis, word structure syllabus, vocabulary checking, grammar construction, and independent speech testing.

Speech and visual material for screening are compact, easy to use, allowing all age groups to diagnose multiple speech indicators (phonetics, vocabulary, grammar, and independent speech) in one task, using only the level and complexity of the task, and most importantly, saving time. gives.

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MODEL OF PREPARING CHILDREN WITH DELAYED MENTAL DEVELOPMENT TO SCHOOL IN CONDITIONS OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article discusses the need to build a model of preparation for school education working in preschool educational institutions. The proposed model is based on the direction of work that makes it possible to identify multi-level, systemic relationships between the components of the model, as well as problems that hinder the effective professional activity of a teacher in preschool education.

KEYWORDS: *Mental Retardation, Model, Development, Learning Activity, Regimen, Cooperation*

INTRODUCTION

Formation of readiness for schooling is an important task of all educational work with preschoolers, aimed at their all-round development - physical, mental, moral, aesthetic. The preparation of children with mental retardation in development for schooling is carried out in accordance with the specifics of the type of preschool educational institution (KET) and is carried out in accordance with the psycho physiological characteristics of children with mental retardation in development, taking into account the individual characteristics of the perception of the world and the assimilation of knowledge.

Discussing the problem of school readiness, D.B. Elkonin highlighted the necessary prerequisites for educational activities:

- The need of children to consciously subordinate their actions to a rule that generally determines the mode of action;

- The ability to focus on a given system of requirements; -the ability to listen carefully to the speaker and accurately perform the tasks offered orally;
- The ability to independently perform the required task according to a visually perceived sample.

In fact, these are parameters for the development of a student's voluntary behavior. Arbitrariness of actions - the conscious formation and implementation of intentions and goals. Almost all authors researching psychological readiness for school give a special place to arbitrariness in the problem under study. There is a point of view that the weak development of arbitrariness is the main stumbling block of psychological readiness for school.

There are other approaches to determining the psychological readiness of children for school, when, for example, the main emphasis is on the role of communication in the development of a child. There are three spheres: attitudes towards an adult, towards a peer and towards oneself, the level of development of which determines the degree of readiness for school and in a certain way correlates with the main structural components of educational activity [5].

The system of comprehensive assistance to children with mental retardation includes:

- ✓ creation of various models of special educational institutions for children of this category: preschool educational institutions of a compensatory type, special schools and boarding schools for children with mental retardation, groups of correctional and developmental education in the structure of a mass general education school;
- ✓ early identification of children lagging behind in development, satisfaction of their educational needs, ensuring the continuity of forms and methods of correctional work in the system of preschool and school education, primary and basic general education [1];
- ✓ improving the system of medical, pedagogical and psychological diagnostics in order to determine the features of the organization of the correctional and educational process, preserving and strengthening the health of children;
- ✓ creation of a system of health-improving and preventive work in the conditions of educational institutions;
- ✓ normative and educational-methodological support of the practice of education of children with mental retardation;
- ✓ determination of tasks and content of vocational guidance, vocational training and social and labor adaptation of graduates [2] .;
- ✓ creation and application of criteria and methods for assessing the effectiveness of the correctional and developmental educational process;
- ✓ development of models of family counseling services;
- ✓ training of teaching staff in correctional pedagogy for the system of preschool and school education.

In accordance with the specifics of a preschool educational institution, the main characteristics of the contingent of children with mental retardation in development determine the model of

preparing children with mental retardation in development for school. It is presented in the following areas:

- ✓ physical development;
- ✓ intellectual development;
- ✓ cognitive development;
- ✓ development of speech;
- ✓ social and personal development;
- ✓ aesthetic development;
- ✓ development of mental processes;
- ✓ formation of motivational readiness for school [3].

The model of preparing children with mental retardation in development for school at a preschool educational institution is implemented by ensuring the following conditions: one of them is the presence of regulatory documents of the republican, regional and local levels.

The next condition for the implementation of the model is the organization of a rational objective and developmental environment, which allows to stimulate the physical and mental development of children with mental retardation in development. In the kindergarten, it includes the following: a music room and a gym with standard and non-standard equipment, a medical office with medical equipment, a speech therapy room, a psychological relief room, a mini-gallery, a mini-stadium with sports equipment, a vegetable garden. In the group, physical culture corners, seclusion corners, centers of speech and mathematical development, theatrical and play activities, local history, mini-laboratory, natural corners are organized, which contributes to the development of creativity and sensory skills in children with mental retardation in development, creating a sense of self-confidence, which undoubtedly has a positive effect on the all-round development of the child's personality.

The third condition is the introduction of technologies of a health-saving environment, which, in the conditions of our preschool educational institution, include:

- Compliance with a rational daily regimen, built taking into account the age and individual characteristics of children with mental retardation in development, their physical and mental performance [5].

The rational construction of the daily routine creates comfortable conditions for children with mental retardation in development in kindergarten, as well as the natural rhythm of life gives rise to the habit of regularly changing different types of activity, disciplines children with mental retardation in development, increases their efficiency, contributes to normal physical and mental health.

- providing a favorable hygienic environment and conditions for the predominance of positive emotions in children with mental retardation in development in the daily routine.

With the optimization of sanitary and hygienic conditions, an improvement in the health of the pupils is noted. The kindergarten maintains an air-thermal regime that meets the requirements of SanPiN, artificial and natural lighting, children's furniture is rationally used, and the mode of the educational process.

Compliance with sanitary and epidemiological rules and regulations provides a safe ecological space for preschoolers.

– Therapeutic and prophylactic measures carried out at the preschool educational institution include massage and exercise therapy with children of orthopedic groups, the inclusion of corrective exercises in complexes of morning exercises and physical education activities with children of all age groups, phyto-, vitamin-, ion-, phytoncidotherapy, sand therapy, hydromassage and sunbathing.

- Optimal motor mode, based on the rational ratio of different types of motor activity, which includes all the dynamic activity of children with mental retardation in development, both organized and independent [6].

In the kindergarten, a model of the motor regime of children with mental retardation in development has been developed, which ensures not only the satisfaction of the biological needs of children with mental retardation in development in movement, but also provides for a rational content of motor activity based on the optimal ratio of different types of activities.

- The inclusion of the child in the system of correctional measures with the help of music, which makes it possible to correct specific defects of speech, general motor development, psycho-emotional sphere in order to develop and improve the child, achieving positive dynamics.

- Organization of an active color environment. For children with mental retardation in development, the immaturity of the emotional sphere is characteristic, therefore there is a special need for stimulation of sensory systems. Color qualitatively and comprehensively affects the psycho physiological state of a person. To foster empathy, develop imagination, creativity in the classroom of the aesthetic cycle and in free activity, we use the method of color modeling. The combination of colors allows the teacher to interpret the mental state of the child and respond in time to the situation of discomfort.

The next condition for the implementation of the model is the creation of a comfortable psychological environment, which ensures the favorable functioning of the state of the preschooler's nervous system.

Such an atmosphere is created in kindergarten. In this regard, the preschool educational institution has developed a system of measures to protect the neuropsychiatric sphere of children with mental retardation in development, which permeates all types of children's activities and rest during the day, which is characterized by:

- The presence of a functioning adaptive model of the organization of the educational process, taking into account the state of health of the child and his individually

- Personal characteristics;

- an organic combination of physical exercises, hardening procedures (physical exercises after a day's sleep), wellness procedures in the aquatic environment (visiting the pool 2 times a week, where the instructor teaches children with mental retardation in the development of swimming, which promotes the development of muscle, cardiovascular, the respiratory systems of the child's body and his musculoskeletal system).

One of the important conditions for the implementation of the model is staffing.

Highly qualified specialists work in the preschool educational institution.

We pay special attention to the constant improvement of the skills of teachers, the search for new approaches to the all-round development of children with mental retardation in development.

The next condition for the implementation of the model is the organization of the support service, which is designed to competently build assistance to the child.

A medical worker, teachers, a psychologist ensure the harmonious development of the child's personality and guarantee the preservation and strengthening of his physical and mental health. Such a trinity is necessary due to the fact that children with developmental disorders, as a rule, have deviations from the neuropsychic sphere (increased neuro-reflex excitability, retardation in psychomotor development, etc.), which requires not only medical, but and psychological correction.

The system of functions of medical support is determined by the requirements of the Social Institute of Health. This system is under state control and uses all the main methods of regulation at the level of normative acts.

The psychological service is organically included in the activities of the socio-pedagogical system and serves all subjects of the educational process.

Particular attention is paid to the psychological support of children with mental retardation in development, which includes:

- Determination of the level of anxiety in children with mental retardation in development;
- Study of the behavior of children with mental retardation in development in a stressful situation;
- Identification of behavioral deviations;
- Diagnostics of the emotional state of a child in a family and kindergarten;
- Determination of the type of the nervous system;
- Determination of the level of development of mental processes in children with mental retardation in development;
- Determination of the level of readiness for schooling.

Pedagogical support provides for a system of measures for subgroup and individual work with each child in accordance with the existing developmental disabilities [1].

The speech therapy service uses a set of special programs that allow individualizing work with children to eliminate speech therapy defects and develop a culture of speech. The teacher-speech therapist works in close contact with the musical director on the formation in children with mental retardation in the development of speech breathing, correct articulation and intonation-expressive speech. In order to develop the ability of children with mental retardation in development to correlate speech with movement, logo rhythm is used.

With a physical education instructor, the speech therapist works to automate the sounds set in children with mental retardation in the development of sounds, to consolidate the lexical and grammatical means of the language. Performing tasks, movements according to the model, as

well as visual demonstration, verbal instruction allow solving the problems of verbal regulation of actions and functions, active attention, the development of the spatio-temporal organization of movement.

In addition, speech therapy service includes not only work with children, but also work with teachers to teach techniques and methods of correctional work, and work with parents.

Thus, the maintenance service is a capacious system unit associated with numerous interdependencies with other units.

The next condition for the implementation of the model is the cooperation of the preschool educational institution with the family, based on the following principles that determine its content, organization and methodology:

- The unity of the goals and objectives of raising a child;
- Systematic and consistent work;
- An individual approach to every child and every family;
- Mutual trust and mutual assistance of teachers and parents.

The next condition is the interaction of the preschool educational institution with social institutions: a music school, a children's library, a house of culture, a house of sports. Children visit these institutions. Classes in them contribute to the all-round development of the child and his socialization [4].

One of the main conditions for the implementation of the model is the establishment of continuity in the work of kindergarten and school.

Thus, the model of preparing children with mental retardation in development for school in our preschool educational institution is implemented by ensuring the following conditions:

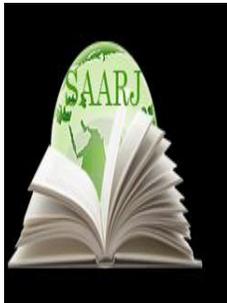
- Availability of regulatory documents of the Federal, regional and local levels;
- Organization of a rational subject and developmental environment;
- Introduction of health-saving technologies;
- creating a comfortable psychological environment;
- staffing;
- organization of a child support service;
- cooperation with the family;
- interaction with society;
- continuity in work with the school.

Ensuring the constitutional right of the child to the availability of education by providing places in preschool educational institutions in full-day groups, creating the necessary conditions for the full preparation of children with mental retardation in development to school and the transition to the next stage of education, having certain results of the work of our preschool educational institution, one cannot but say about the existence of problems such as:

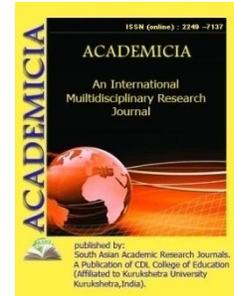
- ✓ Improving the pedagogical culture of parents.
- ✓ Most parents have a wrong idea about preparing children with mental retardation in development for school. they believe that learning skills, such as numeracy, reading and writing, should be developed first.
- ✓ Lack of continuity between preschool and school programs, which leads to certain difficulties in the transition of the child to school.
- ✓ Lack of uniform requirements for the upbringing of children with mental retardation in development.

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**CHARACTERISTICS OF MODERNIZATION OF GENERAL
 SECONDARY EDUCATIONAL INSTITUTIONS, INCREASING THE
 QUALITY OF EDUCATION**

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ABSTRACT

The article is devoted to the modernization of general secondary education, improving the quality of education. The author expresses his suggestions and comments on the organization of the educational process. The distance and almost distributed form of education is carried out using the Internet and is based on the use of telecommunication methods for the formation of knowledge, the accumulation of experience by students to communicate "with the whole world". Thus, based on the above, it can be said that in the early twentieth century, many scientists, teachers and psychologists need to introduce innovative technologies to improve the quality of the educational process of students.

KEYWORDS: *Modern Schools, Modified Capabilities, Innovative Technologies, System, Process, Open Studios, Designs.*

INTRODUCTION

Today, due to objective processes in society, changes are taking place in the education system. These changes are innovative and reflect the humanization, informatization and transparency of education. One of the directions of innovation is the implementation of the idea of open learning, which requires a reconsideration of views on the functions, essence, features, elements and relationships of the learning process. Transparency implies the constant connection of the learning process with the information environment, the orientation of the student's personality to the culture in an adequate, complex and dynamic, taking into account the environmental changes in it. Today, the opportunities of the information environment allow the educational process to go beyond the classroom system, which in turn leads to the introduction of new forms of organization of the educational process. These include distance learning, almost distributed learning, modular organization of the learning process, project activities of school students,

extracurricular activities, development and implementation of individual curricula for students, teaching in open studios without tutors, etc.

It also confirms the need to use the experience of developed countries in the management of educational institutions, the need to promote the achievements of the country, the pedagogical study of the problems of modern school management, the development of theoretical and practical bases of this process.

The above is a brief description of the forms of organization of the learning process. The distance and almost distributed form of education is carried out using the Internet and is based on the use of telecommunication methods for the formation of knowledge, the accumulation of experience by students to communicate "with the whole world". At the same time, the main focus is on the student's activities, the technology he or she creates in his or her educational products. These are sessions that use telecommunications, in which subjects and objects of learning have a spatial or temporal distance and participate in the learning process aimed at creating educational products and the corresponding internal growth of the subjects of learning. The organization of preparation of students for extracurricular courses at the higher level of education includes block-modular structure of courses due to the rational use of study time (intensification of the educational process, the transition to cyclical forms of education). In extracurricular activities, students have the right to choose the level of study of the subject to one degree or another, independently or in agreement with parents and the teacher, the class teacher: basic or advanced. The teaching load is determined taking into account the individual areas of study for each group of students at all levels of education.

Extracurricular activities (in open studios) include changes in the organization of the educational process:

- by reorganizing the study time;
- more intensive study of the program material (block).

The peculiarity of the organization of extracurricular teaching is that the schedule is created so that each student, regardless of the class, learns what he chooses. Classes are held on a common topic for all. Such an educational direction serves the function of individualization, ensures the child's right to choose education and provides pedagogical assistance to the student. Design of individual educational directions. This type of training helps to implement the idea of profile (specialized) education in general secondary school. The school is accompanied by the development of individual curricula by students, counseling, advertising by teachers of their special and basic courses, informing parents about the mandatory approval and correction of alternative curricula within the allotted time. The analysis of individual curricula developed by students allows the formation of learning profiles at a higher stage of education. Designing individual curricula for students provides individualization of the learning process, allowing them to take into account their educational needs. By organizing open studios (extracurricular education), the learning process can be divided into two parts: the closed part (compulsory lessons) and the open part (lessons based on free choice). Coming to a modern school, the student decides independently in which studios and to what extent he will work. Studio profiles can be traditional and include physics and mathematics studios, chemistry and biology studios, social science and political science studios, literature and art studios, information technology

studios, and linguistics studios (Russian and foreign languages). However, school parks, such as driving, cutting and sewing or cooking studios, can participate in sports studios.

"School parks" are based on the principle of transparency, and in this regard, we can highlight the following parameters of the educational process:

Children who come to the studio are not permanent members (most of the time), they change, and there are no clear age restrictions.

Park School has a conceptually new look at the relationship between student and teacher. There is no pressure on the teacher's authority over the child. In this system, the teacher is not the main indicator within the educational relationship, the main indicator is the student. It can independently select studios and teachers, and can independently determine the community in which it wants to learn and communicate, as well as the "level of knowledge acquisition," and become a member and student.

Learning objectives in the Park School are basic and important not only for the theory but also for the entire education system - it allows the child to develop their own ideas about the problem of interest, rather than broadening the child's worldview, remembering the knowledge provided by the program and the teacher.

Fractal teaching takes place in studios organized in different types of joint activities of students of different ages. The purpose of fractal education is to increase the individuality or fractality of each student's world, to develop their knowledge based on the exchange of personal knowledge between students.

At this stage of development of modern society, the requirements for the new generation of schools, ie modern schools, come to the fore. These are students who know how to work in a team, who have creative thinking, who are creative students who tend to educate themselves and increase their knowledge.

Analysis and generalization of the possibilities, features and effectiveness of the new forms currently used in a number of educational institutions in Uzbekistan, the modification of the forms of organization of the educational process allow us to conclude that the following opportunities for education:

- The level of training of graduates, changing the organization of the educational process through the reconstruction of teaching time and more intensive study of the program material (block);
- there is a real opportunity to acquire additional knowledge not provided for in the curriculum and syllabus of this educational program;
- The child's right to choose his education is ensured;
- training time is reduced by 3-5 times;
- new positive features appear in educational materials presented in electronic form due to animated, sound, visual material, compact storage in computer memory or external magnetic environment;
- implementation of problem-based learning methods is provided;
- develops the ability to make the best decisions in different situations;

- it will be possible to form a culture of educational activity;
- "Active teaching methods" are used, which include various ways to increase the learning activity of students, as well as some pedagogical techniques and special forms of teaching;
- The development of creative abilities of students becomes a reality;
- Acquaintance with modern computer "technologies" of knowledge of the world;
- connects with living, evolving science;
- preparation for continuing education will be real;
- Lifelong learning will be possible throughout life;
- The level of knowledge of any student varies from student to assistant teacher;
- development of each student on the basis of personal knowledge exchange;
- An alternative to public education becomes a reality.

Common features of new forms of education in modern schools are:

- openness, which implies the use of the opportunities of an open information educational environment, the implementation of the principles of open education, etc .;
- expanding and complicating the relationship between the teacher, the open information learning environment and the student, which includes the use of the opportunities of regional educational districts, including additional educational institutions, information centers, etc .;
- Changes in the relationship between "teacher and student", based on mutual support, cooperation, co-creation, independent work, based on pedagogical assistance;
- The change in the nature of the relationship between the teacher and the content of education is reflected in the creation of new programs and courses aimed at the acquisition of knowledge by students on redundant topics. The implementation of new forms of organization of the educational process leads to the following results:
- Students' independence develops in the learning process, which allows them to consciously choose the direction of education, methods and forms of education.

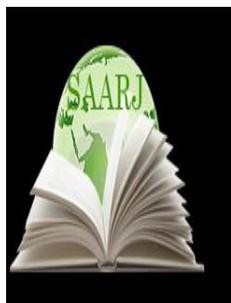
The role of the teacher in this system is unique. The teacher needs to be well-developed in all areas, such as engaging the child as well as being able to learn with the child.

In a traditional school, we use it to evaluate students and compare them, but in a fractal system, it makes no sense. The teacher does not evaluate the student, the teacher records the result of the student's activity. An alternative review to the certificate is that it is written by the teacher and given to the student. The review reflects the student's personal accomplishments in the studios.

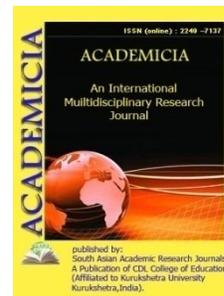
Thus, based on the above, it can be said that in the early twentieth century, many scientists, teachers and psychologists need to introduce innovative technologies to improve the quality of the educational process of students. The use of innovative technologies in the process of general secondary education is a prerequisite for the training of highly qualified specialists and leads to positive results: they allow the formation of knowledge, skills and competencies through the involvement of students in active learning activities..

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THEORETICAL FRAMEWORK OF SOCIAL COMPETENCE AMONG STUDENTS OF THE HIGHER SCHOOLS

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ABSTRACT

The article carried out a theoretical analysis of the concepts of competence, competence, social competence, studied the literature on the age and psychological characteristics of high school students, the development of their social competence, selected possible psychological methods for measuring social competence, considered the forms and methods of developing the social competence of high school students, given methodological recommendations for senior school teachers, aimed at developing the social competence of senior students, the pedagogical conditions for the formation of social competence of senior students are determined.

KEYWORDS: *Social Competence, High School Students, Forms And Methods, Methodology For Measuring Social Competence, Model, Age And Psychological Characteristics Of High School Students, Motivation For Educational Activities, Creating A Situation Of Success, Self-Awareness, Self-Esteem.*

INTRODUCTION

In the process of modernization of modern education in the Republic of Uzbekistan, one of the leading tasks is the task of forming the social competencies of the individual in the process of his subjective self-realization in the upbringing environment. The need to solve such a problem is determined by the mission entrusted to educational institutions by official bodies and the expectations of society, which determine the needs of citizens in the development of social competencies in the process of obtaining education.

If we consider social competence as a realized opportunity for a person to improve the sociospace in general and himself in this space, in particular, we can come to the conclusion that the upbringing environment of an educational institution is capable of simulating a person's social behavior, giving him the opportunity to gain experience of subjective self-realization, to

develop social competencies. It is this position that becomes significant in the process of forming social competencies through the educational environment. The result of the process of socialization of students, that is, the result of real interaction between the school and the environment, is a new level of social competence of the student. Then the formation of social competence becomes today one of the most important pedagogical tasks for the modern school.

The problem of the development of the social competence of an individual is extremely relevant, as evidenced by numerous studies carried out recently both in Uzbekistan and abroad. The exceptional complexity of this problem and its importance for practice gave impetus to the writing of many works directly related to the consideration of the formation of social competence. However, the currently existing methods of increasing social competence (lectures, training sessions, printed materials, various educational and upbringing programs, etc.) do not always sufficiently take into account the interests and inclinations of adolescents, especially their age. Moreover, they do not always reflect the complexity of the situation in modern society. Often they are fragmentary, focused mainly on the development of certain aspects of social competence, are not available to everyone, and when they are carried out, significant time and material costs are required.

The microfactors that affect the student include family, peers, micro-society, various educational and upbringing organizations. The school needs to actively participate in the process of socialization of high school students, interacting with the listed micro-factors, taking into account their direct influence on the formation of the student's personality. The school, as an educational institution, implements the order of society - to form a person who is adequate to the requirements of a given society, era, to raise, train and educate young generations with maximum consideration of the social conditions in which they will live and work.

This implies one of the goals facing the educational institution today: to create the necessary conditions for the formation of a high level of social competence, to choose the methods and techniques of pedagogy, social psychology. Such conditions can be created using the capabilities of the educational environment of an educational institution, directing educational efforts not to children, but to their environment, the life environment with which children interact.

In these conditions, the school must be organizationally, substantively and technologically restructured taking into account the increased requirements for graduates. The main task of education is the upbringing of a student who is able to quickly integrate into society on the basis of the elements of culture, social norms and values that he has learned at school.

Based on these goals and objectives, we can talk about the final result of education in a modern school - the competence of the graduate.

The Council of Europe has identified five groups of key competencies, which, according to UNESCO, should be possessed by graduates of a general education school. The first group includes social competencies, the mastery of which allows school graduates to take responsibility, actively participate in the development of a joint solution, be able to resolve conflict situations in a positive way, and effectively participate in the activities of various democratic institutions.

After the 90s. XX century social competence as a personal quality of a person becomes in demand in all social spheres of life, is considered as an interdisciplinary subject and is analyzed as a complex, multicomponent and multidimensional phenomenon. This trend continues in

research by real scientists.

So, V. N. Kunitsyna distinguishes the following types of social competence: verbal competence; communicative competence; socio-professional competence; socio-psychological competence; self-identification (ego-competence).

I.A.Zimnyaya shares the competence related to the social impact of a person and the social sphere into the competence of social interaction (with society, community, collective, family, friends, partners, conflicts and their repayment, cooperation, tolerance, social mobility) and competence in communication (oral, written, dialogue, monologue; knowledge and observance of traditions, etiquette; cross-cultural and foreign language communication; business correspondence; communication tasks).

Much attention is paid to the study of social competence by foreign authors. Thus, the German psychologists U. Pflingsten and R. Hintch interpret social competence as the mastery of cognitive, emotional and motor behaviors, which in certain situations lead to a long-term favorable correlation of positive and negative consequences. H. Schroeder and M. Forwerg believe that the structure of social competence is permeated by four personality traits: sociability, determination, influence, and self-esteem.

Thus, the analysis of existing approaches to the definition of "social competence" gives us the basis to define social competence as an integrative quality of a person, which includes the necessary knowledge, experience, abilities formed as a result of socialization and allowing a person to adequately adapt in society and effectively interact in society ... Social competence allows you to solve problems in a social environment in a sufficiently effective degree.

The analysis performed allows us to conclude that there are different approaches to understanding the essence of social competence: social competence is presented either as an integrative quality of a person, or as social interaction; social competence is characterized as the result of some activity or an indicator of the achievement of an individual in a certain type of activity; the content component of the formation of social competence depends on the person's age. The process of formation and development of social competence in different age periods has both common and special features, including both different and similar components.

On the basis of theoretical research, the following concept of social competence can be formulated: it is a complex of knowledge about social reality, a system of social skills, skills and social and personal characteristics, the level of formation of which in each person allows him to build his behavior, taking into account the peculiarities of the social situation, and effectively perform the given social role.

In our opinion, social competence is not an ordinary amount of knowledge; it is a person's ability to solve life problems and tasks, find a way out in everyday real situations, using acquired skills and abilities, educational and life experience, social values and personal motives.

The development of social competence requires a careful determination of the age characteristics of its carriers. The most difficult and important, from the point of view of personal development, is adolescence. The general growth of the teenager's personality, the expansion of the range of his interests, the development of self-awareness, new experience of communication with peers - all this leads to an intensive growth of socially valuable motives and experiences, such as the ability to sympathize, empathize with someone else's grief, the ability to selfless self-sacrifice,

etc. Significant problems are associated during this period with the rapid development of the emotional sphere: a sharp change in moods and experiences, increased excitability, impulsivity, a wide range of polar feelings - all this is associated with the "adolescent complex" observed at the age of 10 to 16 years in many children.

The adolescent period is very important in the development of the "I-concept", in the formation of self-esteem as the main regulator of behavior and activity, which has a direct impact on the process of further self-knowledge, self-education and the development of personality in general.

The characteristic features of adolescence are determined by specific social circumstances, primarily a change in the child's place in society, a change in his position when entering into new relations with the world of adults, the world of their values, which largely determines the new content of his consciousness. The adolescent's desire for self-observation, self-esteem, self-affirmation and self-improvement arises as a result of analyzing his own strengths and weaknesses and understanding what is right in his own actions and goals, and what is wrong, what should be achieved and what to refrain from. To date, psychologists, sociologists, and teachers have received a large amount of factual material about the peculiarities of the development of adolescents.

Thus, self-determination of the individual is the most important task of age. Based on this, a number of pedagogical tasks are projected aimed at mastering adolescents' competencies related to future self-determination, in particular, the competence of a conscious choice and responsibility for this choice.

The development of the will and arbitrary behavior of a teenager is closely connected with the formation of responsibility. The ability to control oneself is an important quality of an adult, mature person. It is very much appreciated by a teenager. However, a typical adolescent is characterized by weak will, disorganization, and a relatively easy refusal to achieve the set goal. For the development of will, therefore, the strengthening of the goal acquires a special role. A socially competent teenager masters a conscious goal-setting.

The required level of social competence of adolescents in school conditions is achieved through the formation of: a complex of social and communicative knowledge and relationships (conceptual and essential component); systems of social and communicative skills (practice and activity component); experience of productive social and communicative activity (motivational and ideological component); personal-value attitude towards improving social and communicative competence (conceptual component).

Based on the fact that the content of any competence, including social, assumes a number of sides (knowledge, motivational, activity) and is based on information, communication, intuition and practice, we can imagine the following structure of social competence.

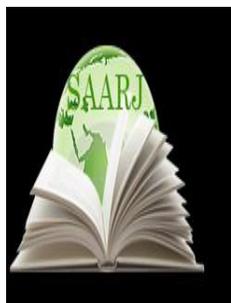
Based on the theoretical analysis of psychological and pedagogical approaches to determining the leading social roles of adolescents, it is possible to determine the content of social competence, which has three directions of development for each component of social competence: "Personality", "Citizen", "Professional".

An important task in the process of forming social competence in adolescents is to create the necessary conditions that ensure the development and acceptance of social values and ideals by students, the development of forms and methods of social behavior.

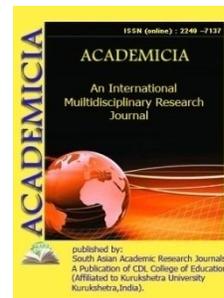
The development of social competence of adolescents in the educational process becomes successful when: the essential characteristics of social competence as an integrative personal education are revealed: the concept is revealed, its structure and content elements are determined; the pedagogical tasks of the development of social competence of students on the basis of new formations, conditioned by the peculiarities of age-related development and leading socially significant activities, are highlighted; developed and purposefully implemented in the educational process, a model for the development of social competence of students through group educational work, dialogue training, discussions, disputes, communicative educational technologies; the development of skills for solving practical problems, a situation of choice is carried out by organizing project activities, solving problems of choice; in extracurricular activities, the inculcation of spiritual and moral values is realized through essay contests, projects, and other types of extracurricular activities; one of the most important components of the social competence of an individual, in the conditions of a complicated, unstable social environment, is the ability to reflect on social situations.

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RESEARCH OF DAMAGE TO WOOL FIBERS USED IN THE CARPET INDUSTRY

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ABSTRACT

The article discusses the problems of damage during storage, processing and use of wool fibers used in the carpet industry. The role of bacteria and microscopic fungus in fiber damage has been shown. These indicators include: the cost of raw materials and production costs for its processing, elastic properties, ease of processing, profiled cross-section, the bulk, which is achieved due to the large thickness and the method of dyeing. The main criteria for carpets of the third group, i.e. Researchers Negin and Mumford consider the indicators characterizing the average cost of one square meter, taking into account their service life, of carpets supplied for the foreign market.

KEYWORDS: *Biological Damage, Fiber, Wool And Textile Fabrics Materials, Bacteria, Fungus, Biostability, Pilling, Keratin, Cystine, Cortex.*

INTRODUCTION

The properties of the yarn are determined by the properties of the raw material and the methods of its processing. In this regard, studies of yarn production are divided into two groups: selection of raw materials and technology of yarn production. The works of Gusev V.E., Slyvakov V.E. are of great interest in this area. and many other authors. Based on the research, it has been established that the main criteria for assessing fibers for carpet production are: strength, elongation, elastic properties, bending resistance, wear resistance, dyeing strength. Along with

these indicators, tortuosity is an important characteristic. It has been proven that fibers with a stable crimp allow to increase the coverage of the pile surface, provide good resistance of carpets to crushing and abrasion, which is one of the most important characteristics of the operational properties of products, which allows them to increase their service life. The entire assortment of carpets is subdivided into three main groups by purpose. For carpets of the first group, which include mass-produced carpets, the main criteria for the selection of fibers are properties that affect economic performance with an appropriate quality. These indicators include: the cost of raw materials and production costs for its processing, elastic properties, ease of processing, profiled cross-section, the bulk, which is achieved due to the large thickness and the method of dyeing. The main requirements of carpets of this group are uniformity of properties, resistance to bending, wear resistance, strength of pile fixation, resistance to pilling, resistance to moth and microorganisms, resistance to dirt, ease of cleaning, resistance to washing, decorative and aesthetic properties.

When selecting fibers for the production of carpets of the second group (extra class), special attention is paid to decorative and aesthetic indicators, compliance with consumer requirements, color uniformity, the ability to preserve their original appearance (resistance to pilling, dirt, bending resistance, dyeing strength, antistatic properties, fire resistance, durability). The main criteria for carpets of the third group, i.e. Researchers Negin and Mumford consider the indicators characterizing the average cost of one square meter, taking into account their service life, of carpets supplied for the foreign market. Therefore, the group of requirements for fibers here is much wider and includes indicators that affect the prime cost of carpet products and their durability. When examining carpets, it is considered necessary to pay special attention to the physical, mechanical and quality indicators of fibers.

Gusev V.E. and Slyvakov V.E. studies on the selection of fibers for carpets indicate the need to consider primarily the length and thickness of the fibers. Researchers rightly believe that these characteristics increase the exploitation properties of carpets. Work is underway to create a raw material base, select raw materials for yarn production and use new types of chemical fibers and their modifications, developed specifically for carpet production in accordance with the requirements developed for them, as well as using mixtures of various types of fibers. In recent years, the carpet industry has processed pilot batches of almost all types of synthetic fibers (polypropylene, polyacrylonitrile, polyester, polyvinyl chloride, etc.) produced by the chemical industry, as well as modified artificial fibers (methylene, crimped matted viscose fiber, etc.). The structure of textile raw materials is gradually changing towards an increase in the proportion of chemical fibers. Synthetic fibers prevail in the raw material balance of the foreign carpet industry. The efficiency of using chemical fibers of various types in carpet production is far from the same, therefore, one of the most important tasks is the correct choice of raw materials, the quantitative ratio of the mixture components, ensuring the production of carpet products with high performance properties.

A distinctive feature of carpets and rugs is their high strength, high-quality colorful colors. This is facilitated by the use of various types of raw materials and processing methods.

The main raw material used in the production of carpets is wool.

Carpet wool should be distinguished by good dyeing ability, sufficient elasticity, ability to resist felting, pilling and resistance to repeated bending under operating conditions. The use of low-

fineness fibers for the production of carpet pile yarn ensures the stability of the pile surface of the carpet. In carpets with split pile, the absolute strength of the fiber and elastic properties are of particular importance. Classic carpet wool meets all these requirements.

Among the various types of synthetic fibers, polyacrylonitrile fibers are of great interest for carpet production, and in recent years there has been a great demand for them. This is explained by the fact that PAN fibers have important deteriorating properties: wool-like, low thermal conductivity, low density, hydrophobicity, etc. The combination of valuable properties of PAN fibers makes it possible to produce high-quality carpet products from them.

PAN fibers belong to the group of fibers resistant to microbiological influences. They are not destroyed by bacteria and microorganisms, insects and moths. Its use in a mixture with other fibers improves their properties, increases the resistance of products made of them to the action of microorganisms. The disadvantage of the fiber is its fragility and poor fire resistance.

Wool is the name of animal hair, which is widely used in the textile and light industry. In terms of its structure and chemical composition, woolen fiber differs significantly from all other types of fibers and is characterized by a wide variety and heterogeneity of properties. Sheep wool, camel, goat, rabbit, llama wool, angora and others are used as raw wool.

In Uzbekistan, mainly karakul sheep are bred to obtain broadtail (smushka) and wool fiber.

A number of studies have established that the chemical feature of wool is a high content of various amino acids. It is known that wool is a copolymer of at least 17 amino acids, while most synthetic fibers are copolymers of two monomers.

The different content of amino acids in woolen fibers determines the peculiarities of their chemical properties. Of great importance is the amount of cystine, which contains almost all sulfur, which has a great effect on the properties of wool fiber. The higher the sulfur content in the wool, the better its technological properties, the higher resistance to chemical and other influences, the higher the physical and mechanical properties. Wool fibers have a complex histological structure.

The layers of wool fiber, in turn, also differ in sulfur content: there is more sulfur in the cortical layer than in the core. Of all textile fibers, wool has the most complex structure. Fine merino wool fibers consist of two layers: the outer scaly or cuticle, and the inner cortical layer - the cortex. Coarser fibers have a third core layer. Coarse fibers predominate in karakul wool.

The outer layer of wool fiber consists of flattened cells (scales) that are tightly bound to each other and to the inner cortical layer.

The cortical layer - the cortex is located under the cuticle and constitutes the bulk of the fiber, and therefore determines the basic physical, mechanical and many other properties of wool. The cortex is built of spindle-shaped cells that are tightly pressed against each other. There is also an intercellular protein substance between the cells. The cells of the cortical layer are built from densely spaced cylindrical filamentous macrofibrils with a diameter of about 0.05-0.2 microns. Macrofibrils of the cortical layer are built from microfibrils, the average size of which is about 7-7.5 nm in diameter [5]

According to the British researcher J.D Leeder, wool fiber can be considered as a collection of squamous and cortical cells held together by a cell-membrane complex, which thus forms a single continuous phase in the keratin substance of the fiber.

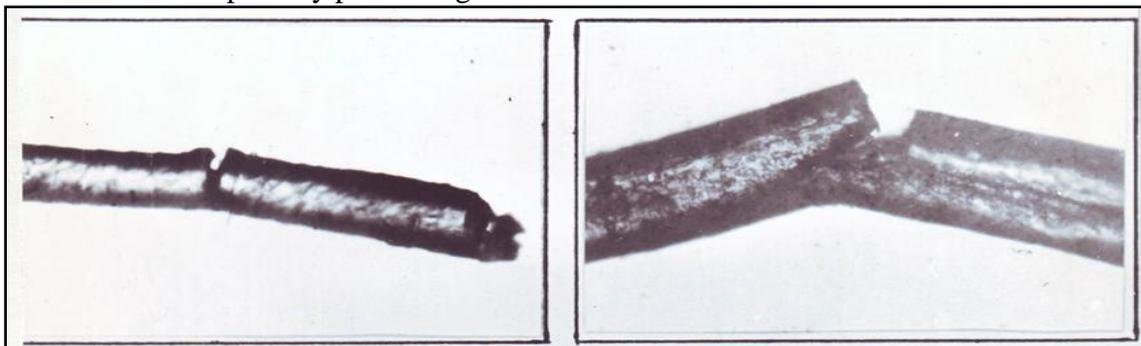
The core layer is present in coarser wool fibers and the core cell content can be up to 15%. The location and shape of the cells in the core layer varies significantly depending on the type of fiber. This layer can be continuous (running along the entire length of the fiber), or it can be interrupted into separate sections. The scaffold of the cells of the core layer is built from a protein similar to that of the microfibrils of the cortex.

Of all the amino acids contained, only cystine forms a transverse layer; their presence largely determines insolubility. wool in many reagents. The destruction of cystine bonds facilitates damage to the wool by sunlight, oxidants and other reagents; cystine contains almost all of the sulfur contained in wool fibers. Sulfur is essential for the quality of wool, since it affects the chemical properties, strength and elasticity of the fibers.

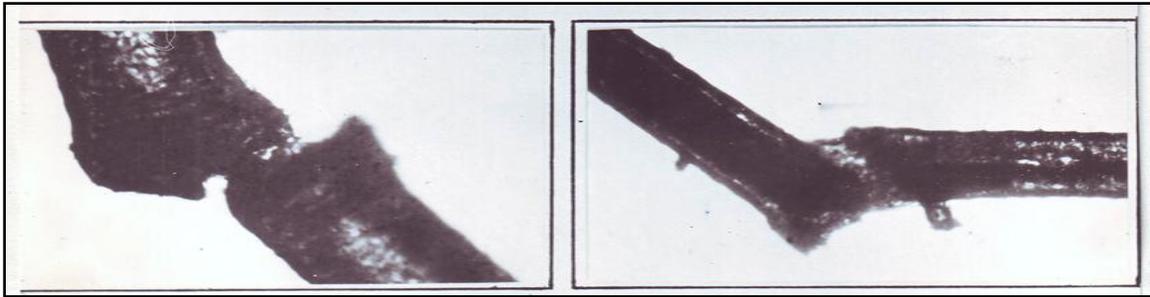
According to its chemical composition, wool belongs to the category of proteinaceous or protein substances. The main substance that makes up the basis of wool is keratin. Keratin is formed during the biosynthesis of amino acids in the cells of the epidermis of the hair follicle in the skin. By its structure, keratin is a complex complex containing bundles of high molecular weight chains. In this regard, it is of great importance to study the damage to woolen fiber during growth, storage, and processing. To study the damage to the wool, samples of karakul wool were selected according to the indicated transitions and after technological processing. The work was carried out according to the method developed by academician M.A. Khadzhinova at the testing laboratory of the Tashkent Institute of Textile and Light Industry in multiple replications. Based on the tests carried out, the main types of damage to the woolen fiber were identified. Growth injuries: hungry tone, bloating, bilateral bloating. During storage, swellings formed under the influence of microorganisms, mechanical damage during processing. The main types of damage are listed below. Damage leads to a deterioration in the quality of the fiber, and therefore to the quality of the manufactured products.

Typical mechanical damage to woolen fibers during processing

a) initial – after primary processing



b) recycled fiber after combing machine



Typical types of biological damage to wool fibers occurring during storage



Bloating

Bloating from accumulation/
fungi and bacteria

Strong bloating

Strong air fiber with a loosened structure
from the action of microorganisms



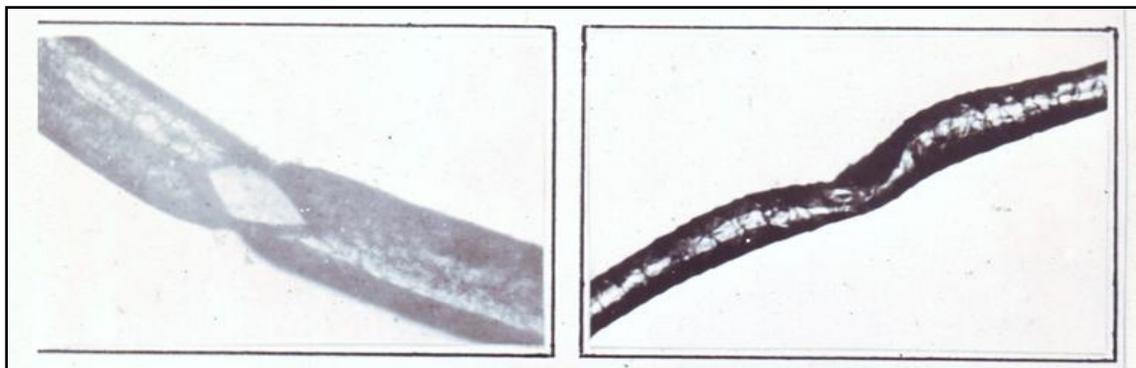
Strong bloating/

Fibers with strong bacterial swelling

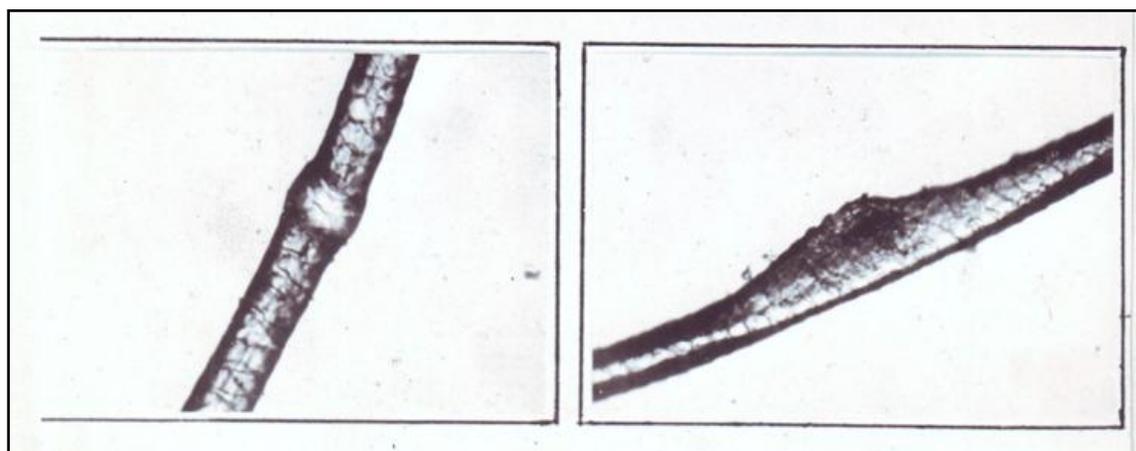
Bloating/

Fiber with swelling and wall rupture -combined

Typical types of biological damage to wool fibers arising during the growth of an animal



Hungry tonin

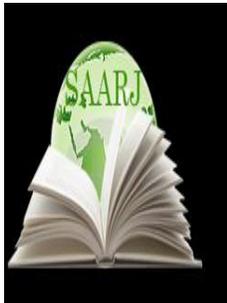


Bloating

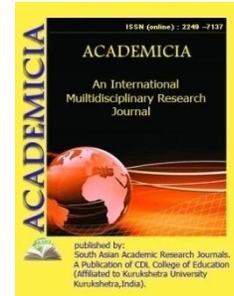
Unilateral bloating

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USE IN CORRECTIONAL SPEECH THERAPY WORK AT SCHOOL FOR CHILDREN WITH GENERAL SPEECH UNDERDEVELOPMENT

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ABSTRACT

The success of overcoming the general speech underdevelopment in younger schoolchildren can be increased through the use of various information computer technologies. The article reveals the meaning of the use of computer technologies, aspects of their application in the elimination of speech disorders in primary schoolchildren.

KEYWORDS: *Junior Schoolchildren, General Speech Underdevelopment, Computer Technologies, Correction, Speech Therapy.*

INTRODUCTION

Increasing the efficiency of the process of correcting speech disorders, at the present time, is an urgent problem in correctional pedagogy. Many authors point out that the use of computer technologies allows you to optimize the pedagogical process, individualize the teaching of children with speech disorders, and significantly increase the effectiveness of correctional activities. Since the general underdevelopment of speech has a complex structure, it is necessary to carry out systematic and systemic correction work based on intact types of perception.

Special computer technologies are a suitable solution to this problem. Communication with a computer in younger students is of interest, as a game activity, and then, like an educational one. This interest helps to form cognitive motivation, voluntary memory and attention. These qualities ensure the psychological readiness of children for learning. Low concentration of attention and its instability requires purposeful work to correct this problem.

Computer technologies are relevant, as they allow you to provide information in an attractive form, which makes it possible to quickly memorize the content and makes it meaningful and long-term. In the course of classes using a computer, students overcome difficulties, control their

activities and assess their own results. Solving a task set by a computer program, the child strives to achieve successful results, subordinates his actions to the set goal. The use of computer teaching aids develops in schoolchildren such qualities as perseverance, composure, independence and concentration.

When using various information computer technologies in correctional and developmental education, such tasks are solved as: studying the subject area at various levels of detail and depth; the formation of skills and abilities to perform typical practical tasks (the acquired knowledge is applied in practice); formation of skills in analysis and decision-making in unusual, difficult situations; developing abilities for certain types of activity; renewal of knowledge, abilities and skills; the possibility of differentiated assessment and control of levels of knowledge and skills.

Educational tools of information computer technologies can be classified according to the following criteria: by the tasks being solved, by the functions in the educational process, by the type of information, by the forms of using ICT in the educational process, by the forms of interaction with the student. Each of the criteria is described in detail below.

According to the pedagogical tasks being solved, the means of information computer technologies are divided into:

1. Means providing basic training such as: electronic textbooks, training systems, knowledge control systems;
2. Means of practical training: problem books, workshops, virtual constructors, simulation programs, simulators;
3. Aids such as: encyclopedias, dictionaries, reading books, developing computer games, multimedia training sessions;
4. Complex tools - distance learning courses.

According to the functions in the organization of the educational process, the means of information computer technologies are divided into:

- Information and training: electronic libraries, electronic books, electronic periodicals, dictionaries, reference books, computer training programs, information systems;

- interactive-email and electronic teleconferences;

3. Search engines: directories and search engines.

There are several aspects of using various educational tools of information computer technologies in the organization of correctional and developmental education: motivational aspect, content aspect, educational and methodological aspect, organizational aspect and control and evaluation aspect.

The motivational aspect is that the use of information computer technologies in correctional and developmental education can increase the motivation of students with speech disorders to speech therapy classes, since favorable conditions are created:

1. The individual educational opportunities of children with speech disorders are taken into account as much as possible, and their needs are also taken into account.

2. Large selection of the content of forms and paces, as well as levels of speech therapy lessons
3. Unleashing the creative potential of students;
4. The ability of students to assimilate modern information technologies.

The content aspect includes the possibilities of information computer technologies, which can be used as follows: when building the content of individual courses for correcting speech disorders for children with complicated speech pathology; to create individual test mini-lessons for students who have difficulties in mastering the material; to create interactive homework assignments with the involvement of parents in the use of information computer technologies, subject to appropriate conditions.

The educational and methodological aspect is electronic and information resources that are used as educational and methodological support for the correctional and developmental process. The teacher-defectologist can use the variable educational tools of information computer technologies in preparation for the lesson, as well as directly in the lesson to explain new material, to consolidate the acquired knowledge, in the process of knowledge control and others; in order to organize independent study of additional material by students, etc. Computer tests and test items can be used to implement various types of control and assessment of knowledge.

In addition, a speech therapist teacher can use a variety of electronic and information resources when designing an author's course for correcting speech disorders.

The organizational aspect lies in the fact that information computer technologies can be used in various options for organizing training: with an individual student's training program based on a specially drawn up individual plan and with frontal or subgroup forms of speech therapy work.

The control and evaluation aspect is the main means of monitoring and evaluating educational results. Tests and test assignments allow you to carry out various types of control (input, intermediate and final). Test tasks can be carried out in two modes (on-line and off-line). In online mode, the test is carried out on a computer in an interactive mode, the result is assessed using an automatic system. In the off-line mode, the assessment of the results is performed by a speech therapist teacher, leaving comments to work on mistakes.

The use of a number of such popular and affordable programs as Paint, Adobe Photoshop, Corel DRAW, Macromedia Flash, Power Point are most often used in preparation for speech therapy classes. They allow you to create animated characters and letters, as well as various vivid illustrations. For example, a program like Power Point allows you to create an entire lesson with a series of different assignments. These are the most used and simple programs in preparation for classes, but there are many other, no less interesting programs that are suitable for use in speech therapy practice.

Along with the obvious positive aspects of the use of information computer technologies in the correctional and developmental process to overcome speech pathology in children, there are certain difficulties associated with the stages of introduction and use of information computer technologies. In correctional and developmental activities, the use of a computer can be built in three different forms: simulator; (a tutor performing established functions for a speech therapist, which a machine can perform much better than a human); a device that creates a specific environment and the actions of specialists in it.

Our analysis of the literature showed that information computer technologies are not part of the content of correctional work, but represent a kind of additional capabilities that contribute to improving the quality of correctional work. Correctional work, which is carried out with children with speech pathologies, involves the use of specially developed or adapted computer programs. As a rule, all these programs can be divided into three types: diagnostic programs, training programs and developmental programs.

The effectiveness of the use of computer technology depends on many different factors that should be considered when using computer programs. An important factor is the professional competence of a speech therapist, his ability to include the latest opportunities in the correction and educational process, as well as information computer technologies, while forming the proper motivation and psychological comfort. Of particular importance in teaching children with various pathologies, including speech pathologies, are the levels of developed techniques for specialists working with computer programs.

Analyzing the special literature, we noted that a large number of developments on this issue are fragmentary and reveal only certain aspects of the introduction and use of computer technologies in the correctional process.

Based on this, we identified the necessary number of problems and specific features of children with general speech underdevelopment, which must be taken into account when developing and using information computer technologies in a correctional and developmental program.

The complex structure of the page, the lack of description of graphic objects, complex navigation mechanisms, insufficient size of graphics and fonts, low-contrast background, verbal problems and lack of audio information - all this can become a huge problem on the way of using a computer program in the process of overcoming general speech underdevelopment.

In the process of corrective work, certain difficulties can arise if the product software uses an unsuccessful design. It should be noted that one of the obstacles to the introduction of information computer technologies is the huge variety of these tools, which makes it difficult to find the optimal choice for carrying out correctional work with a specific student.

In the process of creating special computer programs, a huge role is played by the search for adequate ways to overcome technical and informational barriers that arise in children with general speech underdevelopment. To do this, it is necessary to highlight the following rules and conditions:

1. Providing sound content of programs.
2. Texts and images must be comprehensible.
3. Providing the choice of an individual pace when using dynamic objects.
4. Providing tips or help if you have difficulty completing the assignment.
5. Providing clear and consistent instructions.
6. Making content accessible
7. Providing accessible and understandable management.

We also identified a number of necessary requirements for the implementation of information computer technologies in special education:

- Information computer technology must meet the goals of education and the needs of students.
- It is necessary to prepare specialists with an advising professional and technical level of training.
- Analyze the legal framework in the field of application of information computer technologies.
- Develop criteria for assessing the effectiveness and availability of ICT.
- Test the selected technologies and appreciate their effectiveness in accordance with the specified criteria.
- To identify the main difficulties encountered in the use of ICT and develop ways to overcome them.

As mentioned above, not all information computer technologies can be used in speech therapy work to overcome the general underdevelopment of speech. Based on this, we have developed the following recommendations for the use of information computer technologies in correctional education:

The most important component of the theoretical basis for the use of information computer technologies in correctional work is the level of the child's actual development, and his zone of proximal development, which L.S. Vygotsky. Speech therapy work with children who have a general speech underdevelopment should take into account their psychophysiological characteristics, which have been studied in detail by such scientists as: E.F. Arkhipova, M.V. Ippolitova, E.M. Mastjukova, OV Pravdina and others. The use of information computer technologies should take place in stages, while at each stage the assigned tasks should be solved.

The first stage of using ICT can be called motivational. The main goal of this stage is the formation of motivational readiness for correctional and developmental work to overcome the general underdevelopment of speech with the help of information computer technologies. Also at this stage, training takes place in the simplest handling of a computer. The main directions at this stage of work are: creating a favorable atmosphere that promotes active and conscious participation of the child in the process; overcoming speech and non-speech negativism; teaching the student with the rules of work and control of a computer program. If necessary, this work continues in the next stages. When introducing students to the equipment and rules of computer control, it is necessary to explain that the monitor, mouse, keyboard and speakers help us in the classroom and make them varied and fun. When studying the rules for using a computer, students are told: how to turn on the computer, with which keys the necessary program opens and where it is located. Considerable attention should be paid to the formation of the correct position in front of the monitor, which are described in the sanitary and hygienic standards. It is also necessary to teach students to concentrate on what is shown on the display, listen carefully to instructions. Also at this stage it is necessary to develop different types of perception.

The second stage is considered to be the content-forming stage. The main goal of this stage is the correction of speech disorders, as well as the development of oral speech. To do this, it is necessary to determine an individual pedagogical route for each specific child. At each level of this work, certain tasks are solved, which is carried out through the selection of the use of

various computer programs or games. It should be noted that if a conscious interest was formed at the previous stage, then work at this stage will be more productive. By offering various, interesting and suitable for age and level of development of the program or game, at this stage it is necessary to activate speech. As the pronunciation abilities of children expand, the tasks of a computer program are used to develop sound analysis. These can be tasks for converting words, changing the structure of words with the observation of semantic changes. In the classroom, it is necessary to create an emotionally positive psychological climate, providing for "situations of confidence" of the child in their abilities. Students can easily remember how to turn on the computer, how to turn on the program and select the required task. Gradually, students can independently choose the games they like, for example, using the computer workshop, which was used during the experiment in the "Menu" mode. Children learn to expand opportunities for a positive assessment of their own activities, and they also feel joy from the results obtained.

This was facilitated by games at the end of the lesson, which were of a developing nature. The third stage - it can be called a self-developing stage.

The purpose of this stage is to develop self-control over various aspects of speech activity, as well as to consolidate the acquired skills. At this stage, you can successfully apply a variety of tools created with the help of computer programs.

Under certain conditions, the use of computer tools in correctional and developmental education can help a student to more fully realize his own active position of the subject of activity when interacting with an adult. The speech therapist becomes only a partner who provides the necessary assistance to the child. The functions of monitoring the correctness of the solution of correction problems are implemented by a computer. Emotional positive background contributes to an increase in the effectiveness of classes.

Accordingly, the use of information computer technologies in correctional and developmental education significantly reduces the time for the formation of pronunciation skills, the development of phonemic perception, the skills of sound and language analysis. It also helps the development of non-verbal mental functions in children.

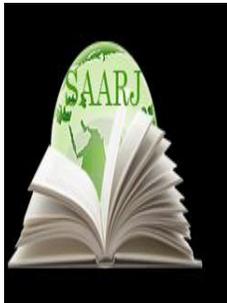
Overcoming the deficiencies of children's speech in correctional and developmental education with the introduction of sequential special computer-mediated speech therapy technology makes it possible to significantly differentiate and individualize corrective actions.

In correctional and developmental work with children who have speech disorders, the introduction of specialized or adapted computer programs (which, in turn, mainly teach, diagnose and develop), helps. The result of their implementation directly depends on the professionalism of the teacher. From the extent to which he knows how to use new opportunities, to include information computer technologies in the correctional and developmental learning process in the learning system of each child.

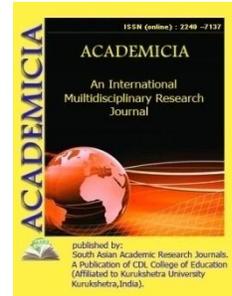
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IMPROVING THE QUALITY AND EFFICIENCY OF TEACHING DESCRIPTIVE GEOMETRY IN A CREDIT-MODULAR SYSTEM

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ABSTRACT

In given article is considered increasing quality and efficiency education to descriptive geometry on high educational institutions on credit-module system. The successful operation of the credit-modular system depends on many factors, including educational and material support, a basic textbook that meets international standards, certain conditions for the organization of independent work of students (computer classes, video tutorials). These processes place great demands on all spheres of human activity, especially on the skills of the younger generation to receive and reproduce visual information and describe it by graphic means.

KEYWORDS: *Descriptive Geometry, Credit-Modular System, Quality, Efficiency, Methodology, Knowledge, Skills, Skill, Independent Learning, Spatial Imagination, Means.*

INTRODUCTION

It is known that the development of science and technology, technological processes with high efficiency, automation and computerization of production-all this is inextricably linked with "Descriptive Geometry and engineering graphics". These processes place great demands on all spheres of human activity, especially on the skills of the younger generation to receive and reproduce visual information and describe it by graphic means.

In connection with modern requirements, a number of responsible tasks are also assigned to specialists-scientists and teachers of graphic education in various disciplines. In particular, the improvement of the program, textbooks and teaching aids at the level of the requirements of the current period, the training of teachers is one of the urgent tasks.

In addition, our country pays great attention to the field of education, in particular the development of higher education. In order to improve the quality of education in the developed countries of the world and in the universities of our country, the process of transition of the educational process to a credit-modular system continues.

Today, the most important task facing the higher education system is the training of a qualified specialist. To prepare such a specialist, it is necessary, of course, to determine the system of requirements imposed on him. In our search for an answer to this question, we encountered a system of requirements in the following four areas:

1. Acquiring the necessary knowledge, skills and abilities in your field;
2. Constantly improve the existing knowledge in this area, that is, be ready for independent learning;
3. Have the skills of independent research and creativity to innovate in the industry;
4. Be able to plan your time, manage it and organize your activities.

In the Message of the President of the Republic of Uzbekistan The Supreme Council, it is planned to set the duration of training in 6 areas of pedagogical education in 3 years from this year. Among these areas is the educational field "Fine Arts and Engineering graphics".

Improving the standards of higher education based on foreign experience, revising the directions of education and the disciplines taught. 2-fold reduction in the number of disciplines that are not related to the specialty. In higher education, the transfer of the educational process to a credit-modular system is required.

Credit - (European Credit Transfer and Accumulation System) (ECTS) (European Credit Transfer and Accumulation System), which becomes a credit unit. This system successfully passed research in European universities in 1989 and was adopted.

The purpose of the credit system is to increase the transparency of education and promote the recognition of academic knowledge and qualifications.

Initially, the loan was used for students from abroad, and it was trusted. The establishment of uniform credits for higher education institutions helped to ensure the mobility of students. Today, the European credit system is a recognized and functioning system in almost all European countries. The student will be able to get a diploma only if he / she gets the established credit points.

There are several types of credit systems in the world's higher education system. Along with the above-mentioned ECTS, there are credit systems USCS-the American credit system, UCTS-the British credit system, CATS - the countries of Asia and the Pacific region.

The successful operation of the credit-modular system depends on many factors, including educational and material support, a basic textbook that meets international standards, certain conditions for the organization of independent work of students (computer classes, video tutorials). In the credit system of training, it is important that a higher educational institution has access to all necessary information resources in the course of training: an educational and methodological manual, an electronic textbook, handouts, and online educational resources.

Educational direction "Fine arts and engineering graphics" it is necessary to analyze the curriculum and taught disciplines for their compatibility with the curricula of leading universities of foreign countries of the corresponding educational directions, to form the subject composition, frequency, set the duration of academic semesters, the amount of credit allocated to subjects, to develop evaluation criteria.

Descriptive geometry is a branch of general geometry that studies their shapes, sizes, and relative positions using methods for depicting objects based on their geometric properties, as well as algorithms for solving positional metric and structural problems.

Descriptive geometry differs from other geometries in its main method-the image method. It expands the student's spatial imagination with its visualization techniques, helps to create images and read pre-made images, as well as solve engineering problems [1].

Analysis of the disciplines of the curricula of the relevant educational areas of leading universities in foreign countries shows that in order to become a specialist in graphic representation, the subject of "Descriptive Geometry" should be among the mandatory subjects.

To teach the subject descriptive geometry according to the module-credit system, it is necessary to form a sequence of topics, the unity of modules and the program of the discipline. On the basis of the subject program, it is necessary to develop a new generation of educational literature, methodological manuals for independent training of students, educational and methodological complexes, evaluation criteria.

With modular training, it is possible to provide step-by-step training by completely shortening and in-depth differentiation of training programs. That is, it will be possible to individualize training. When switching to modular training, the following goals are pursued:

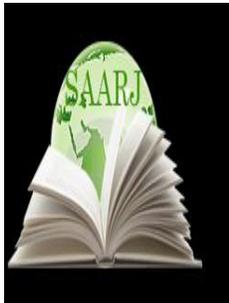
- ensuring the continuity of training;
- Individualization of training;
- creating sufficient conditions for independent learning of educational material;
- accelerate learning;
- achievement of effective assimilation of the subject.

It is planned that 50% of the total load allocated to the subject will be allocated to the audience, and 50% - to self-education. Therefore, a set of tasks for independent learning of students, thematic animation, tests included in the computer, workbooks, the use of information technologies in the educational process serve to improve the quality and independence of teaching the subject of descriptive geometry.

In conclusion, we can say that when translating the educational process of the educational direction "Fine Arts and Engineering Graphics" for 3 years and credit – modular system, the teaching staff faces great challenges. To train high-quality personnel in the field of fine arts and engineering graphics in the shortest possible time, it is necessary to follow the above recommendations, study foreign experience and use an innovative approach.

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FORMATION OF NATIONAL PRIDE IN CHILDREN THROUGH TEACHING DESCRIPTION OF HISTORICAL MONUMENTS IN UZBEKISTAN

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ABSTRACT

This article is devoted to the formation of national pride in preschool-aged children through acquaintance with historical monuments. The pedagogical knowledge and skills of educators on the formation of elements of national pride in children are not sufficient to provide the necessary pedagogical conditions for the formation of the qualities that are planned to be formed in children. The study of the situation in practice also shows that the work aimed at building elements of national pride in preschool education institutions is not carried out systematically.

KEYWORDS: *Historical Monument, Fine Arts, Formation Of National Pride, Patriotic Education, Ancestral Heritage, Pride.*

INTRODUCTION

At the heart of the formation of national pride in children, the desire to form in them a sense of homeland is the goal of preparing worthy heirs for the bright future of our country. From this point of view, the study of historical monuments has a high educational value in instilling in the younger generation a sense of pride in the city, village, district, neighborhood in which he was born and raised.

As the first President of the Republic of Uzbekistan Islam Karimov said: “The monuments of eternity show the world that the ancestry of the Uzbek people is ancient and sacred. We should not only be proud of it, but also feel a deep spiritual responsibility. This responsibility is the duty to sincerely love and preserve our ancestral heritage and pass it on to future generations in a more prosperous way. ”

Addressing historical monuments, myths and traditions as an effective means of composing elements of national pride in children, conducting experimental work to identify its effective methods and forms requires the coverage of several areas.

The first direction was aimed at determining the level of effectiveness of the content, style, pedagogical conditions developed for the formation of elements of national pride in preschool children by teaching them to depict historical monuments. It recommended developments for preschool educators, guidelines, lessons for children and their operating systems. According to him, the experimental work:

- a) the formation of pedagogical, psychological knowledge, methodological skills of direct educators as a priority task;
- b) educators have sufficient knowledge of the structural principles of the elements of national pride that need to be formed in children, their content;
- c) pedagogical management of the process of formation of elements of national pride in preschool children by teaching them to depict historical monuments, if necessary, make certain adjustments and changes to this process;
- r) to know that each child is a world, at the same time, a world unique in itself, and to act accordingly (on the principle of individualization of education);
- d) the ability to draw correct conclusions from the results obtained.

The results of the observations showed that pedagogical knowledge and skills gradually improved when educators were provided with the necessary adequate methods.

Based on the pedagogical requirements developed for the evaluation of the results, the indicators at the beginning of the experiment gave the following result. The pedagogical knowledge and skills of educators on the formation of elements of national pride in children are not sufficient to provide the necessary pedagogical conditions for the formation of the qualities that are planned to be formed in children. Therefore, special guidelines have been developed for the simultaneous formation of the necessary knowledge and skills of educators in experimental work.

The first task in the experimental process was to formulate specific ideas about the types of activities that educators use to form elements of national pride in children. Their types of activities can be classified according to their content and essence as follows.

Visual activity is the most important principle in the aesthetic content of children's early life, in general, in their conscious behavior - the network. The child begins to draw different lines, shapes without yet developing the ability to speak. Once a certain visual skill is formed, they live in this world, creating patterns of visual activity in elementary form and content. It has important educational and pedagogical value as it encourages them to think in their own way. It is important that this process does not take place spontaneously in the child's activities, that is, the child must gradually learn to correctly interpret the "images" he creates. In this process, the educator must inculcate in the child's mind the notions of aesthetic content, such as line and shape, form and content, color and content, and pedagogically manage this process.

The results of the experiments showed that it is expedient to divide the level of formation of elements of national pride by types of activities in determining the level of the first stage of the

experiment by teaching children to describe historical monuments. The results of the distribution of interests of preschool children by type of visual activity have the following content.

Types of visual activities			
Mud	Picture	Application	Build
Making a tower shape out of clay and plasticine	Depiction of the tower with pattern elements	Drawing a tower by cutting and gluing pattern elements	Construction of the tower using different building materials
Making views of clay domed madrassas and mausoleums	Depiction of domed madrassa and mausoleum views	Decoration of madrasa and mausoleum models with pattern elements	Construction of madrassas and mausoleums using building materials

Most of the children studied during the experiment chose the application session. Because in the application classes, the work of cutting and pasting the silhouette of historical monuments, decorating it with various pattern elements aroused great interest among children.

A large group of children tried to depict the appearance of the madrasa or mausoleum using different colors while painting.

There were some difficulties in conducting construction lessons on historical monuments. Due to the fact that pre-school education institutions were not provided with sufficient building materials, the planning of construction lessons was limited to one direction, ie only construction works were carried out on paper.

In a large group of clay work sessions, children make tower and dome views out of clay with great interest.

The level of formation of feelings of pride in children by teaching them to describe historical monuments was assessed by the traditional form widely used in pedagogical research - the categories of indicators "high", "medium" and "low".

Assessment	The result
High	Children's activities reflect independence and creativity. They have the skills to interpret and defend their opinions. They have a sense of pride in the heritage of their ancestors through the depiction of historical monuments.
Medium	There are cases of independence in the activities of children, where elements of national pride are formed, only lack of creativity or vice versa. They have certain knowledge and skills in their activities, they are able to interpret and defend it when necessary. There is a lack of regularity and stability in interests and activities. Children belonging to this group know the names of historical monuments. They can show the appearance of historical monuments in any type of activity, have the skills to work as a team.
Past	In children whose elements of national pride are not sufficiently formed, their natural inclinations, interests are directed in other directions, they are interested in a completely different field by their nature. Due to this, they are not able to show sufficient results in any area.

High level

Moderate

The experiment was conducted in three stages, the first of which examined the level of pedagogical, psychological and methodological preparation of educators for the formation of elements of national pride in children, the scope and level of children's imagination. Similar developments, methodological materials and instructions were prepared. In the second stage, experimental work was carried out on the formation of elements of national pride in older preschool children. Finally, in the third phase of the experimental work, its results were summarized, analyzed, and processed into a specific order.

Observations and analysis of the processes showed that most educators lack pedagogical and psychological knowledge and methodological skills, add more elements of play to the lessons, timely encouragement and selection of positive situations in children, rational and appropriate use of favorable conditions. shortcomings have led to the fact that the rate of positive shifts is not high.

Also, in determining the level of formation of elements of national pride through the acquaintance of each child with historical monuments, on the basis of criteria arising from a particular area, children's interests, types of visual activities were carried out. The final results of the experimental work showed the effectiveness of the developed materials, the accuracy of the proposed scientific hypothesis.

In most cases, our educators think about the complexity of the problem of educating elements of national pride in preschool. The study of the situation in practice also shows that the work aimed at building elements of national pride in preschool education institutions is not carried out systematically. The systematic continuation of the work carried out in preschool education institutions has a positive impact on the formation of national pride in children.

Below we present the development of lessons aimed at the formation of elements of national pride in children through historical monuments in the process of preschool education:

Development of a lesson on "Kokaldosh madrasah in Tashkent"

Objective: To bring up children in the spirit of patriotism, to form a sense of pride in the heritage of ancestors, to distinguish the elements of the pattern, to develop children's creativity.

Equipment: Which, glue, colored paper, a picture of Kokaldosh madrasa, a brush.

Beginning of the lesson: After the tutor greets the children, he / she starts by reinforcing the previous lesson:

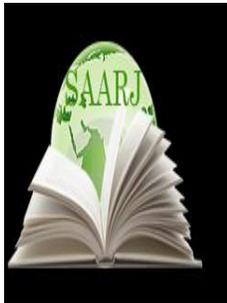
During the trip to Kokaldosh Madrasa, we talked to you about some of the information you learned from your tutor and parents and grandparents.

Educator: "In the middle of the 16th century, the Khoja Ahror madrasa and mosque were built in the south-west of the mosque by a two-storey madrasa of the Tashkent governor, nicknamed Kokaldosh. In terms of its size, colorful patterns and high domes, this madrasah did not lag behind the Samarkand and Bukhara madrasas of that time. The roof of the madrasa is decorated with patterns. Each pattern has a different meaning. Do you remember that we saw patterns in Kokaldosh madrasah reminiscent of cherkhpalak, girih, pepper? Oh who can tell us about these patterns?"

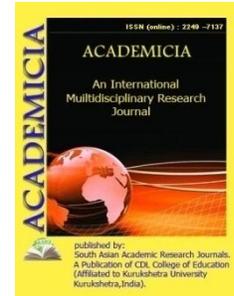
- Children:
- The wheel is a symbol of eternal motion, meaning that the universe is in eternal motion. It also signifies luck, growth, ascension.
- Girih is a type of pattern consisting of the repetition of complex handicraft forms. The basis of the pattern consists of square, triangular, straight rectangular divisions.
- Pepper - protection from various evils, bitter taste.
- Educator: Pepper is also reflected in men's skullcaps. A few peppercorns are hung in a bunch on the top of a pole or on top of a door. The purpose of hanging peppers on a house pole in this way is to protect household members from the evil eye.
- Educator: Now we are going to learn with you how to cut a pattern element reminiscent of the pepper shape used on the roof of this madrasa.
- The educator draws and cuts out a pattern element in the shape of a pepper. The children also cut in a layered way so that a few peppery elements appear. Then in front of each child stands an album sheet with the shape of the front roof of the madrasa. The children place the pattern they cut based on their creativity and glue it neatly. The educator reminds the children of the rules of careful use of glue and scissors. After the children have glued the patterns, the educator examines the patterns they have made, shows the children the types of patterns they have worked on, and encourages the children to work the pattern beautifully (symbolic breastplates can be used to encourage the star, moon, sun, tiger, etc.).
- The session ended as follows.
- "Our ancestors studied in these madrassas and enriched their knowledge. Many scientists have lived and worked in our country. Oh, who knows many proverbs about the homeland, the country?"
- ""Your homeland is your golden cradle", "Loving one's homeland is a believer", "Bulbul loves a chaman, a man loves his homeland", "Be a beggar in your own country until you become a king in another country"
- After the educator encourages the children to take an active part in the lesson, he brings home a picture of historical monuments of our country.
- Ensuring a high level of formation of elements of national pride in older children through historical monuments in preschool education serves to strengthen children's interest in historical monuments, which leads to effective results in the educational process.

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REDESIGNING THE INFRASTRUCTURE FOR INCLUSIVE DEVELOPMENT OF DIFFERENTLY-ABLED IMPERATIVES

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ABSTRACT

Quality of life is a function of many intricate factors; to an extent a matter of content, but the disability and related issues in life of disabled remains a puzzle with many exceptional empirical metaphors. A disabled person in developed nations might have far better life than for a normal person in India. It is lack of the opportunities to lead a life of dignity that cripple them. The set back of disabilities is negated by the shelters of an enabling societal atmosphere. It is the Universal access and education that boon them. The state reservation for employment is giving a relaxation on upper age limit also projects a number of issues like working conditions largely viewed as courtesy. The state lacks data on disability inclusion lack of consistency in pursuing policy is yet another drawback of our governance.

KEYWORDS: *Abled, Dispensation, Humane, Orthopedically.*

INTRODUCTION

There are three parallel developments which pulled the media attention recently pointing the rehabilitation of the marginalized sect of differently abled group since the enactment of persons with Disability Act of 1995. This include the increasing awareness regarding the rights of weak, the shift from fittest to humane model of social being and the rise of human rights. The issue has multidimensional implications making it complicated but not socially insignificant. Reckoning four to five percent of any given population as differently abled, the group is an inseparable part of a demographic political entity. Having stated this does not end the obligation of a legislature or executive for that matter. The state has empathetically framed the Act but the implementation and adherence is pending for dispensation on many fronts. The Union Government has conceived the idea of inclusive growth from UN and articulated it to the states. A state, while formulating the vision must decipher the time phased course of action to address this grievous social challenge but one should not be blamed for being skeptic about the real spirits of such initiatives. The provision of public utilities and the equality of using it largely assumed by the

state as its commitment in any civilized society. It is an attempt to delineate the concerns of interested groups in the society. An operational definition of differently abled illustrates the state of physique or mind becoming unreasonable to the social equation while making an interaction.

UN intervention

UN has suggested many developmental models for the developing countries towards inclusive coexistence. But heterogeneous property of the issue makes it really complicated throwing a plethora of challenges in synthesizing the peculiar demands of this marginalized. Reservation to the challenged, exemption of charges in enjoying basic infrastructure is the traditional methods of rehabilitation serve only a feeble portion of this aspect. The very concept of differently abled in post-truth perception need to be reconstructed altogether. A wheel chair or a pair of crutch has become a synonym for differently abled. The spectrum of this population is ranging from visual, hearing, locomotors, autism and could be a portion with all of these. The intention is not certainly for blurring the lines of present demarcation but to provide a basic understanding on the group under spot light. Notwithstanding the above premises, UN has been on regular basis conducted exploratory researches on the implications of disability inclusion in all the outfits of social life. The results of these studies are in the form of published works. Many member countries however, lack the institutional logistic support for taking the suggested initiatives. But India, for no reasons can hold such lame excuses any more.

Quality of life is a function of many intricate factors; to an extent a matter of content, but the disability and related issues in life of disabled remains a puzzle with many exceptional empirical metaphors. A disabled person in developed nations might have far better life than for a normal person in India. It is lack of the opportunities to lead a life of dignity that cripple them. The set back of disabilities is negated by the shelters of an enabling societal atmosphere. It is the Universal access and education that boon them. Chunk of the blame come from existing system that denies them the physical access to the workplaces, public places etc. due to lack of conducive environment. It is lack of equal opportunities that they are treated as liability to the rest, but indeed they are assets to the nation provided with enabling atmosphere.

Role of infrastructure and differently abled

India has ratified the UN Convention on Rights of Persons with Disabilities. It requires the nations which are party to the treaty, to provide an enabling atmosphere so that disabled enjoy the status as full and equal members of the society with human rights. It enjoins the states to provide disabled friendly voting machines for their right to vote, to promote good standards of living through access to poverty reduction programs, with right to health, education and work without discrimination based on disability. It prohibits compulsory sterilization of disabled persons and their right to adopt children. It is also gender sensitive. India, though a signatory in the treaty cannot change the situations even after two decades. The elderly persons too are affected in the bus stations, railway stations, banks, and at other social utility terminals. Differently abled individuals and the elderly deserve to enjoy quality life in a comfortable home. “The home’s layout should be designed keeping their needs in mind. The offices should not have any obstructions that hinder free movement,” points out Dr Ajay Monga, professor of architecture, DCR University of Science and Technology, Murthal, Haryana. “To reduce the need for bending and reaching out; opt for cupboards and shelves with slide-out storage. Toilets can be replaced with special units, or raised seats can be installed,” he suggests. In housing

societies, people with disabilities should be allotted parking spaces that are convenient. “Elevators, recreational spaces and other amenities, like swimming pools, club offices, banquet halls etc., should be accessible to people with special needs and disabilities,” adds Ray. Most importantly, to provide accessible solutions, the changes in housing colonies should be incorporated in a planned way, through proper guidance and conformity of standards. However, the discussions should not limit the orthopedically handicapped, the demands from other strata of differently abled are numerous. Well-lit area, sign boards, and block legible letters are just few among them. But the inevitable changes should be creatively innovated and extended to the disposal of the challenged.

Importance of Research input

The quality of research in India in this domain is not contributing any good. On the other hand it is quite promising in western world. Some of the research observations in the field of studies on inclusion published in other countries

..... In today’s environment of budget reductions and increased public scrutiny of educational and governmental institutions (Arimoto and Sato 2012), entomologists face diverse accountability, behavioral, and social challenges in addition to the ongoing scientific challenges of their research. One approach to address these diverse challenges is to build teams that combine talents of individuals with correspondingly diverse backgrounds (Jablokow 2005)

13 per cent of persons of typical working age in the U.S. (National Science Foundation 2009) self-identify as having a disability or as “differently abled,” including increasing numbers of veterans (Duerstock et al. 2014).

The adaptability and strong work ethics of veterans and persons with visual and other disabilities are well known (e.g., <http://tinyurl.com/o2fxolk>, <http://tinyurl.com/nz98hp6>). Governments across the breadth and width of the globe invest millions of dollars in many researches for various reasons. Very few of them bring vital solutions to any real issue having social values(?). It is a felt imperative that every state should facilitate research in the area of designing the infrastructure both hard soft. Many NGOs are giving incredible services in this regard. But elsewhere, for instance in US and Europe there is a devoted system of research in exploring the data on disability, among disabled how much constitute visually impaired and what is their morale? How does it differ from other employees? US Chamber of Commerce has issued a paper on the topic disability inclusion by the corporate and various programs on recruiting, training and developing disabled work force. This is also a part of redesigning the infrastructure. The developed countries are advanced far in terms of inputs from research for policy formulation and execution.

Social audit

In India, after decades of legislation, it is high time to propose a social audit to see the impact of PWD Act. To the surprise and dismay the number of students at school for the disabled is still at high toll, but the number at higher education is not representing the population. The million dollar question is where do these people disappear? Many of the differently abled students are either drop studies or are locked at their residence. The reasons are hinting the effectiveness of our state programs. It can even be possible that as the kids grew up they are failing grossly in withstanding the pressure of higher education. It certainly shows the missing aspects of this glaring chasm.

There are writers, social scientist and NGOs are working on various issues of this phantom issue. The state should seriously think on this aspect by synthesizing major think tanks for reasons and keep a close surveillance on the statistics. Right now, there are very less evidences on coordinated initiatives by the state and centre to map the directions of the indices.

All governments are reducing the budget for education and development of ethnically vulnerable sections of the society. The state reservation for employment is giving a relaxation on upper age limit also projects a number of issues like working conditions largely viewed as courtesy. The state lacks data on disability inclusion lack of consistency in pursuing policy is yet another drawback of our governance. No doubt, this will inadvertently invite redundancy of resources. To comply with the procedural aspects, organizations may include certain skin deep changes in the structure of every physical outfit. Without proper planning on the real need analysis of users' in question, the real inclusion will remain a far cry. For instance in a college in connection to NAAC visit the authority will construct a make-shift ramp at the main gate, but the classes are conducted in all the floors . How does it help the differently abled. Inadequacy of lightings is a common concern for all the visually impaired. It is causing many accidents for disabled and elderly persons. Lack of sign boards (at least) is a reason for people who are hard of hearing. If the state is reluctant in first conducting research (honest), second making use of such data for policy formulation along with willful measures on redesigning the public utilities to assimilate the demands of disabled. The words like aloof, wean, seclusion will take over inclusion.

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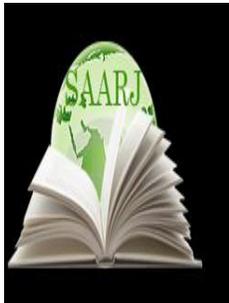
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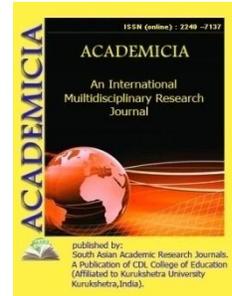
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DISTRIBUTION OF TRAINING LOADS AT THE STAGE OF COMPETITIVE PREPARATION FOR MIDDLE RUNNERS

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ABSTRACT

It is proposed to distribute the training load during the annual period of training as follows, during which it is necessary to "collect" as much load as possible during the training period or to reduce the load during the competition and increase the intensity, at the expense of participation in competitions. It is proposed to distribute the training load during the annual period of training as follows, during which it is necessary to "collect" as much load as possible during the training period or to reduce the load during the competition and increase the intensity, at the expense of participation in competitions.

KEYWORDS: *Harmoniously, Didactically, Training, Resolutions, Glorifying.*

INTRODUCTION

Due to independence, special attention is paid to the development of physical culture and sports in our country. This attention also serves as a guarantee of sports performance, but also the formation of the nation's gene pool and upbringing of a harmoniously developed generation, physical culture and sports on the basis of decrees and resolutions adopted by the President and the Government. Yesterday's young athletes are taking the podium not only in Uzbek sports, but also in the Olympic Games, world and Asian championships, glorifying our country in the eyes of the world community.

But just as the "wheel" of progress cannot be stopped, so can the results of sports. Therefore, it will be necessary to form and improve the system and methods of training competitive athletes, to create and use innovative technologies. These problems, in turn, emphasize the importance of training highly qualified personnel in the field, the organization of training and competition on a scientific basis, expanding the scope of training talented athletes.

Of course, in recent years, a number of scientific institutions have begun to conduct valuable research in this area [12,13,15].

However, the quality and effectiveness of trainings in local sports schools, sports clubs, competitions organized at the district, city and regional levels is not enough. In particular, despite the fact that athletics, which has long been included in the program of the Olympic Games, is part of all regular competitions in the country, in particular, Umid Nihollari, Barkamol Avlod, Universidad, there are still world-class masters of this sport. not grown.

The results of pedagogical observations and statistical data and scientific research [1,2] show that in secondary schools, AL, KHKs and even in the branches of athletics clubs in higher education institutions, certain types of this sport (short, medium and long distance runners, length and height) jumpers, spears, hammers and discus throwers, etc.). Classes are not didactically based on the periodicity of multi-year sports training, differentiated methods and tools. This problem is especially relevant to the training process of athletes who run medium distances. If the content, scope, intensity and direction of training in the general and special physical training stages of athletes in the training and development groups of this specialty in athletics are recognized as relatively expedient, the pre-competition stage of training is not formed at the level of modern requirements.

Therefore, today the issue of preparing middle-distance runners for competitions in the conditions of higher and secondary special education institutions as a scientific object is of great theoretical and practical importance.

The purpose of the study: to develop and scientifically substantiate the program of preparation of middle-distance runners for competitions during the academic year.

Research tasks:

1. To study the training cycle used in the pre-competition training phase of athletes running 800 m.
2. Develop a pre-competition training program for middle-distance runners that is inseparable from the curriculum and determine its effectiveness on the basis of pedagogical experience.

The object and subject of research: the methodology of preparation and application of pre-competition training in the preparation of athletes for the middle distance, taking into account the theoretical and practical training in the curriculum of the sports school, adapted to the annual training load of athletes.

The distribution of training loads is an important issue in deciding the training cycle planning.

Leading experts [4, 6,11] suggest the following approach: the distribution of loads is carried out on a weekly basis for the four stages of preparation (each of these stages has a definite number of preparation weeks). Each period is given a general direction in the distribution of loads. For example, during the training period (autumn-winter) the total volume of loads should increase and the intensity should decrease, while during the competition period, on the contrary, the total volume of loads should decrease and the intensity should increase.

Detailed control of training loads, calculation of applied training methods and control of them at different stages of training will allow increasing sports results.

Thus, in fact, all the loads of the runner are focused on the development of various physiological factors and mechanisms that provide energy to the body, and are evaluated and distributed based on the concepts of total volume and overall intensity.

According to the scholars [18,19], they link the distribution of training loads to the preparation periods, relying on concepts such as 'cumulative result', 'delayed information result' and 'perception of physical qualities'. The first concept is based on the effective effect of the athlete's speed on the performance and the ability to maintain this effect for a long time, and on the other hand, the generalization of the effect of long-term training, which focuses on the development of various physical qualities over time. In this case, the different physical qualities are based on the exact order of the training sequence, and the training periods are based on the duration.

It is proposed to distribute the training load during the annual period of training as follows, during which it is necessary to "collect" as much load as possible during the training period or to reduce the load during the competition and increase the intensity, at the expense of participation in competitions.

The training of athletes running medium distances [20] is divided into nine stages, and for each stage the loads and the main means of training are distributed.

1. Attractive.

Loads: strengthening the musculoskeletal system and musculoskeletal system, preparing for work the leading functions of the body.

Tools: jumping exercises, stationary exercises, speed-strength exercises of a movement nature, aerobic running (YUQS 150-160 zar / min).

2. The first main stage.

Downloads: improving aerobic results, developing leg muscles to maximum strength, training the ability to move at speed while running.

Equipment: aerobic mode (UPS 150-160 rpm), sand and uphill running (distances of 0.5-2 km), jumping exercises.

3. Winter pre-competition stage.

Loads: special endurance training, improvement of technique to maintain the achieved level of strength, running speed and tactics.

Means: re-running (at distances of 200 m and above), jumping, anaerobic races.

4. Winter competition stage.

Downloads: to achieve a high level of special working ability, to use the accumulated capabilities, to improve anaerobic mechanisms, to cultivate a sense of speed.

Means: anaerobic mode (40-50 min.), Restorative running (6-8 km), high speed running (100-200 m).

5. The second main stage.

The loads and tools are the same as in the first main period, but the intensity of the exercises is higher.

6. Summer pre-competition stage.

Downloads and tools are the same as in the pre-winter stage.

7-8. the first and second stages of the race.

Downloads: to create the most convenient training cycle, to achieve a high level of special work ability, to improve technical and tactical skills.

9. Transition (recovery) period At this stage, various forms of good rest are the main means.

Scientific research on other sports has taken a different approach to the distribution of training facilities. VN Platonov [23] believes that the training practice of highly qualified swimmers convincingly demonstrates the possibility of varying the training cycle throughout the year [7,8] suggest a planning model for endurance (medium and long distance) tour groups of the sport; this model shows that the preparatory loads consist of the following sequence: 1 total endurance; 2 speed; 3 fast endurance. The whole cycle of training is aimed at the systematic development of strength and speed endurance for the responsible stages of the race. At the same time, they suggested the use of strength-building exercises for training periods.

The main [14] distribute the loads over the entire speed range. Here, medium and long distance runners are used as the main engine load. In the study, it was stated that the load distribution depends on the skill level of the runner. In the training of highly qualified "mid-distance" the main focus is on the speed-power base, on the basis of which the aerobic productivity of the organism is increased. For the rest of the runners, it is advisable to increase aerobic capacity in the first stages of the training period. [27] suggests the preservation of its specificity when planning training loads at different stages of training, i.e. the development of the body's systems and functions in ensuring sports results.

It should be noted the following:

a) most experts associate the distribution of training loads with preparation periods, but as we have mentioned, views on the distribution of training loads are as different as views on the distribution of training loads;

b) The theory of periodicity, which allows the distribution of training loads, is given very nicely, but unfortunately, its rules have not been confirmed in practice or practice.

When running a distance of 800 m, especially in the training of athletes aged 14-16, the main indicators of training loads are their size and intensity.

Two initial levels of lactate accumulation have been identified, which characterize the beginning and end of the aerobic-anaerobic regime zone. Typically, aerobic onset is detected closer to the end of the aerobic-anaerobic regime zone.

**TABLE 1 AEROBIC-ANAEROBIC TRANSITION PHASES AND THEIR
PHYSIOLOGICAL CHARACTERISTICS
(F.P. Suslov, 1986)**

Indicators Aerobic-anaerobic transition phases I II III	Indicators Aerobic-anaerobic transition phases		
	I II III	I II III	I II III
Start type Aerobic start Anaerobic start	Start type Aerobic start	Start type Aerobic start Anaerobic start	Start type Aerobic start Anaerobic start
Metabolism type Aerob Aerob-anaerobic Anaerobic			
Energy nutrient medium Fatty acids Fatty acids, glycogen Glycogen, fatty acids	Energy nutrient medium Fatty acids Fatty acids, glycogen Glycogen, fatty acids	Energy nutrient medium Fatty acids Fatty acids, glycogen Glycogen, fatty acids	Energy nutrient medium Fatty acids Fatty acids, glycogen Glycogen, fatty acids
% <40 40-80> 85 from MKO			
% Of loss <65 65-90> 90			
Lactate concentration, mol / l			

The effectiveness of downloads depends on its size. Approximately the same results can be achieved when running long distances at low speeds or when running short distances at high speeds.

**TABLE 2 ACCORDING TO F.P. SUSLOV IN 1986 THE YQS DEPENDS ON THE
INTENSITY OF THE LOADS AND THE EXPERIENCE OF THE RUNNERS**

Intensity zones 1st 2nd 2nd 3rd 4th Aerobic zone Anaerobic zone	Intensity zones			
	1st 2nd 2nd 3rd 4th	2-чи	3-чи	4-чи
	Aerobic zone Anaerobic zone	Анаэроб зона		
Long-distance runners and medium-distance runners 126-138	Long-distance runners and medium-	138-150 (23-25)	150-162 (25-27)	162-174 (27-29)

	distance runners 126-138			
(21-23) 138-150	(21-23) 138-150	144-156 (24-26)	156-168 (26-28)	168-180 (28-30)
(23-25) 150-162	(23-25) 150-162	150-162 (25-27)	162-174 (27-29)	174-186 (29-31)

With this in mind, load volumes are recommended for different intensity zones, taking into account the athlete's age, experience, and specialization. There is no mention of the volume of loads in the 1st zone of intensity, as it is the training cycle, the micro-mesocycle, as well as

The factors reflected in Table 3 depend on the objectives.

TABLE 3 VOLUME OF TRAINING LOADS FOR DIFFERENT ZONES OF INTENSITY (ACCORDING TO T.BARACHINSKY, 1989)

Exercise category Intensity zones 2nd 3rd 4th Aerob Anaerobic zone	Exercise category Intensity zones			
	2nd 4th	3rd	3-чи	4-чи
	Aerob Anaerobic zone		Анаэроб зона	
Qualified runners for medium and long distances 20	Qualified runners for medium and long distances 20	16 (60)	11 (40)	
(80) 16	(80) 16	12 (45)	8 (30)	
(60) 11	(60) 11	9 (35)	6 (20)	
(40)	(40)	6 (25)	3 (12)	
Qualified runners aged 14-16 for medium and long distances 15				

It gives the upper limits of training loads. It is necessary to take into account the training stage of the runner, the current level of his ability to work, training tasks and a number of other factors. Exercises with limited volumes, especially in zones 3-4 of intensity, have a strong effect on the athlete and cause deep damage to the homeostasis of the organism. Full recovery takes 48-72 hours or more. Therefore, training in zones 3-4 of intensity should not be more than two to three times a week in adults and once or twice in athletes aged 14-16 years.

The initial speed of running is a clear indicator in assessing the level of endurance [5].

Based on the size of this indicator, a classification of endurance levels was developed, according to which non-trained individuals ran at an anaerobic start speed of 3.0-0.5 m / s, idle individuals at 3.5-4.0 m / s, highly qualified athletes at 5, They reach 3-5.6 m / s.

Several attempts have been made to develop approximate methods for estimating the overall intensity of periodic loads used in training sessions. In recent years, German scientists have proposed a complex indicator, which consists of an increase in the speed of movement and the volume of training. The author [14] proposed a similar method, the only difference being that the volume is multiplied not by speed but by a conditional coefficient that takes into account the difficulty in performing the exercise. Scientists [26] have suggested that in the classification of running loads, exercise work has been shown to increase growth rates with age, with 3 modes of energy supply: aerobic, mixed, and anaerobic.

For I and II category athletes [17], the following volumes of annual intensity zones are recommended: The weekly volume of aerobic exercise load in preparation for the competition period is 235–420 min. changed around. Recommended distribution of exercise loads: 67% of aerobic capacity, 20% of mixed, 13% of more anaerobic capacity. The most important challenge in preparing 14-16-year-old athletes for race activities for medium distances is to plan and schedule individual training sessions on the micro and mesocycles of the MOT phase, which allows for a reasonable distribution of training loads after each individual load.

Knowing the recovery periods after each workout in this or that direction will allow athletes of this age to avoid overloading and preventing athletes from overtraining at this crucial stage of training.

A different approach, i.e. the author of the complex lesson, is A. Lidyard [16]. He proposes to harden all the systems and functions of the body in one microcycle, and these systems and functions ensure the growth of sports results, but one direction is used in each exercise.

Here is an example of a microcycle plan:

Monday: 1/4 force 2x880 yards, 1/3 force 1 mile.

Tuesday: 1/2 force 2 miles.

Wednesday: 1/2 power 6x880 yards.

Saturday: 1/2 power 20x220 yards.

Sunday: Long run.

The authors [21,22] suggest the use of exercises in different directions in a single training session in swimming. This approach was proposed by AM Yakimov [27] in the training of athletes running medium and long distances. The main method of planning he uses is tentative plans.

In addition to general recommendations, many recommendations can be found in the scientific and methodological literature, including reference volumes and approximate plans for training [14]. The work can be divided into three speeds used in the training of runners for medium distances:

1. The speed needed to keep the desired running speed at a steady pace while running over most of the distance. This speed is directly related to its ability to withstand large oxygen debt.
2. Apply tactics in the cycle of tactical struggle with opponents by "accelerating" speed or correct distribution of distance.
3. The speed of moving forward at the finish line.

At the same time, examples from special work are given, in which the ability to withstand the oxygen debt caused by high-speed running is improved. These exercises consist of a series of small repetitions of small distances, which again includes a very long rest interval between repetitions.

Scientists from around the world who have worked on several medium distances have analyzed the data in their research as follows.

Leading scientists [7,8] have suggested that a 15x400 m workout (running 200 m at a stop at a stop) would be more rewarding if the three series ran from 5x400 m, running at a steady pace at stops between 200 m runs, and 400 m between series. .

In his work, he revealed some training secrets of Moroccan runners [24]. This was done by D. Dionysi, a coach who works with runners in Morocco. The November-December workouts focus on developing the highest aerobic capacity, usually in the form of running between 1,000 and 400 m. For example, the rest between repetitions of 2-5x1000 m is 1: 30.0 s. with a rest interval of 3: 00.0 and a rest interval between 25x400 repetitions of 40-60 s. will be. Accelerated uphill running range will be repeated for 150 m to develop strength capabilities and improve running technique, as well as continuous running in the aerobic direction.

According to F.P. Suslov [25], we can see the specific preparation in the training of the Ethiopian S. Auita on running on the border of aerobic and anaerobic cycles. He believes that maintaining high speeds over distances cultivates complex abilities. S.Auita conducted aerobic and anaerobic training in the following ways:

- 300 m. - 38.8 rest - 1: 57.0; 600 m - 1: 23.4, rest - 3: 55.0;
- 200 m - 24.3 rest - 1.56; 400 m - 52.9, rest - 3: 51.0;
- 800 m - 1: 57.6 rest - 3:54; 400 m - 54.5, rest - 6 s; 300 m-40.1.

Research has shown that doing a sufficiently large amount of work at a rate that exceeds the race speed in the run-up to the race has a negative impact on the outcome. [9,10] has shown that a simultaneous increase in volume and intensity when running short distances in the direct preparation phase of a middle-distance runner does not help to increase the outcome of the main sport, but in some cases leads to deterioration. Researchers have also shown that only increasing size or intensity has a positive effect on athletic performance.

The establishment of a micro cycle system in the MOT phase depends on three very important cycles:

- The interaction of fatigue and recovery cycles and the order of exchange of relatively high and low loads with rest;
- The need to re-apply the exercises in different directions, which are interrelated;
- General order.

According to A.F. Boyko [3], in medium-distance runners it is preferable to teach the methodological and biological expediency of the distribution of loads in days, rather than quantifying the amount of work done in the planning of training loads in stages. When tired of strength training, special-strength exercises are removed from training 7-12 days before the start of competitions and can be included in pre-competition writing exercises. In addition, the author

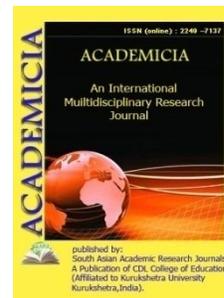
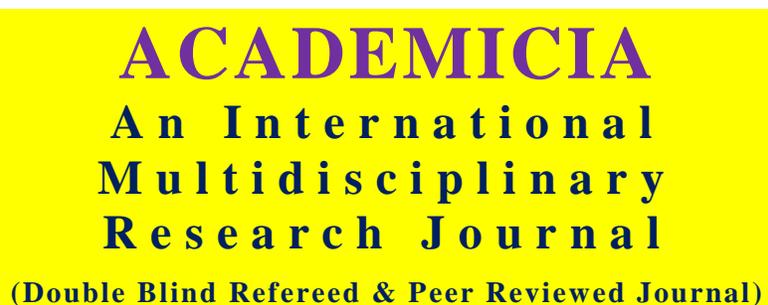
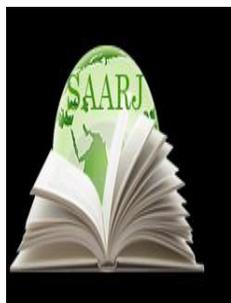
believes that in order to restore the strength of the leg muscles and increase their tone, it is necessary to shorten the running regimen for the next 7-10 days and include daily jumping exercises.

In short, imagining which zone the 800-meter run belongs to, its physiological characteristics, plays an important role in the correct choice of tools and methods in preparing 14-16-year-old athletes for the main starts of the season.

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APPLYING FIVE PRINCIPLES IN TEST MODIFICATION PRACTICE

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ABSTRACT

Tests differ in types and structures according to the course types. It is of great importance to take into consideration the principles of tests when administering them in testing: practicality, validity, authenticity, reliability and wash back as taught. Seemingly, to identify learners' knowledge and schemata in a correct way, a well-designed test can also serve as a guideline for a teacher to achieve the certain goals in teaching and learning processes. The given work explores some modifying techniques keeping the applying five principles in testing.

KEYWORDS: *Testing, Authenticity, Practicality, Validity, Reliability, Wash Back.*

INTRODUCTION

Being a teacher, there is always something to change and create in terms of testing and assessing, as being still in the process of globalization, using the old techniques and tests are unlikely to yield good results. The main objectives of the work are to let learners get positive wash back after the administration of the modified test and to enable them to get flexible to any test types. The essence of the Test Modification Practice in teaching and testing system of English language teachers is to make the learning process more fruitful for the learners of 21st century in Uzbekistan. The context we make modifications into is the course on "Vocabulary in Context" at high educational institution. The purpose of the paper is to explore some new ways of testing vocabulary incorporating the other skills other than grammar into testing.

MATERIAL AND METHODS

In modern time if to analyze language learning process from the point of language policy in Uzbekistan, everything was changed ranging from course books to teaching methods almost in all institutions. Coming back to EFL and ESL learners, they are all aware of every single change

and it demands a lot of effort to test their comprehension with only one single test. After the introduction of PRESETT (Pre-service Teacher Training) curriculum, which is now used almost by 70 high educational institutions in Uzbekistan, the testing system ought to be different from the ones used in the past before the implementation of that program. The focus group in this given context is academic year students at Nukus State Pedagogical Institute. The language courses based on PRESETT curriculum are “Writing”, “Grammar in context”, “Listening and speaking”, “Integrated Skills”, “Independent Study Skills”, “Vocabulary in context” and “Reading”. One of the features from which the learners benefit in terms of language skills is that the schedule for each language course is designed in a way that all the topics are interconnected with each other. If learners have the topic “Business” in reading classes – materials for reading about business, then in listening they also have the same topic taught separately in each class. Therefore, it will not be difficult for them to acquire and learn new words off by heart and use them in their daily classes.

At Nukus State Pedagogical Institute the classes are taught in English language except for secondary social courses. Each course has its own peculiarities, and it is wrong to prioritize the one from the other. As mentioned above, according to PRESETT program the courses are interconnected with each other. We provide the test modification on the course “Vocabulary in context” and modify the test. Looking at the learning and teaching process, before it was named as “English Philology”, and the method of teaching was mostly based on Grammar Translation Method. The tests themselves were on translation from native to English or vice versa. Ergo, those tests used before do not coincide with today’s teaching methods and techniques in all respects. Nowadays, the placement tests for educational institutions with regard to developed English language learning system, they are getting more complicated based on the learners’ strong background knowledge in all four skills. As known for all, most applicants take NSFLA framework or IELTS to enter without examination.

DISCUSSION

Taking English language as a whole system, each aspect of it is of great importance to acquire and develop in our learning as well as teaching process. As mentioned above, to separate those aspects might be a wrong approach, and turning to testing per se, whether it is a test on listening or whether it is on writing, there is a small portion of each language aspect within the process; if not, those all four language skills should be included then. It is true that there are four major language aspects: listening, speaking, writing and reading. But going into the depth of testing English language proficiency level, there are aspects such as grammar and vocabulary that are worth paying heed to, so that these two additional aspects play a key role to teach separately and test as well.

As given in the syllabus and assessment specification, each theme should comprise the elements of the broad theme in the form of topics, and the topics of the above mentioned textbooks related to each topic. The test to be modified is on the given course “Vocabulary in context” for first academic year students of Foreign Languages Faculty. If to look closer and consider the principles of the given test, it does not meet all requirements of learners and their wash back seems negative after doing the test.

Describe your friend’s appearance

The test is taken from academic year students at the end of the year for their final summative assessment. From the given test it is evident that it is not practical that has different types of tests taken from the other course books rather than the topics the learners cover during the year round. Saville (2015) stated that “Practicality can be defined as the extent to which an examination is practicable in terms of the resources necessary to produce and administer it in its intended context and use” (p.30). The space for writing the answers is not enough, the directions are not clear enough to follow, the scoring is not given. The timing is not provided, the learners will definitely find it difficult because of the lack of practicality. According to the principle “reliability” in testing and assessment, Borsboom, Mellenbergh and van Heerden (2004) ratified that if measurement results in different scores and evaluation, then the test is considered to be invalid so that valid test should not cause any difficulty to a test taker to come to conclusion of final assessment. This test is not valid enough due to the absence of rubrics for the whole test variant. Besides that, if the given test contained only one particular type of a test as the whole test is on multiple choice questions or word formation, or any other types of test only in one format, then it would not be challenging not only for the teacher to assess, but also for the learners as well. Most learners claim that it is very difficult for them to move from one type of a test to the other which tests one and the same language skill.

The given test may have small portions of each principle, yet it is hard to consider to meet learners’ needs. As it is given in the original one, even for the teacher oneself, it may cause some difficulties to measure and assess test takers’ aptitude and comprehension on the covered topics. Some researchers Wells and Wollack (2003) mentioned that reliability of the test do not lie in the concept that “test is reliable if it does not cause any problems”, but reliable test means that if a student get 90% out of 100%, that student should be able to perform it in real life as well. If that student fails to perform in reality that he showed in the test, then it is wrong to state that the test is reliable enough. As a whole, the test does not compromise all four testing principles in balance. The problem for this can be the gathered ready exercises into one variant without any modification. There are texts within the variant, still the small texts do not contain any topics which make the test inauthentic. The given test needs modifying in order it have all the test principles and get positive wash back after administering.

Turning to the strengths and weaknesses of this test, the weaknesses overweigh its strengths. The strengths lie in the aspect that there are enough spaces to write the answers, so learners do not face with any difficulties concerned with practicality. The second strength is that it is appropriate for B2 level learners as described in the syllabus; the last strength is that the writing part is given in the last section which is a good opportunity for the learners to do it after they completed all the others, so that they will fully concentrate on one point after all. Admittedly, the weaknesses are that if we look closer and stop in each task of the test, the test contains various types of test items, and that may distract learners to come to one conclusion and think critically while taking this kind of tests. The second weakness can be in the last writing section there are no task specifications relating to task achievement. Overall, the last minus is that it is not properly designed that lacks practicality and reliability concerning the illegibility of that exact exercise,

Results

Learning is an endless process due to many aspects of education. In its turn, teaching process and learning to teach are linear and continuous process that occurs in almost every teacher’s professional life. Taking any type of test either being a learner and a teacher is of benefit and

food for self development. That is, tests are determiners for identifying and measuring how well one does in particular field of study. In teaching process, mostly teachers benefit much from testing their students' knowledge and comprehension in the given discipline or a course. Due to the results of test takers, teachers easily identify their weak points in teaching if one's learners get lower mark in the test, or vice versa, if the learners succeed in the test that means teacher does one's best in achieving course goals and objectives.

In designing and administering any test, the main five principles play a key role due to the interconnection of one another in one context as a whole. Some tests are considered good ones, still some may lack at least one of those principles. The test, chosen by the author of the given test, lacks many features and criterion in the principles that may cause some negative wash back and teaching results. Therefore, it is really important for teachers to take into their account the feature of asking themselves to what extent they are able to teach the given course. Nowadays it is really essential to know and be able to do and create one's own tests in many respects. That is because a teacher is the one, who is totally aware of what is happening in the teaching as well as in the learning process. Some tests administered by some organizations are unlikely to meet all the requirements of any course objectives and learning outcomes. Considering all the said above, the modification needs doing in the writing task from the whole test in the course "Vocabulary in Context" for summative assessment:

Original version of the test:

7. Describe your friend's appearance

Modified version of the test:

7. Describe your friend's appearance and character.

Word limit: 300 words, time: 55minutes. Try to use the passive vocabulary covered in the topic "Describing people". You may use the words and idioms given on the white board. For plagiarism you will be penalized and will not be given the second chance. The rubric for checking the task is provided at the back page of the paper. You may use a pencil or a pen. Words on the white board: "laid-back, generous, sincere, reserved, height, pale, plane, a peach, bigmouth, couch potato, cookie, a swot, achiever, cucumber, fishy, eager, in the pink, lanky, stout, garrulous, taciturn, effusive, impetuous, impulsive, gullible, obstinate, disdainful, approachable, conscientious, naïve."

Evidently, the modified version of the test counts for getting clear instructions compared to the original version, which is of practicality in its usage. Instructions define a lot in any exercises and tests, whether a student does the task successfully or not according to how well appropriate instruction is used both orally and in writing. One thing worth mentioning here in terms of giving instructions is that whether the test is taken orally or in writing, the instructions should be given in a written form. Considering the situation when students feel anxious or nervous before the test, oral instruction given by the teacher, first of all, makes them more confused; second of all, it may distract them while taking the test, and they may get negative washback in the end. Saville (2015) highlighted that within the test time the materials should be qualitative and be counted for equal quantity of papers distributed within the group equally. In this writing task which is closely connected to psychological sides of higher order thinking, any small minuses can affect the quality of the student's performance. Therefore, well-designed papers cannot be distracters in the

examination. Turning to the new design itself, it is practical enough taking into account a sufficient space and well-structured vertical lines for accurate writing. Most students and even senior teachers find it rather complicated to concentrate on the task when their handwritings get directed up or down. Therefore, in any kind of a writing task, the lines are important to take into consideration so as to avoid impractical consequences. In its turn, when it comes to assess the written work, it does not pose any problems for the teacher to deal with illegibly written lines or words of the students.

Apparently, taking placement test is of necessity for learners and as well as for teachers, Maree and Fraser (2004) emphasized that if the test results are the same for the whole group or even with slight differences in amount, then in that case the test seems to be reliable. In this sense, reliability refers to stability. If the test results are reliable, then teaching objectives are reached and meet learners' needs, inversely, there are some cases when learners' test results differ vastly from one another's that lead to some unreliable actions or conclusions made by the teacher negatively finding a mistake in one's teaching or in the design of the test and its purpose. In the modified version of the writing task the reliability can be identified according to the results of the learners; in this context that does not mean all of them got "A" mark or all of them get "B" equally, rather it stands for the convenience of checking and assessing their answers according to the given written instruction. The instruction states to use the words on the board in their writings, so it does not cause any challenges for the teacher to come to conclusion and put the final mark according to how many words the learners used in their work. If all of the learners use them successfully, that is a good result of designing a test from a teacher's perspective. In terms of reliability itself, that counts for homogeneity identifying internal consistency of the test and test takers' comprehension as well. In designing testing and assessment most come across hesitation between identifying in what ways validity of the test lie as opposed to reliability. The main difference is that if the test (take the modified writing task) coincides with the theoretical concepts, it is a valid test in its turn. In the given modified writing test teacher lists some topic-related words and suggests learners to use them when making sentences in their essays, so that the test relates to the theoretical part. Leedy and Ormrod (2004) asserted that "Face validity refers to the degree to which a test appears to measure what it claims to measure" (p.55). In the given context, face validity is seen through writing, each language aspect is measured as supposed to be measured. In this case, one of the aspects of reliability is evident by providing a rubric for assessment beforehand.

An appropriate rubric chosen by the author of the given work deals with all language areas to evaluate properly after checking the work. The type of the rubric above is holistic one that a teacher checks according to criterion-referenced assessment (See Appendix I). Weigle (2002) distinguished three types of rubrics: analytic, holistic and primary trait rubrics. The first one was ratified to be the most appropriate one for assessing mostly writing. Therefore, analytic rubric was chosen for the assessment. In most cases, it is a common situation in educational settings to do something not paying attention to the criteria and rules of doing any task. Therefore, in any tests, students should be provided with rubrics and be taught how to use them. One of the principles of testing again is the increase of reliability due to well-structured rubric. In the writing task, students first take time to be familiar with the criterion overall to get good results and positive wash back.

According to Graziano and Raulin (2006), test-retest reliability is identified after the test is taken and checked by a number of experts (teachers), and if the grading by them yields the same results and measurement, then it is supposed to assume the test-retest reliability exists. In the given context, the rubric is helpful enough to come to one conclusion what grade to put. If the written work is assessed the same, then not only the rubric was appropriate, but also the instructions are considered to be proper enough so that all learners do the task successfully due to the clearness of the test. The modified test is sufficiently reliable considering all clear objectives and clear directions as mentioned above, and rater reliability as well.

The modified writing task, which is aimed at testing writing skills and vocabulary building strategy also compromises the elements of authenticity. The principle authenticity does not only have one definition and identification within one task, rather there many characteristics seen in one item related to the circle of authenticity. In this sense, Brown and Abeywickrama (2010) stated and authenticity is mostly connected to the real world tasks taken from real life. For any kind of a learner regardless age or gender, or English language proficiency level, describing one's friend appearance or character is not complicated at all. For beginners, for instance, the vocabulary is simple enough for describing – good, nice, tall, short, brown, fair hair and the like, for advanced level learners the vocabulary word stock is complicated enough according to the course requirements and learning outcomes. The idea of displaying the necessary words on the whiteboard has more of advantage in the testing process. The first plus point is that it may help to ease learners' anxiety before the test starts. Evidently, in any kind of tests it is a natural process to get anxious, and if learners see some visual materials, they feel some confidence that there is nothing challenging to do their best. Secondly, key words or topic-related words are likely to be a prompt for the test takers to generate their ideas and retune critical thinking abilities, and get a productive work in the end. In this modified test learners use natural language as the topic itself suggests connected to their personal life. Still, the language they use should be formal as it is supposed to meet academic purposes.

The final product of any kind of test or exam type is inevitably learners' reaction towards the process – wash back. Yoneda (2012) asserted that “beneficial wash back influences what and how teachers teach, offers learners a chance to adequately prepare, giving feedback that enhances their language development, wash back is formative in nature than summative and provides conditions for peak performance by the learner” (p.45). Nowadays in educational settings, the term “wash back” is still new for them. In many cases, whether the test was good or bad, there is still stereotype that if the learners get lower mark then the test is complicated enough and it is a good test, the learners are not ready and graded in lower percentage of aptitude. It is a prompt for us – ESL teachers to wipe out this concept on test principles. In its turn, Linville (2011) mentioned that beneficial or be it a negative wash back should give some idea to teachers on their teaching and test designing principles, more or less those are the teachers who can rely on wash back results to identify and measure their own teaching results and learning outcomes from own teaching.

We assume that “wash back” is rather an umbrella term for all other four principles: practicality, reliability, validity and authenticity. After we administered the modified version of the test, it was visible to identify whether it was designed properly or not. Accordingly, focus group provided detailed insights on both original and modified versions of the test. They were given the original one and did not give any instructions on how to do the task as far as it was a test, not the

lesson: “Describe your friend’s appearance”. Before they started to write, several questions were given by them: “Can I write as many words as I want? After I wrote, did you assess it according to meaning or grammar, to which of them you pay most attention? How much time do you give for completing? I have many friends, can I describe all of them? Is handwriting also assessed?” they were told not to ask any questions related to the test and just what was asked of them was to write the answer. They wrote wholly two pages which were of A4 size. Also within the answer not only appearance was written about, but all features conceding to personal information in depth, character and appearance, which constitute one - thirds of the whole work. The time took them to write was one hour and 20 minutes, when they said to have finished writing. Word-choice and grammar were fine, yet there were not topic-related advanced level vocabulary word stock used by the test taker, which is mostly expected from course objectives and test specifications. When they were asked feelings about the test, they claimed it was difficult for them to concentrate because of the lack of the well-provided guidelines to follow. They admitted to have been anxious while writing not knowing between whether they were on the right path or wrong.

CONCLUSION

Evidently, we decided to administer the modified version of the test so that the test-takers felt well enough. Good writing demands higher order thinking abilities as well as flexibility in performance. When administering the modified version of the test, having a quick glance at it, the learners asked whether their knowledge was to be checked on another topic. That is, they admitted that the design of the test was completely different from the previous one. As the test was given, so there were no questions followed in terms of test specifications. The only drawback while doing the task they asked several times for the time in order to get the work done. Then we realized we should bring a clock in order to generate all the convenience for the learners. A real clock from the point of methodological science it is one feature of one of those principles – practicality. The learners could manage to show their high aptitude on the course. There were no questions followed by the test taker related to the test specifications. Coming back to each principle of testing, the test for the learners was quite practical considering well - prepared materials to write on a sufficient paper, time and scoring were provided in the instruction, so the modified test did not cause any difficulties in terms of reliability and validity. The learners did not face any challenges connected to performance and rater-reliability, which can usually appear during the test process. According to the results of the learner under the research and from their personal viewpoint, the wash back they got is positive and they stated to benefit much from the test.

Considering all features of testing principles, it is of importance to have theoretical as well as practical knowledge on modifying and administering any kind of test types in order to meet learners’ needs. We explored some new ways on how to modify the test according five major principles, and the importance of guidelines in assessment and testing. For example, for in the modified writing task I analytic rubric was used taking into account the strengths and weaknesses and aims of assessing writing. All five principles are interconnected with each other and whether the test is designed well or not, highlighting the important features “wash back” is supposed to determine the result. In our modification the learners’ wash back was beneficial to find out some strong points, and negative wash back in the original test gave us a prompt to identify what

exactly should be changed and what needs reconsidering. The outcomes of the modification seem to be effective on the whole.

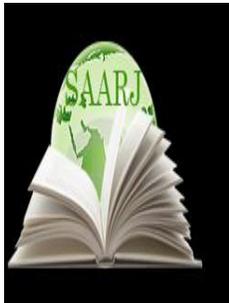
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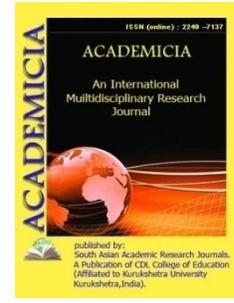
Appendix I

Rubric for assessing writing. Retrieved from: www.studylib.net

	0 or 1	2	3	4	5	Score
Content: Relevancy, Adequacy, Clarity, Support	Conveys meaning with comprehensible sentences related to a picture prompt. Contains 4+ lines.	Meaning conveyed clearly through loosely organized paragraph with 5+ sentences related to one another & picture prompt. May have unrelated detail and/or need inference.	Writing consists of a 5-8 line paragraph that directly relates to a picture /written prompt. Little inference, if any, is needed to understand writing clearly.	Responds to prompt w/ clearly expressed ideas and relevant details. No inference needed. Writing consists of 8-10 clear, connected sentences and three well-developed, distinct paragraphs.	Writing consists of a 5-paragraph essay that responds to a written prompt with relevant, supporting details. No inference needed.	
Organization	Handles word order consistently & shows some apparent organization of a group of sentences. May write sentences in a list.	Begins with indentation. Writing includes a topic sentence and 4+ related sentences. May have a conclusion.	Begins with indentation & a clear, concise topic sentence followed by at least 3 distinct detail sentences & a conclusion that is different from the topic sentence.	Writing begins with a clear, concise topic sentence/ thesis statement that is expanded in three distinct, supporting paragraphs. Writer indents paragraphs & includes concluding statement.	Essay begins with a clear, concise thesis statement in the introduction. Three well-organized and well-developed supporting paragraphs expand the thesis statement. Includes concluding paragraph.	
Word Choice: Appropriate use, richness of expression	Word choice is related to prompt, but may be limited and/or incorrect at times. Uses subject pronouns correctly. May show repetition.	Word choice relates well to prompt, but may show errors w/ less common & content-specific words. May exclude/ incorrectly use prepositions & pronouns (S, Obj. & Poss.)	Writer uses appropriate words, less common vocabulary, and connecting expressions with few errors and little, if any, repetition. Pronouns & prepositions are mostly correct.	Writing contains a variety of content-specific, less common, and/or idiomatic expressions used with very few errors. A variety of adjectives and adverbs creates a richness of expression. Repetition is rare.	Word choice is creative, dynamic, and mostly accurate. Errors in word choice are few and do not interfere with meaning.	
Grammar & Sentence Structure	Simple SVO structure is evident. May contain multiple errors in subject-verb, singular-plural, & time-tense agreement.	Writing contains complete sentences that show correct use of simple present, pres. continuous, simple past, and/or simple future. May contain some agreement errors & run-ons. May be missing some articles.	Demonstrates correct, use of simple tenses; may include past continuous & present perfect. Errors in article use & agreement are minimal and do not interfere with meaning. May contain a run-on.	Demonstrates ability to use different verb tenses, articles, adjectives, pronouns, etc. with very few errors. May include a variety of complete sentences with independent & dependent clauses. Grammar errors are few & do not confuse reader.	Writing is easy to understand & combines a variety of verb tenses with simple, compound, & complex sentences. Very few, if any, agreement errors and run-ons.	
Mechanics: Spelling, Punctuation, & Capitalization	Uses capitals and periods with some errors. May contain multiple spelling errors that may confuse the reader.	Uses capitals & periods correctly & consistently. May make spelling errors with less common words. Common words have few spelling mistakes.	Uses capitals, periods, commas, & apostrophes with very few errors. May have spelling errors with less common words.	Demonstrates strong control in using capitals, commas, periods, etc. May use semicolons & quotation marks competently. Spelling errors are minimal and do not interfere with meaning.	Minimal to no errors in capitalization, spelling, or punctuation. Any errors do not interfere w/ meaning.	
Raw Score	0-4	5-9	10-14	15-19	20-25	
Scale Score	Writing for ELL 4	Writing 1	Writing 2	Writing 3	Academic Writing	



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**THE ROLE OF STATE AND CIVIL SOCIETY INSTITUTIONS IN THE
 MANAGEMENT AND DEVELOPMENT OF SOCIAL INFRASTRUCTURE
 IN SMALL TOWNS**

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ABSTRACT

Social infrastructure ensures the development of the municipal unit, satisfaction of the basic needs and interests of the population, creation of the conditions for its subsistence and reproduction. In this connection, the paper aims at analysis of the main challenges and tendencies in the functioning of the social infrastructure and discusses the role of state and organizations in its development.

KEYWORDS: *Social Infrastructure, Civil Society, Non-Government Organization, Civil Rights, Labor Unions.*

INTRODUCTION

In the modern context social infrastructure is an important characteristic of the degree of economic and social development, the rate of the breadth and the depth of use of material opportunities for rational human activity, as well as an indicator of the social economy of the state. Social infrastructure in its economic nature on the one hand is the part of the social sphere of the state (society), which in turn is the part of the socio-economic structure of the state as a formal institution of society. On the other hand, in terms of involvement in the economic and financial relations between the participants of the market, it is a subset of a complete infrastructure of the economy, as the sphere of the production of socially important goods and

services. Speaking about the infrastructure as an economic category as a whole, it should be noted that it is part of the economic relations of material production sphere, which would produce a large number of final products. It is also an integral part of the productive forces of society, ensuring the normal operation of enterprises.

The emergence of infrastructure is closely related to material production, which development gives rise of new forms of production, servicing and integrating with them branches and forms of activity. The growth of labor productivity in the sphere of material production releases more and more of society's resources to serve the public. Thus, the emergence of infrastructure is a direct result of the development of the productive forces of society, and its content is determined by the internal economic unity of incoming industries and specific functional purpose of each one.

Characteristics of separation of the social infrastructure in individual subsystem of economic development are:

General conditions of the process of social reproduction,

Complex internal structure with distinguished parts, links,

The basis of the division of the social infrastructure with parts and links is the common functionality of the components in the process of social reproduction, that is, orientation of objects on the creation of conditions to meet the needs of a particular circle of society, population and production needs.

In the most common sense, social infrastructure is divided into social and household and socio-cultural parts. Social and household infrastructure aimed at creating conditions for the reproduction of human beings as a biological (through household environment) to meet him/her needs for adequate living conditions. Social and cultural infrastructure contributes to the reproduction of spiritual, intellectual (through cultural and educational environment), and to a large extent the physical characteristics of the individual, the formation economically active person that meets certain requirements of the society to the quality of the labor force (Table).

MATERIALS and METHODS

According to the table social and household infrastructure consist of some components: housing and communal services, consumer services, trade and food service, passenger transport and telecommunication services for the population, etc. Social and cultural infrastructure covers health care, recreational services, physical culture and sports, social security, education, culture and art, places of worship, etc.

Social infrastructure is one of the dominant factors, ensuring the satisfaction of basic human needs, as well as the development of the state and its territory. Transportation facilities, housing services, the systems of social protection, health and education are the key positions in the practice of state and municipal administration, which is determined by a number of factors. First Social infrastructure is one of the dominant factors, ensuring the satisfaction of basic human needs, as well as the development of the state and its territory. Transportation facilities, housing services, the systems of social protection, health and education are the key positions in the practice of state and municipal administration, which is determined by a number of factors. First of all, by the social significance of the social infrastructure, which appoints the availability of primary amenities for the population, the possibility of self-fulfillment of the individuals, the

development of their professional, entrepreneurial activity, and characteristic of conditions for transformational and transactional costs saving for businesses unit. Effective development of social infrastructure provides a pledging of social security and political stability. Complexity and multidimensionality of set problems raises special demands to the system of management, providing operation and development of social infrastructure, first of all at the local level. Concentration on a particular territory of all processes of sustenance of the population, territorial localization of the objects of social infrastructure confirms the effectiveness of autonomy of local government from the government institutions in the solution of the issues of local character.

Factors, determining the management practices of the social infrastructure development. Under the factors (from the Latin factor - making - producing) we understand the conditions that determine the nature, specificity, parameters of the activity of the management entity with the purpose of the social infrastructure modernization. Management practices are formed under the influence of many factors, which are interconnected and inter conditioned. The classification of the factors is based on their grouping by main scopes of activity: economic, social, political, cultural and spiritual. At the same time, natural and territorial factors are also considered as the key aspects of social infrastructure development.

Natural-territorial factors

Natural-territorial factors - is type and size of a settlement, climatic, ecological conditions, natural-resource potential of the territory. Natural-territorial conditions for the social infrastructure accommodation have prevailing significance. These factors identify the specificity of the functioning of the infrastructure sectors. Thus, harsh weather conditions, in particular, dictate a high level of requirements for functional performance of utilities system, significant material costs for the construction and maintaining of environmental support systems. But the only factor of the depth of ground freezing indicates the difference in the cost of construction and keeping of residence building, the objects of infrastructure in various regions. The high cost of community, transportation facilities, geographical isolation of the northern territories increase the transformation costs, connected with production, transportation and storage of food and industrial articles, restricting the development ability of the consumer market complex. Not less significant factor in the development of infrastructure is the type and size of the municipal unit. Belonging to the urban or rural settlement, in many respects determines the priority of any given area of activity of the instance of authority on the development of social infrastructure. The characteristic features of the rural settlement, indicating the specificity of its social infrastructure, are usually the following: dispersion of displacement of population, the prevalence of low-rise buildings, the lack of centralized utilities, low level of transaction costs when making different kinds of transactions, formation of a contract, which are determined by the specific of sufficiently close interpersonal communication (Kuhtin, 2008), the absence of a stable level of demand for commercial services of the consumer market, the socio-cultural infrastructure complex. The finely divided nature of the resettlement defines a high degree of dispersion of social infrastructure objects, high transportation costs of the population. Another significant factor is the size of the settlement. On the one hand, in the large urban areas special requirements are imposed to the work of the government in order to ensure the effective functioning of the objects of social infrastructure. Rather than anywhere else, in the large cities the organization of municipal improvement, transportation, and public services is associated with a high level of complexity. On the other hand, large cities, being the centers of the workforce, have a more stable financial base for the social infrastructure development (Makushkin et al., 2016). Statistics

affirm serious prerequisites to the mobility of personnel and capital to the large settlements. Higher population size serves as a factor of effective development of social infrastructure, as it creates the objective prerequisites for sustainable demand on related services, allows creating the taxation base of local budgets.

Political factors

Political factors are represented by the laws and regulations that define the parameters of government work in the development of social infrastructure, the direction of state, regional policy, the level of citizen activism, non-governmental organizations. The political sphere is inherent in the law, rules of which set the parameters and vector of the state policy, regulating the interaction of the main subjects of the modernization of social infrastructure.

Definition of civil society

Some people consider the civil society as a presence of people out of private sphere means their home and entering to the community and its functions. Some people believe that, a set of civil society is included active presence of people in different communities in society which impact the society any way. Some people consider civil society as public institutions and organizations trade union etc., that each of human includes a number of individuals in the general population and have a corporate, political, social and cultural aspects of the society.

Another definition of civil society consists of people who make groups and associations based on their will and chose and independent of the government and purpose of establishment of such groups is improving the favorites and interests of the members (civil society, GhasemKarbasiyan).

Eighteen century can be considered as an important period in the event of democratic governments and civil society. In this period universality of human rights was presented which moved into the realm of civility at the same time with French revolution and concept of citizenship (rights and responsibilities associated with it) was particularly important.

Development is one of the most important pillars of country's development. So it is important that development is examining. Economic, political, cultural and comprehensive development needs comprehensive planning. In comprehensive development, based on observed experience countries with the largest coordination to the community bodies, civil society have been successful. Because civil society is direct supervisory power of the people on the rulers and authority's performance and gain their power by people's integration and movement. That is why the civil society moved toward organizing and distribution. Guilds, parties, media, trade unions and any group of people who are engaged in giving service, turned in to intervening group in government's performance and decisions. So that if decision is harmful, they do something like: demonstration, strike and which are civil activities and express their demands avoid conflict and remain on their positions as far as being convinced. This process is more powerful than controlling the different sings such as: parliamentary oversight, inspection organizations and involve society to the participation in political and social affairs. In countries were the position of people and civil society have been respected in the constitution in the framework of maintaining the legal freedoms and people's fundamental rights, the rate of development and reducing corruption is more obvious than the countries were constitution hasn't been respected. This guarantees one of the most basic foundations of development.

Civil society organizations promote cooperation between two or more individuals through mutual cohesion, common approach and networking. Democracies inherently encourage such cooperative behavior. In the current model of economic growth, the voluntary/ civil society sector has been recognized as a key player in achieving equitable, sustainable and inclusive development goals.

Both the State as well as the market-led models of development has been found to be inadequate and there is an increasing realization that active involvement of the voluntary sector is needed in the process of nation building. They are now viewed as partners in progress.

Civil society organizations function outside the conventional space of both State and Market, but they have the potential to negotiate, persuade and pressurise both these institutions to make them more responsive to the needs and rights of the citizens. Voluntary Organizations can offer:

Alternative perspectives

Committed expertise

An understanding of the local opportunities and constraints capacity to conduct a meaningful dialogue with communities, particularly those that are disadvantaged. It is therefore essential that the Government and the Voluntary Sector work together. Based on the law under which they operate and the kind of activities they take up, civil society groups in our country can be classified into following broad categories:-

Registered Societies formed for specific purposes

Charitable Organizations and Trusts

Local Stakeholders Groups, Microcredit and Thrift Enterprises, SHGs

Professional Self-Regulatory Bodies

Cooperatives

Bodies without having any formal organizational structure

Government promoted Third Sector Organizations

The voluntary sector has contributed significantly to finding innovative solutions to poverty, deprivation, discrimination and exclusion, through means such as awareness raising, social mobilization, service delivery, training, research, and advocacy. The voluntary sector has been serving as an effective non-political link between the people and the Government.

Different types of civil society organizations

Civil rights advocacy organizations: to promote human rights of specific social groups e.g. women, migrants, disabled, HIV, sex workers, Dalit people, tribal people, and the likes. Civil liberties advocacy organizations: to promote individual civil liberties and human rights of all citizens, rather than focusing on particular social group. Community based organizations, citizens' groups, farmers' cooperatives: to increase citizen's participation on public policy issues so as to improve the quality of life in a particular community. Business and industry chambers of commerce: to promotion policies and practices on business.

Labor unions: to promote the rights of employees and workers.

International peace and human rights organizations: to promote peace and human rights.

Media, communication organization: to produce, disseminate, or provide production facilities in one or more media forms; it includes television, printing and radio.

National resources conservation and protection organizations: to promote conservation of natural resources, including land, water, energy, wildlife and plant resources, for public use.

Private and public foundations: to promote development through grant- making and partnership.

Also the Civil society includes – Political Parties; Religious Organizations; Housing cooperatives, slum dwellers and resident welfare associations.

Non-Government Organization

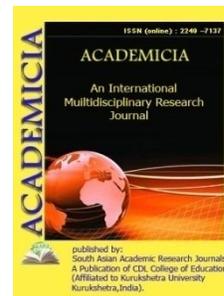
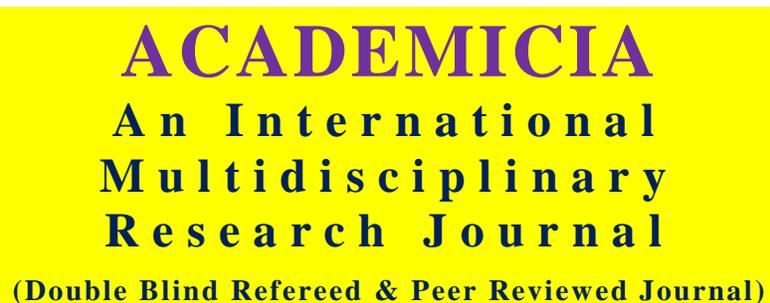
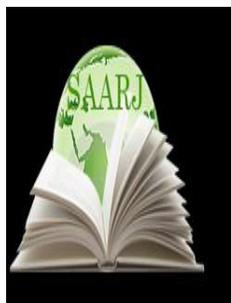
CONCLUSION

NGOs are legally constituted organizations, operate independently from the government and are generally considered to be “non-state, non-profit oriented groups who pursue purposes of public interest”. The primary objective of NGOs is to provide social justice, development and human rights. NGOs are generally funded totally or partly by governments and they maintain their non-governmental status by excluding government representatives from membership in the organization.

In a democratic society, it is the state that has the ultimate responsibility for ushering development to its citizens. In India, through the progressive interpretation of the Constitution and its laws and policies, the scope of development has been significantly broadened to include not just economic progress for citizens, but also promotion of social justice, gender equity, inclusion, citizen’s awareness, empowerment and improved quality of life. To achieve this holistic vision of development, the state requires the constructive and collaborative engagement of the civil society in its various developmental activities and programs. Non-governmental organizations (NGOs) as the operational arm of the civil society therefore have an important role in the development processes.

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FORMATION OF PROFESSIONAL SKILLS OF FUTURE BIOLOGY TEACHERS AND DEVELOPMENT OF ITS CRITERIA

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ABSTRACT

Biology at a time when the teaching system needs to be absolutely reformed in the coming year's science teachers also need to be up-to-date and professional. Biological science to the subject that the teacher teaches, along with an in-depth knowledge of the subject he or she teaches knowledge of related sciences and the use of modern techniques, use them, as well as apply the theoretical knowledge learned in practice it is necessary to take.

KEYWORDS: *Curriculum, Pedagogical Technology, Interactive Method, Educational Effectiveness, Educational Process, Teacher Skills, Abilities and Qualifications.*

INTRODUCTION

Today, it is up to the teacher to properly organize the cognitive activity of students, to conduct the educational process as a whole system, to integrate the knowledge and skills of students with each other. requires high pedagogical skills. Based on the educational, pedagogical, developmental goals of each topic in the curriculum, the lessons were taught using problem-based learning, modular learning, collaborative learning, didactic game technologies. helps students to organize their knowledge and skills properly. A problem situation is created under the guidance of a teacher during a problem lesson. This problem helps students to acquire knowledge, skills, creativity and intellectual activity as a result of active independent work. Problem-based lessons are effective at all stages of the learning process: new topic statement, reinforcement, and knowledge control. In this case, the student must first try to identify learning problems, to create a system of problem situations, based on the content of the new topic.

Problem lessons are organized in the following stages:

1. An equal number of groups of students are formed, whose level of knowledge is psychologically close to each other.
2. The groups are given tasks consisting of problem questions and are introduced to their didactic purpose.
3. Focus students' knowledge on problem solving.
4. Have a group discussion

With the development of modern science, technology and industry, there is a need for a new project of educational content in the educational process, the use of advanced pedagogical technologies. In each lesson, the task is to continuously improve the effectiveness and quality of teaching using new pedagogical technologies to help students develop their interest in knowledge and independent work skills. Improving the learning process by focusing on students' cognitive activity as a factor in the formation of problem situations and tasks in the minds of students, the search for independent solutions, the acquisition of knowledge and intellectual development. Today, the reform of the system of continuing education in our country, which is on the path of independent development, and the introduction of information technology and improving the efficiency of education has risen to the level of public policy. At a time when the Republic of Uzbekistan is on the path to building a democratic, legal and civil society, the main goal and driving force of the ongoing reforms in the field of education is the education of a well-rounded person. An important condition for the development of our country is the creation of an improved system of training based on the development of modern economy, science, culture, engineering, technology. Until now, traditional education has taught students to acquire only ready-made knowledge. This method was tedious and deprived students of independent thinking, creative research, and initiative. Classes using modern innovative pedagogical technologies are more interesting, as they allow students to search for their own knowledge, to study and analyze it independently, and to draw their own conclusions. In this process, the teacher creates conditions for the development, formation, education and upbringing of the individual and the team, as well as acts as a manager, a guide.

Using modern innovative pedagogical technologies, students will be able to learn new information and evaluate their own knowledge. Therefore, the importance of modern teaching methods and innovative technologies in the teaching process in educational institutions is invaluable. In the educational process, it is important for every teacher to teach students to think creatively, to adapt to changing situations, to organize activities on the basis of free competition, and to be able to use pedagogical technologies, information technology, e-textbooks and multimedia in practice. This requires that students develop independence, free thinking, analysis of learning activities, and, in the future, professional skills and computer literacy.

Indeed, modern innovative pedagogical technologies increase the efficiency of the educational process, form students 'independent thinking, increase students' passion and interest in knowledge, and develop their skills and abilities to use them freely in practice. In the process of education based on pedagogical technology, the scope of teacher's and student's activities is clearly defined, the specific technology of organization of education is specified. Pedagogical technologies, firstly, allow students to learn their knowledge, skills and abilities easily and with interest, and secondly, help teachers to grow both professionally and spiritually. Today, a special goal is set for the educational process. It is about giving students the opportunity to express

themselves creatively and to help them develop positive personal qualities. Due to the complexity of the educational process, the effectiveness of education depends on the activity of teachers and students, the availability of teaching aids, the organizational, scientific and methodological excellence of the educational process. Today, there is a growing demand for teachers who take a responsible approach to the organization of lessons in innovative ways, have professional and methodological skills, master modern pedagogical technologies, and are able to organize education on the basis of innovations. Effective ways of teaching are being developed using the created conditions wisely. Even students of a certain class with different levels of mastery require a great deal of skill on the part of the teacher to achieve their pedagogical goal by applying differentiated-individual teaching methods. Individual teaching is a process in which each student actively participates in the learning process and makes a personal contribution to the learning process, taking into account the methodological approach and speed of the teacher. Interactive learning with interactive teaching methods encourages students to develop the following skills: the student is not taught, he is taught to read, study, work independently, to learn through independent analysis, to think creatively, to think freely on the basis of personal conclusions. to be able to think independently against opinions, to defend one's position. Thus, the quality and effectiveness of education depends on the student's effective reading, independent thinking and thinking activities aimed at mastering the content of learning. The use of creative games in biology lessons involves the creative application of knowledge, skills, and abilities acquired by students, and the solution of problematic situations that arise during reading through creative research. Such games are designed to develop students' independent creative research and logical thinking, to strengthen their knowledge, and to impart new knowledge. Creative games can be used to generalize knowledge of major topics and chapters in all biological sciences. In this case, the students in the class are divided into groups with equal opportunities according to the level and number of mastery. The groups can be conditionally divided into specialists such as ecological, parasitological, embryological, endocrinological. In this case, the experts of each group of participants independently and creatively perform the tasks given by the teacher and discover new things in science. Students base their answers on visual aids using visual aids. The organization of scientific conferences is in the form of research, lectures and discussions. In such classes, well-read and curious students prepare lectures and visual aids for conferences as biologists. The rest of the students ask questions about the issues they are interested in as conference participants. The main purpose of the scientific conference is to develop students' skills and abilities to work with additional literature, popular science materials, lectures, express their opinions, as well as to develop a culture of speech and communication. In this case, the teacher predetermines the topic of the scientific conference lesson. Divides it into separate sub-topics. Selects additional literature on small topics. Provides necessary instructions for preparation for the conference. Press conference sessions are held with the participation of all students in the class. Some of the students are industry experts, and most are newspaper, magazine, and television reporters. The theme of the conference and the responsibilities of the participants will be announced at least a week in advance. The teacher discusses with the students the questions to be asked to the conference and their answers. Questions and their answers should be short and to the point. In this lesson, the teacher introduces the topic, the purpose of the conference, and the participants. Instead of imparting knowledge to students in a ready-made way, students acquire the skills to acquire knowledge by searching, finding, and processing knowledge from textbooks, the Internet, and various other sources. Through the

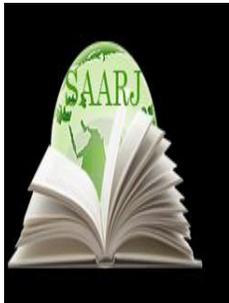
acquired knowledge, it is possible to think creatively. At the same time, the student's ability to apply the acquired knowledge in life and practical activities is determined by his / her skills and abilities. The effective organization of student activities plays an important role in the effective use of the structure of the learning process. Because the student's personality is at the center of the learning process. Today, multimedia is one of the main directions in informing the learning process. The use of modern information technologies in education is effective in improving the software and methodological base, materials and further raising the level of knowledge of students.

One of the main issues in education is the problem of personal development in the teaching process. Development is a complex process that expresses the essence of quantitative and qualitative changes in the physiological and intellectual growth of an individual. Personality development is the process of physical and mental changes in an individual over time, through which the individual rarely and more, from simple to complex, from the lowest to the highest, matures and matures. In the organization of this education, each student is approached on the basis of his psychological, physiological and social development, existing abilities and capabilities. Fundamentals of Developmental Education in Russia L.V. Zankov, D.B. Elkonin and V.V. Davydov. In the 1970s, V.V. Davidov put forward the idea of student self-development. In 1996, the Ministry of Education approved the introduction of these technologies in educational practice. There are currently a number of other developmental education technologies in the country, but they have the status of alternatives. Certain technologies are used in the organization of developmental education in the education system. Among them are: design technology, problem-based learning technology, modular learning, didactic games, collaborative learning. There are also trainings, creative assignments, cases, tests, puzzles, logic problems, special exercises, quick sayings, riddles, crossword puzzles, rebuses, scanwords, chainwords, projects, competitions, didactic games, brain teasers and more. Thus, developmental education helps to develop the individual's abilities, to fully realize his inner potential.

Modern pedagogical technologies are widely used in the process of developmental education. The teacher's ability to choose technology appropriately, appropriately and effectively ensures the successful organization of developmental education.

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IMAGINARY LINE IN LANDSCAPE PAINTING OF UZBEKISTAN

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ABSTRACT

The 40-50 years of the twentieth century are one of the most interesting periods for landscape painting. It was during this period that a strong school of fine arts developed in Uzbekistan, which represented a variety of art trends. So, for example, from representatives of the avant-garde (A. Volkov, N. Karakhan, U. Tansykbayev) to realism (O. Tatevosyan, P. Benkov, Z. Kovalevskaya, R. Timurov).

KEYWORDS: *Avant-Garde, Painting, Image, Landscape, Nature, Stylistics, Artist.*

INTRODUCTION

Our study of the figurative-stylistic line in the landscape of Uzbekistan goes back to the post-war period (50s of the XX century). Therefore, it is considered relevant to study the development of the landscape of this period, the time is somewhat dramatic, since from the point of view of the ideology of the period under consideration, the country needed landscapes, where the main characters were a person transforming their native land, and the image of nature served only as a background. A. Volkov, U. Tansykbayev, N. Karakhan, P. Gan, P. Benkov, R. Timurov, Z. Kovalevskaya, O. Tatevosyan - these are the names of the artists who worked in the landscape genre at that time. After going through the trials of the war, the artists saw the nature of their native places in a special way after returning home. Hence the heightened feeling of love for nature, a deep awareness of its newly discovered beauty. In the best works of landscape painting of the post-war period, this ideological concept of artists is clearly revealed. The landscape of the period under study is closely connected with the traditions of Russian realistic landscape, Western European painting of the late 19th and early 20th centuries, frescoes, and oriental miniatures. It is important to note that it was the landscape in the works of many masters that served as the driving force, impulse, which in the future will lead to the creation of unique landscapes, and will become a recognizable feature of the national painting school, being one of

the leading genres of fine art in Uzbekistan. The decisive factor in the addition of his stylistic qualities was the communication of future masters - M. Saidov, R. Akhmedov, N. Kuzybaev and many others, with living bearers of these traditions (the evacuation of Russian universities during the war to Uzbekistan), the study of monuments of world art from antiquity to their contemporary period, as well as consanguinity with these traditions. Nevertheless, the dawn of landscape painting in Uzbekistan in the post-war period is due to a number of reasons. Important changes began to take place in the painting of the region in the second half of the 50s, which were the eve of the rise of national schools in the 60s [1, p.158]. In landscape painting, trends are observed in common with the development of other genres. Although the ideology of the period in question did not allow for landscape, nevertheless, this genre played a complementary role in large paintings. And the most interesting finds can be seen in sketches. It was the sketches performed in the open air that determined the specific features of the development of the landscape of this period. Such are, for example, the works of A. Volkov in the last years of his work, the so-called landscapes-memories: "Blue beds", "Sunset", "Autumn", "Low moon".

A special place in landscape painting of the second half of the 20th century was played by the creative achievements of such major landscape masters as U. Tansykbaev, N. Karakhan, P. Benkov, R. Timurov, M. Novikov. Confirming the idea of a national landscape, these masters mastered a wide range of artistic and light-plastic tasks with new pictorial means. In the landscape of this time, the problems of the light-air environment were solved and the tasks of the plein air were set. Observing the state of the atmosphere and changes in natural color depending on the lighting, the artists were looking for a more precise one: tonal-color relationships in the landscape. New techniques of landscape composition were also formed, which made it possible to build a landscape space not as a backstage decoration with division into plans, but as a fragment of living nature. For such representatives of the national school of painting as: R. Akhmedov, N. Kuzybaev, M. Saidov, T. Oganegov, work in the open air was the fundamental aspect of creativity. And naturally, this led to the development of the landscape genre.

During this period, the architectural landscape received sufficient development in the works of P. Benkov, O. Tatevosyan, Z. Kovalevskaya, R. Timurov and others. These artists try to convey in landscapes the national peculiarity, the sunny color of the East.

This period is considered a turning point in the work of A. Volkov. So in his research S. Khromchenko notes: "... Having experienced disappointment with the socialist utopia, A. Volkov found a new breath when he turned to real nature and began to write small "gratifying", almost plein air sketches. This is not a symbolic interpretation of the universe, but a specific piece of fertile land that gives shade, coolness, peace. Subtly noticing the change of lighting, weather, colors, comprehending quiet harmony, the artist finds a new meaning of life and creativity, allowing him to keep himself in the stream of the then officialdom" / 2; 158-159 /. These are the so-called genre landscapes with human figures, which, in essence, supplanted the multi-figure genre painting characteristic of his work: "... In numerous landscapes, the artist conveys dramatic transitions of the state of nature and man in it. These are such pictures as "Evening. Outskirts of the City", "Crossing the Stream", "Autumn" (Fig. 1), "Autumn Landscape" (1946-1956) [2, p.33].

Suburban gardens and corners of the old city served as objects for sketches by the Tashkent artist O. Tatevosyan. He, perhaps more than other artists who wrote before him, managed to do the most difficult thing in landscape painting - to express the specific, unique look of national

motives. In his own way, he deeply understood the typical features of the nature of Uzbekistan and knew how to convincingly portray them. He knew how to generalize what he saw without getting lost in the mass of unimportant details. He almost always succeeded in translating the phenomena of real life into the language of painting, while retaining the specific individual external features of these phenomena. These are landscape sketches "Tashkent. Soviet Street" (1946 State Museum of Fine Arts, Uz.), and "Outskirts of Tashkent" (1946 GMI Uz.) painted with wide dynamic strokes, in contrast to his "smoothed" still lifes. "Samarkand Suite (late 50s)". Tendencies towards a sensually convincing interpretation of the world lead to the fact that the landscape entourage begins to be conceptualized as a fundamentally important part of the spiritual atmosphere of the work. Conventional backgrounds are replaced by landscape backgrounds, which often grow to the size of a wide panorama of the world. This situation is explained as follows: A number of artists of the older generation, who made a significant contribution to the formation of the painting school of Uzbekistan in the 20-30s, in the 40s and especially in the first post-war decade, sharply departed from their previous searches, and not least - under pressure critics who were supporters of socialist realism. For O. Tatevosyan, N. Kashina, N. Karakhan and U. Tansykbaev, this period turned out to be contradictory, in some ways even crisis. However, in their work one can also notice the overcoming of the natural-stating direction due to the convergence with the principles of the "Benkov school" / 3; 18-19 /. It is known that even Dorival considered impressionism "a version of realism" / 4; 63 /. This fact was reflected even more precisely in the research of N. Akhmedova: ... for A. Volkov, U. Tansykbaev, N. Karakhan, V. Ufimtsev, M. Kurzin, Usto Mumin (A. Nikolaev) it was a complex, dramatic change in their aesthetic views. As M. Zemskaya correctly notes on the example of A. Volkov's evolution, the transition from flatness, decorative and symbolic understanding of color to the "softening" of these components led artists to a kind of impressionistic manner, associated with many of them in these years with work on nature» [5, P. 58].

One of the landscape trends of this period was the creation of paintings on industrial themes. Since 1935, the artist U. Tansykbaev has been working on the creation of landscapes of this type: "... In his paintings on industrial themes of these years, in the construction of volumetric plastic forms and partly in color with a predominance of locally conjugated colors similar in tone (brown, blue or the red scale), the influence of the pictorial concepts of A. Volkov and, more distantly, P. Gauguin is felt [1, p.86]. In the 40s of the twentieth century U. Tansykbaev, working in the vicinity of Tashkent and in the valley of the Chirchik river, relying on numerous full-scale sketches, creates a painting "In the Chirchik Valley" (1940), which exists in two versions. The main version was first exhibited at the Spring Exhibition of Landscape and Still Life in Tashkent (1940). The painting "In the Chirchik Valley" is a landmark, since from this period U. Tansykbaev began to work on panoramic compositions. The culminating point, which will be the creation of the painting "Morning of the Kairakkum Hydroelectric Power Station" (1957) - the result of the search for a new image of nature, one of the most famous works of the master, which received wide international recognition at the world exhibition in Brussels in 1958 [1]. The 50s of the twentieth century are for U. Tansykbaev the time that art critics (L. Zhadova, V. Lakovskaya, R. Taktash and others) characterize as the time of the final formation of his artistic style. It was during this period that the master's work gains stability [5, P. 58].

The work of the landscape painter N. Karakhan (1900-1970) is unique. The artist boldly operates with orange, golden yellow with violet-blue spots of bright greenery, creating a major chord. The pictorial solution is emotionally impressive and convincingly conveys the unique beauty of the mountain landscape with wheat fields cultivated by man ("Mountain studies" (1937), "Kishlak in the mountains" (1940), "Bukhara studies" (1943), "Native land" (1948) , "Watershed" (1947), "Blue Lake" (1947), "On Khirman" (1950 Termez Museum), "Our Fields Are Wide" (1951), "Takhiatash Harbor" (1952).

The founder of the so-called figurative-poetic trend in Uzbekistan, based on the traditions of Russian realistic art and impressionism in the Russian version, was P.P. Benkov (1879-1949). For P. Benkov, Central Asia is a country that has become a source of new pictorial motives, and its nature is the basis of the master's unique coloristic vision. The main role in it was played by the sunny atmosphere, the ability to directly express the showiness of nature, to free oneself from plot thinking in the direction of the picturesque element / 5; 56 /. When studying the work of P. Benkov, a sad fact was discovered: so during the life of the artist there was not a single of his personal exhibitions.

P. Benkov, being the founder of the chamber lyrical landscape, created a collection of landscapes that carry the energy of national color and European pictorial culture. Another artist K. Chebotarev, in his memoirs, emphasizes: "... Benkov ... preferred" sunlight "in painting / 3; 21 /.

The period under study is the last, mature stage of the artist's work. P. Benkov, subtly feeling nature, managed to convey its most beautiful moments (restrained spring flavor, hot summer, etc.). This period is marked by the following fact: "... In most of the artist's last paintings, painted in his characteristic light mobile manner, the image of a person is inextricably linked with the landscape environment / 3; 21 /. An example is the following paintings by the artist - "On the Registan" (1946), "Early Spring in Bibi Khanym" (1947), the picture is distinguished by a light mood, it successfully conveys the breath of early spring with its transparent haze, trees waking up from winter sleep, and In a number of other canvases, the figures of people are given in a generalized way, without specifying the psychology of the characters, in an organic connection with the landscape. This decision was determined by the task of creating a general emotional atmosphere and revealing the poetic essence of human existence in the environment by compositional-rhythmic and pictorial-coloristic means, but not by a narratively developed plot / 3; 21 /. This period is characterized by a more emotional saturation of landscapes. They become more lyrical, there is a slight sadness in them, there is a feeling of the author's loneliness. Further, this will lead to the creation of the so-called "mood landscapes". P. Benkov - a chamber artist who worked in the best traditions of impressionism, subtly felt the beauty of nature.

Landscape painting of the "Samarkand school". Analyzing the path of formation of landscape painting by the masters of the Samarkand school, one can come to the conclusion that recognition and interest in it are justified and natural. The school was founded by a talented artist and teacher P. Benkov, who had worked in Samarkand since 1930. He developed a painting style, largely inherited from the French impressionists. His work truly expressed the peculiarities of the color of the Uzbek landscape, its specific national features. The artist P. Benkov created his own unique school where Z. Kovalevskaya, R. Timurov, A. Razykov, A. Abdullaev, L. Abdullaev, R. Akhmedov studied painting. The world in the painting of the Samarkand school is presented realistically, impulsively, emotionally, brightly. The artists of this school were primarily interested not in events and actions, but in the state of the environment, which unites

objects and figures into a pictorial whole, which does not require a strict construction of space. "... The creativity of these artists is characterized by a poetic perception of reality, sensitivity to the dynamics of life, the dialectical interconnection of various elements of reality, to the peculiarities of nature and folk life of Uzbekistan, which led to the later manifested tendency towards decorativeness, as well as the predominance of landscape in their work (emphasized by the author D. T.) and genre painting, in which a significant role belongs to the landscape environment (emphasized by the author D.T.) This type of landscape painting tends to multicolor, rich color, broad brushstroke, graphic lines and silhouette. The style of the artists of this school can be said to be a synthesis of impressionism and modernity. An essential place in their work was occupied by the image of a person as a bearer of sustainable beauty. Folk motives in their works are presented in a colorful, festive form (Z. Kovalevskaya, R. Akhmedov). In this vein, plein-air, landscape-lyrical painting, in which the nature and state of nature were combined with the mood and feelings of a person, reached a special rise. A certain circle of images is formed, the motives of which are the architecture of the city - museums, small courtyards, bazaars, old streets - everything that is full of a peaceful, rich life, behind which a mighty layer of folk culture is hidden. The predominance of urban, architectural, landscape of pure nature (R. Akhmedov), industrial landscapes (R. Timurov) in the works of the painters of the Samarkand school is obvious).

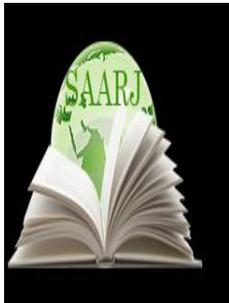
During the period under study, the landscapes of Y. Elizarov (1920-1974), who did not paint pure landscapes, but created plein air sketches of Samarkand out of love for the city - old streets, architectural monuments of the ancient city (Autumn (1950), " Yard "1956," Yard Shir-Dora "(1968)," Bibi-Khanym "(1969)). It is important to note that the Repin Art Institute (Leningrad) gave us tonal painting, the outstanding representatives of which are R. Akhmedov and M. Saidov. Y. Elizarov, a student of Grabar, later studied with S. Gerasimov, from there impressionistic plein air painting, an outstanding colorist of Uzbekistan, unfortunately, now, most of the inheritance is in the USA, with the artist's wife.

As our research shows, landscape painting is a whole pictorial line in the art of Uzbekistan. But for our study, it is important to analyze the work of precisely those artists for whom landscape painting will become the main impulse when an artist, inspired by nature, creates real works of art. Landscape painting became for the foundation on which a whole galaxy of contemporary artists will grow in the future (G. Abdurakhmanov, E. Melnikov, Zh. Umarbekov, B. Zhalalov). In conclusion, it should be noted that by now two great traditions have been deeply rooted in landscape painting - the tradition of A. Volkov, which will receive a stormy dawn in the 90s of the twentieth century, when the so-called iconic landscape, landscape symbol, and traditions laid down Benkov, which is further transformed into chamber-salon landscapes. In other words, precisely those methods of artistic recreation of the surrounding world were actualized, which were most consistent with the present moment. That is, the need to deepen the personal comprehension of the image of nature, its spiritual essence, avoidance of rigid schemes. This is related to the simultaneous presence in the landscape of Uzbekistan of the period under consideration of a number of bright trends, presented as the work of individual major masters of the period under study, united by the similarity of their ideological position, as well as preferences in the choice of support in the Russian and Western European artistic heritage (A. Volkov, P. Benkov , U. Tansykbaev, N. Karakhan) and groups of artists of the next generation (R. Timurov, Z. Kovalevskaya, R. Akhmedov and others). They became bearers and successors

of traditions, influenced the search for ways by artists of the next generation for those who dictate the modern development of art in Uzbekistan.

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INTERACTION OF PARENTS IN THE ORGANIZATION OF SPEECH THERAPY FOR CHILDREN WITH SPEECH DISORDERS IN PRESCHOOL ORGANIZATIONS

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ABSTRACT

The article deals with the issues of interaction with parents in the provision of speech therapy assistance to children with speech disorders in preschool organizations. The author expressed his own views and reviews about working with children with speech defects. A steady trend of combining efforts can be noted in the practice of family and social education. The speech therapist should meet with parents regularly to warn them about the successes and challenges of working with their children. In this group of children, the materials on pronunciation and speech formation are updated from time to time. It may be recommended that special stands be set up to reflect children's speech situations.

KEYWORDS: *Preschool Education, Speech Therapy, Children With Speech Defects, Fluent Speech, Speech Pathologist, Sign Language Teacher.*

INTRODUCTION

Identification, study, elimination of speech defects in children and the organization of speech therapy are relevant for all areas of defectology (speech therapy, oligophrenopedagogy, typhlopedagogy and deaf pedagogy). Speech defects have a negative impact on children's behavior and learning. Speech deficiency cannot be eliminated on its own. Speech disorders require long-term remedial action. In order to properly organize the exposure to children with speech defects, it is necessary to correctly understand the cause and nature of speech disorders, the emergence of speech defects, the development of speech disorders and the laws of its elimination. This contributes to the emergence of fluent correct speech, the elimination of shortcomings in the pursuit of a clear goal. Knowing the mechanism and causes of speech defects plays a key role in identifying speech defects in children with speech defects [1,2,3,5,8].

The main purpose of this topic is to involve parents in corrective activities in the elimination of speech defects, to jointly address, shape and develop speech defects.

This is especially important for teacher-speech therapists and parents working with the specifics of working with preschool and primary school children, which is a key stage in the mental, speech, social and personal development of the rising generation in a systematic: special, public and inclusive education process. Therefore, ensuring the social adaptation of children with severe speech disabilities, who need help, requires the development of scientific-theoretical and practical bases of continuous speech-language-correctional education and upbringing. On the one hand, speech disorders remain one of the most common problems in the psycho-physical development of preschool and school-age children, which in turn is of great importance in establishing family partnerships in the speech therapy process.

The organization of treatment and speech work with the participation of a speech therapist in the search for means of prevention and correction of speech disorders in children in the context of specialized, public preschool and educational institutions. The quality of upbringing is determined by the nature of the relationship between adult and child. A steady trend of combining efforts can be noted in the practice of family and social education. The speech therapist should meet with parents regularly to warn them about the successes and challenges of working with their children. For these purposes, the following activities are carried out: parent meetings, consultations, open speech therapy classes, seminars-practicums; special stands, exhibition folders are made.

The first parent meeting will be held in late August or early September. It acquaints parents with the structure of the institution, the tasks and content of work throughout the school year, the rules and agenda of preschool education. Usually, this meeting is chaired by the director of preschool education organizations together with speech therapists of all groups. The second session will be held in October by each speech therapist in their own group. By this time, the speech therapist will complete the examination and present the results to the parents, describing each child's general and speech development. It is important to clearly explain to parents the main disorders in children's speech development, the causes of their occurrence, the degree of backwardness and the need for joint action to address this defect. In the work plan, the speech therapist explains the initial period of training, its tasks and content. The third parent meeting will be held in January. It summarizes the results of the first half of the year, reveals the main directions of future correctional education. Each child's speech and general development is described, the children's successes and the difficulties that arise during the correctional sessions and those that need attention from loved ones are revealed.

The final parent meeting will be held in May, summarizing the educational work of the year, making recommendations on strengthening the material covered.

The speech therapist informs the parents of the decision of the commission that the children should continue their education in general or special school in the future or, if necessary, stay in a special group. The decisions of the Commission are given in detail.

Parents who experience difficulties in the work process are invited to the weekly open house. The speech therapist introduces parents to the basic methods of teaching the correct pronunciation of sounds, explains and demonstrates the exercises to be done at home written in the child's notebook.

Parents attend open speech therapy sessions throughout the school year (at least once every 3 months). In these classes, the speech therapist will introduce parents to the main methods of teaching, the selection of visual aids and speech materials, as well as the requirements for children's speech during the lessons.

Stands for parents are prepared throughout the year in collaboration with a speech therapist and educator. It contains information about the development of the child's normative speech, various speech defects, a list of recommended literature. In this group of children, the materials on pronunciation and speech formation are updated from time to time. It may be recommended that special stands be set up to reflect children's speech situations. This allows them to observe changes in their speech development. In the special section of the stand for parents will be posted information about the date of the parent meeting, the time of specialist consultations, an offer for an interview with a speech therapist.

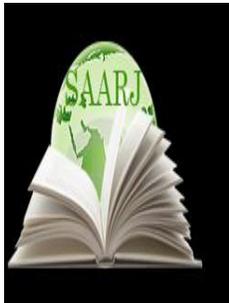
In conclusion, the upbringing and development of a child with a speech impediment is one of the most pressing issues that requires high attention, care, trust, knowledge and kindness from parents and family members. In addition, the child should have a thorough knowledge of the physiological laws of normal and abnormal development of physical and mental development at different ages.

One of the most important issues for a speech therapist is to determine the educational responsibilities of children with speech-impaired children in the family. The main laws inherent in the family in the upbringing of children with speech defects are the formation of personal qualities and speech of children, adherence to the common goals, objectives and principles of education.

Parents of children with speech defects should seek ways to nurture and adapt the child's speech in close collaboration with medical staff and a number of speech therapists.

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USED FOR EFFECT INTERPRETATION ABNORMAL PHOTO VOLTAGE

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ABSTRACT

The paper presents the results of a study to identify the physical mechanism of anomalous photovoltage in polycrystalline structures. A qualitative theory of the effect of anomalous photovoltage is proposed on the basis of experimental results. In this work, the results revealing the physical examination of the main photochemical polycrystalline structure's are brought. It is offered qualitative theory of the effect anomalous photochemical on base experimental result.

KEYWORDS: *Polycrystal, Grain Boundary, Surface States, Transparency Of Potential Barrier, Recombination, Concentration.*

INTRODUCTION

Let us consider, for definiteness, an n-type polycrystalline film with acceptor intergrain surface states that have one discrete energy level E_s located in the forbidden band. The doping level in the films is N_d , the impurities are fully ionized; concentration by surface states – N_s . $E_F^T > E_s$ (E_F^T - Fermi level in the dark). Conduction electrons are trapped on surface states, forming a potential barrier of height α symmetric with respect to the grain boundary, since the bulk properties of grains on both sides of the grain boundary are identical, and surface states are collectivized by contacting grains. The film model (a), the bottom of the conduction band E_s in the dark (b) and

under stationary illumination by the light incident perpendicularly on the film surface with a wavelength from the region of intrinsic absorption of the film material (c) are shown in Fig.1.

When the film is illuminated with its own light, electron-hole pairs are generated, which are spatially separated by the potential barrier of the grain boundary. Photo holes are captured by surface states, lowering the barrier height. Photoelectrons accumulate at the foot of the barriers, which prevent their capture by surface states and recombination. Stationary photoconductivity arises. Since, within the framework of the model, all grains are the same in geometric dimensions, doping level, concentration and energy by surface states, the changes in the film under illumination are the same at each grain boundary and are symmetric with respect to the grain boundary, which is shown in Fig. 1, c. In such a system, under normal lighting, the occurrence of an abnormal photo voltage effect is excluded

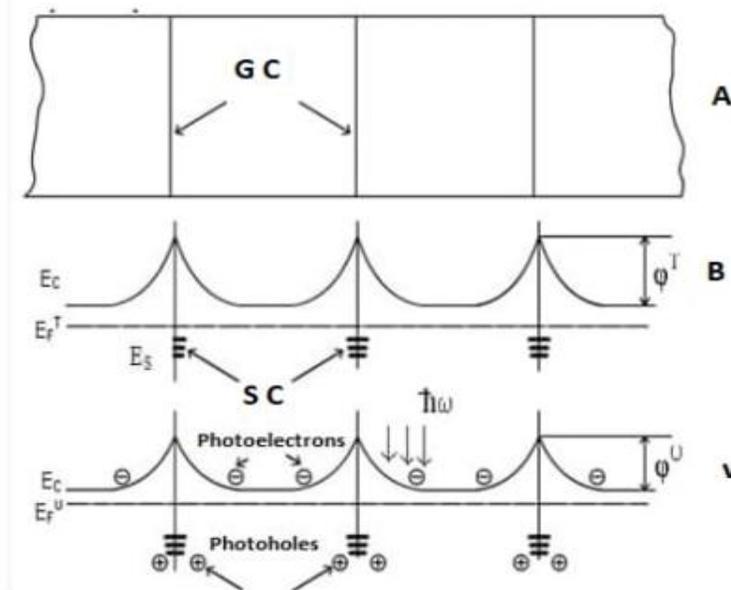


Fig. 1. Model of a polycrystalline film (a), curvature of the conduction band in the dark (b) and when illuminated by a normally incident light beam (c). ϕ^T and ϕ^U heights of the potential barrier for granite crystals in the dark and under illumination, respectively. E_f^o - nonequilibrium quasi Fermi level under illumination ($\phi^T > \phi^o$, $E_f^o > E_f^T$)

Before starting a discussion of the anomalous photo voltage effect, let us dwell on the issue of the model fit in Fig. 1 real polycrystalline objects. It is known that films with anomalous photo voltage are usually obtained by thermal vacuum condensation of a substance on dielectric substrates (for example, glass). These films grow continuously in the direction of the molecular beam and have a columnar structure. Changing the direction of the molecular beam, for example, by changing the position of the substrate - by sputtering onto substrates whose plane is not perpendicular to the molecular beam (oblique sputtering), leads to exactly the same change in the direction of continuous film growth [1]. In view of the extreme importance of precisely the

peculiarities of film growth for substantiation of further discussions, electron microscopic images illustrating the growth of films in the direction of the molecular beam and noted that similar illustrations exist for films of other semiconductors and metals [2, 3].

It has been experimentally confirmed that the surface of each grain at the grain boundaries is "rough" [4]. This is the so-called "natural roughness" relief, which is also due to the requirement for the minimum free energy. Roughness can also be the reason for the appearance of surface states on the grain boundaries [5].

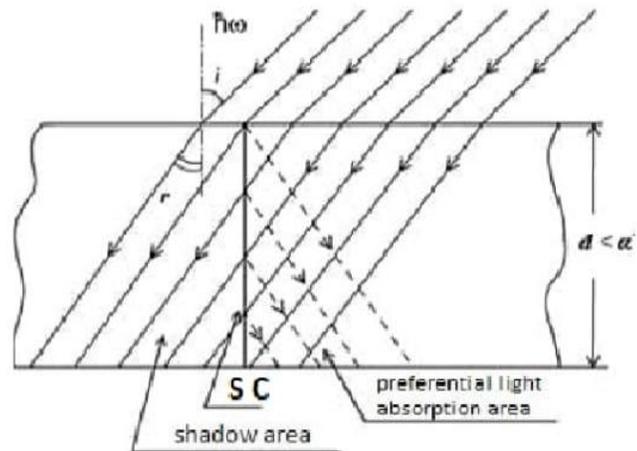


Fig. 2. Absorption of a plane-parallel light beam incident at an angle i to a film obtained under the conditions of a molecular beam incidence perpendicular to the substrate plane. r - is the angle of refraction; d - is the film thickness; α - light absorption coefficient. It is assumed that the refractive index of the granite crystals does not undergo changes.

As soon as the concept of the individuality of the crystallite surface on the grain boundaries is introduced into consideration, in optical phenomena it is necessary to take into account the features of the transmission of light through grain boundaries, in particular, its reflectivity. The roughness at the grain boundaries may be the root cause of this ability. The above is illustrated in Fig. 2.

The main result following from Fig. 2 is the inhomogeneity in the absorption of light by the volume of the film, which is introduced by the grain boundaries, due to the reflection of the incident light on it. Symmetry, which occurs at normal incidence of the light beam, is broken when illuminated at an angle to the surface and leads to the formation of regions of predominant absorption of light and shadow. This is one of the natural causes of anomalous photovoltage in such structures. The beam penetrating into the shadow region through the grain boundaries has an intensity lower than the intensity of the primary beam transmitted into the film.

In fairness, it should be noted here that such a view of the nature of the effect was first expressed by Ovsyuk [6] when explaining the effect in PbS films. There, it is assumed that an additional attenuation of the luminous flux occurs at the grain boundaries, associated with partial reflection

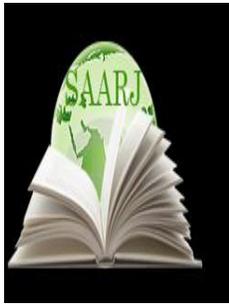
of light at the contact with the oxide film formed during the activating treatment of the films in an oxygen-containing medium having a lower refractive index. However, when processing PbS films obtained by thermal vacuum condensation in an oxidizing medium at not very high temperatures, the formation of oxide layers at grain boundaries is problematic. There, most likely, surface states of oxygen adsorbed on them arise [2, 1]. Moreover, the requirement for an additional layer with a lower refractive index to appear on the grain boundaries is not at all necessary.

Thus, it is the asymmetry in grain boundary illumination that causes the anomalous photo voltage. The optical anisotropy of semiconductor films obtained by oblique incidence of a molecular beam was reported in [7].

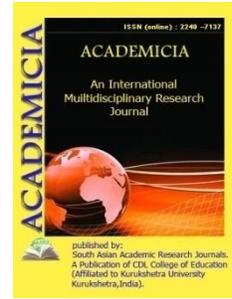
Having defined the model, which, in our opinion, corresponds most closely to the structure and electronic properties of real polycrystals, let us proceed to identifying the mechanism of the anomalous photo voltage effect.

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KHALILA DAWLETNAZAROV'S POETRY IN KARAKALPAK LITERATURE

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ABSTRACT

This article deals with the poetry of the famous poet, Kh. Dawletnazarov, who has a vast contribution to Karakalpak literature. His works have come to the hearts of many readers today. We talked in the article about the peculiarities compared to other Karakalpak poets and his creative style in poetry.

KEYWORDS: Contribution, Distinguished,

INTRODUCTION

The term "Literature" itself is used in two senses, in a broad sense and in a narrow sense. This is because human thoughts and dreams, as well as human behavior, action, are widely described in literary masterpieces. Since the last century, our writers and poets have been widely known with this style. Recently, our national literature began to flourish from the left period.

Kh. Dawletazarov is one of the figures who has been enriching Karakalpak literature in various genres since that time.

He was born on February 10, 1952 in the village of Khalkabad, Kegeyli district. He came in the second half of the 70's, but over the years, the poet's pen made progress and his creative intentions became obvious. His lyrics, in particular, are distinguished by the emphasis on folk poetry and classical traditions.

After graduating from high school, he studied at the Nukus State Art College in 1970-1975s.

In his poem, "Ough, My Mother, My Amuw-Aral!.." (Anajanim,Amiw-Aralim!):

Seskengendeykeyinsheginip,

Ishtenkuyip, kewliegilib,

Armanlariqum bop togilip..

Aral, negeqashipbaratir? [1.23]

In other words, the flow of the Amu Darya, which is known to all of us, stopped and gives us a reflection of the current tragic fate on his dry in the affairs of the local people. Like other poets, he, for one of the most important exercises for us, the people of Karakalpakstan, could not stand paying special attention to the Amiw-Aral tragedy. He declares about this tragedy with a sense of elegy in his poems such as "The Last Unfinished Story of the River (Daryahaqqindasoñiadabolmastáshwishliqosiq)", "The State of the Karakalpak is awful (Qaraqalpaqlardıñawhalıshataq)" and others.

His poetic collections, including "Letter (Xat)", "I need you (Senmağankereksen)", "You are a good girl (Senjaqsıqızsañ)", "Is there anybody who was not in love?(Ashıqbolmağankim bar)", "Adieu, my youth (Xoshjashlıgım)", "Farewell, my love, farewell (Álwıdağ, muhabbat, álwıdağ)", "Everybody cannot be friend (Dos bolıwhámmeniñqolinankelmes)", "If if you live as a beloved (Ashıqbolıpjasasañ)" were published. The fact that the words in Kh. Dawletnazarov's poems are readily and separately clear makes the way him to reach the heart of readers.

The poet created not only works in poetry but also in prose "Flame of grief (Hásiretháwiri)", "A word about peace (Paraxatshılıqhaqqındasóz)", "A letter for my mum (Anamaxat)", "Nightingale's weeping (Búlbúlpıganı)", "Ownerless land (Iyesizjurt)", "The Karakalpak's song(Qaraqalpaqbayazı)", "Ziywar'sshejire* (Ziywariyshejire)", "Farewell, Love (Álwıdağ, muhabbat)", "Adieu, my youth (Xoshqaljaslıgım)" bar.

And he said that djigits* should be ready anything in the way of protection of homeland even, not fearing the death. They were described with such lines "My land!..you need to worry about your countryIf you worry!" andhis love for the people, his selfless service to the motherland, and the fate of the brave young men who can live If they are born or die.

Lebizpushlardankózashıbolmas,

Elim! depeñireskenerlerkerek.

Jırınjırlap, arınarlamasaq,

Ashıqturğan tap-tayıngórlerkerek! [2.9]

One of the hallmarks of the success of his works is the combination of publicist, educational style and emotional depiction in the poems written in recent years.

Kh. Dawletazarovhas been a member of the Writers' Union since 1991. The lyrical poems that were included in the collections"Is there anybody who was not in love? (Ashıqbolmağankim bar)" and "Everybody cannot be friend (Dos bolıwhámmeniñqol;nankelmes)" can precisely indicate life of our people in and negative effects of ecological changes of our earth and nature these days.

Of course, this demands a great deal of skill for a master of eloquence for the poet to have a deep understanding of the challenges of the transitional period and to be able to convey it to the general public in a beautiful way. For example, we can see that the state of what the poet told the ecological crisis tragically and depicted it with his whole pain is deeply understood in his poem,

“Our anxiety is endless (Tashwishimizqat-qabatdur)” with such lines “There is no land where has water (Suwsiz el bolmaydi)” in “You are My Painful Amudarya (Menindartli Amudaryamsan ...)”, “I missed your waves, “My mother, Amudarya, for my lake let you flow” and “If you are not here, we in terms of birds suffer”.

Kh. Dawletnazarov skillfully uses the vernacular language in his works. He is aware of exactly where the word should be put. They are appropriately used in its place in his poems, the words that inevitably provoke the emotions of the people act as an equal factor to comprehend the deep and beautiful expression of the poet's thought.

Doctor of Philological Sciences, Professor G. Orazimbetov, expressed the following views on Kh. Dawletnazarov's poetry:

“In Khalila Davletnazarov's collections there are feelings of great grief and excitement. In conveying such a state of the lyrical protagonist, he uses a variety of forms and stylistic ways. The artistic language of the poet is extremely appealing. This has had a positive impact on the content and form of the poems.” [3.131]

In fact, these comments were valuable words given to Kh. Dawletnazarov. There are such poems, “The baby sheep drinking water with crying here”, “Sparrows”, “Flame” comprised in the collection of “Is there anybody who was not in love? (Ashiqbolmagankimbar)”. Even though they are named with mentioned names, sheep, sparrows and flame are not drawn. Through allegorical depiction, the poet made progress to embellish his belief.

Kh. Dawletnazarov's poem, “Ownerless Land” has a special place in his works in recent years. The idea and theme of the verse is strongly expressed by the hero's heartbreak, who left his native village earlier. He is also impressed by the fact that his younger brother was moved to a city with his mother, little sister, the housekeepers and dog, but the birds, who built nests in the early spring, could not follow them.

Especially, in the native land the plants and trees that his father had planted and brought up influenced on the poet's heart. Finally, he blamed himself for the loss of his father's place in the lines “as if my village is looking at me as my father weeping”

The poet's love for his village is also expressed in the poem, “A dawn in the village”. The setting of the sun, the going of the sun, and even the chirping of birds are different for him. It is portrayed that the smell of the growing plants in the village pleasantly spreads.

In Kh. Dawletnazarov's poems one can see the depiction of great sorrow and excitement. In order to convey such a state of the lyrical hero, he utilizes a variety of forms. The poetic language is also so attractive in poetic poetry.

Ta'natıwdashıgıslalanlap,

Ta'nsapagınqushqankeregem.

Jas jıngıllar, qarabaraqlar,

Gúzarjoldıńboyınbezegen.

[4.15]

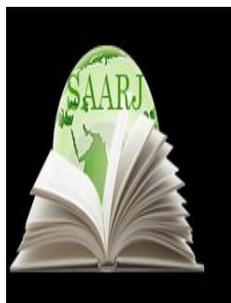
In conclusion, the poet Kh. Dawletnazarov is a great representative who wrote a bunch of poems in so many genres, had a large number of readers and became a beloved poet of our people.

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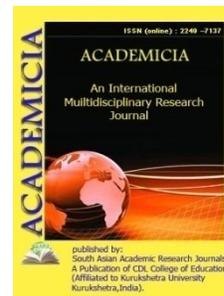
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***djigit** - young man;

***shejire** – historical background of the Karakalpak.



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**TO THE ISSUE OF THE COMPARATIVE ANALYSIS OF THE
 POLYSEMANTIC VERBS IN THE RUSSIAN AND UZBEK LANGUAGES**

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ABSTRACT

The article deals with the comparative analysis of verbs in Russian and Uzbek, their semantics of polysemy, the assimilation of semantics, as well as the reaction of the interpreter to the use of polysemantic verbs. The verbal categories of voice, mood, tense, person, and number are also inherent in the Uzbek language. Uzbek verbs do not have categories of type and gender, but they are rich in time forms. The practice of the work proves that when mastering the native language, lexical and semantic variants of polysemical words are encoded and decoded instantly. Such goals are to prevent interference and take into account the transposition of the students' native language.

KEYWORDS: *Agglutinative, Inflectional, Interference, Polysemy, Semantics, Functionality, Unification, Differentiation, Encoding, Decoding, Transposition.*

INTRODUCTION

The Russian and Uzbek languages belong to different language types in their grammatical structure: Russian – to the type of inflectional languages, which is characterized by the integrity of words, the variety and diversity of inflections, and the Uzbek language is a type of agglutinative language, the main characteristic of which has an easy segmentation of a word into morphemes, consecutive addition of different suffixes to the base words and the uniqueness of each suffix.

The comparative method allows the teacher to predict the difficulties faced by the student, and on this basis to develop appropriate methods of work.

The polysemy of words in one language becomes especially noticeable when a language is studied as a non-native language, since words in different languages have laws of functioning

inherent in the nature of these languages, which are individual and diverse in each particular case. D.N. Shmelev noted that «It is the lexical polysemy of words, that makes the vocabulary of individual national languages unique, since the nature of combining meanings within the boundaries of one word, the types of connections between different meanings of the same word are largely different in different languages. Since the meanings of a polysemantic word form some complex semantic unities, they must be represented as units of meaning that are subject to a certain organization within the word» [3.90]. In this regard, polysemy is one of the objective difficulties of studying the vocabulary of the Russian language by Uzbek students. While learning the semantics of a polysemantic word, they face to difficulties, along with the complexities of the Russian language, due to the influence of one language system on another.

The verbal categories of voice, mood, tense, person, and number are also inherent in the Uzbek language. Uzbek verbs do not have categories of type and gender, but they are rich in time forms. In the work with verbal polysemy, the moment of determining the similarity-the discrepancy in the volume of meanings of certain polysemous Russian words and their equivalents in the native language of students is important[1, 157].

The practice of the work proves that when mastering the native language, lexical and semantic variants of polysemical words are encoded and decoded instantly. When you use only words students often bring a complex system of relations between the polysemy of the target language and its equivalent in the Uzbek language to its simplest scheme one-to-one.

It follows from this that in the educational process, along with the matching lexical and semantic variants of polysemical words in the Russian and Uzbek languages, it is necessary to fix those that may cause an inadequate reaction in the interpreter.

Types of semantic correspondences and differences of Russian and Uzbek **polysemical** verbs as follows:

Type I. Words with a partial discrepancy between the volume and the related words.

This type has two varieties:

I. Words with more meanings in the Russian language:

In Russian, «отобрать»

1. Extract, take the desired, preferred.
2. Choose by vote, extract from somewhere.
3. Without a remnant, find, release for some purpose /about time/.

In the Uzbek language –**тортиболмоқ**(to select, to extract, to take the required, preferred)[2, 712].

Type II. Words with different ways of expressing the same meanings in the compared languages.

The meanings of polysemical words in the Russian and Uzbek languages may coincide not only in semantic volumes, but also in the ways of expression. To transfer individual meanings of words from one language to another, complex words, phrases, and whole sentences can be used:

взаимодействовать-ўзаротаъсирқилмоқ;

возразить - қаршилиққилмоқ;

возмужать - воягаётмоқ; [2, 364]

изобрести - ихтироқилмоқ;

осуществить-амалгаоширмоқ;

отомстить - ўчолмоқ и т.п.[2, 766]

This type has two independent subspecies:

1 / the meanings of a polysemantic Uzbek word are expressed in Russian with one word / unified/, and in Uzbek-with several words /differentiated/:

ручка двери - эшикручкаси /дастаси/; ручка ножа - пичок, сопи /дастаси/; ручка портфеля - портфельнинг банди;ручка кресла - кресло ёндори

2 / differences in the ways of expression are characterized not only for the individual meanings of polysemantic words, but also for the words themselves.

This fact allows us to distinguish another special category of vocabulary, in which one word corresponds to different Russian words in the Uzbek language. This subspecies is the most **polysemical** verbs:

Брать, положить, получать, поставить

Type III. Words with a complete coincidence of the volumes of meanings and ways of their expression.

This type of polysemantic verbs is clearly represented in many academic Russian-national dictionaries. So, for example, the verb **работать (to work)** in all its meanings and various shades of meanings can be represented in the Uzbek translation by one equivalent-the verb **ишламоқ**, which indicates the coincidence of the meanings in them.

Due to the complete coincidence of values, which excludes the presence of semantic discrepancies, it would seem that these lexemes cannot be a source of interference. However, here the teacher faces to another danger of interference - at the combinable, grammatical level. Thus, the meaning of "to put something into action, to manage, to act with something" (tool,) of the Russian verb **работать (to work)** coincides with the lexical meaning of the Uzbek verb **ишламоқ** [3, 452]. However, in Russian it is characterized by a non-prepositional control of this verb in this sense, while Uzbek **ишламоқ** is characterized by a noun with the afterword bilan, which is equivalent to the Russian preposition с, for example: **работать лопатой (to work with a shovel)- белкуракбиланишламоқ**. And this feature of the native language is transferred by Uzbek students to their Russian speech. They say: **работать лопатой (work with a shovel)**. Similar errors are observed in verbs вооружить -куроллантирмоқ, писать - ёзмақ, обогатить- бойитмоқ.

So, an important basis of linguistic bases of teaching methods of Russian verbal polysemy/ along with the specific features and peculiarity of this layer of vocabulary in the system of the Russian language to Uzbeks students is based on the comparative analysis of the mentioned phenomena in the Russian and Uzbek languages. The development of the training perception correctly and accurately and use of only the verb in its semantic implementations is inextricably linked to pre-

identify similarities and differences in the amount of values activated polysemantic Russian words and their equivalents in the native language of the students of national groups.

At the same time, our task is to take into account both the phenomena of transposition and interference in the compared languages as much as possible and to help students overcome specific difficulties that arise, in particular, when mastering the lexical polysemy of verbs, using effective methodological tools.

In linguistic science, the term interference was introduced by representatives of the Prague Linguistic Circle. Scientists' points of view on interference, as a linguistic phenomenon that occurs when at least two languages interact and manifests itself in an individual's speech in a second (non-native, later studied) language, are not always the same. According to the most common point of view, interference is explained as a negative result of the interaction of languages, which manifests itself in the form of violations of the system and norms of the studied language in the process of using it by a bilingual. At each level of the language system, interference manifests itself in accordance with the peculiarities of phonetics, vocabulary, grammar, stylistics, and contacting languages. When one language comes into contact with different languages, the interference is different each time, both as a whole and separately on each level of the language. Thus, interference is a function of the main four factors: the language norm, bilingualism, the relationship between the native and the studied language, and social conditions.

In the educational process, it is necessary to keep in mind the general methodological goals of comparative analysis. Such goals are to prevent interference and take into account the transposition of the students' native language. In our case, we will understand interference as the transfer of the skills of the native language to the studied language, the result of which is an easier assimilation of the studied language due to the coincidence /or proximity/ content of lexical units, grammatical categories, etc. of the native and studied languages. As our experience of working in the study of the Russian language by Uzbek students has shown, interference hinders, transposition helps.

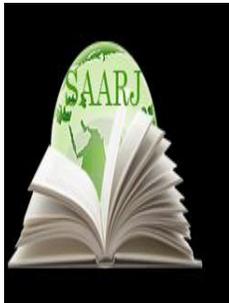
Our experience has allowed us to identify errors in the speech of students of philology of national groups concerning verbs. A large number of mistakes were made under the influence of interference of the native language - incorrect lexical construction of sentences. For example: "They killed all mathematicians and scientists, burned them to the fire, because they began to tell / began to tell / people the whole truth." - Ular barchaolimvamatematiclarni yldirib, ytd eladilar, chunki ular odamlargaxakikatni aytaboshlaganedilar.

Thus teaching nonnative language to students has difficulties and in this article we described some of them. Taking into account the peculiarities of the native language helps to prevent typical mistakes made by students when learning Russian and explained by the influence of grammatical norms of the native language.

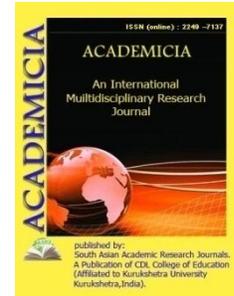
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RESEARCH OF HEALTH CONDITIONS AND GENETIC VARIANTS OF YOUNG ATHLETES INVOLVED IN MIXED SPORTS

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ABSTRACT

In our country, everything is paid to the development of professional sports. The success of athletes in high-level competitions is an important component of the country's international prestige. In this regard, the situation regarding the importance of the health of athletes for their achievement of high sports results has acquired special relevance [4; 17; 19]. Sports genetics is still at the beginning of the path, but at the same time it opens up many prospects for the development of medical and biological support for sports. The use of the genetic characteristics of the organism will lead humanity to new records, because now not only persistence, regular training, willpower and motivation of an athlete are important, but also his "Olympic" heredity. A detailed study of these genes is necessary for the correct organization of the training process, for predicting the capabilities of athletes. According to modern concepts of functional genomics, it is believed that individual differences in the degree of development of certain physical and mental qualities, as well as in the susceptibility to certain diseases of athletes, are largely due to DNA polymorphisms (variable regions in the DNA sequence). The FABP2 gene produces a protein that binds fatty acids in the digestive system, and thus directly regulates the absorption of fats in the epithelial cells of the small intestine (Baier, Sacchetti et al. 1995). Studies have shown that in the presence of the risk allele, the binding of fatty acids from food occurs to a greater extent and, the presence of the risk allele is directly associated with an increased body mass index, body fat, abdominal adipose tissue size and overweight (Baier, Sacchetti et al. 1995).

KEYWORDS: Health Conditions, Sports Genetics, Predicting The Capabilities Of Athletes, Selection Of Athletes, DNA Polymorphism.

INTRODUCTION

One of the main theoretical and applied medico-biological problems of physical culture and sports medicine is the problem of sports selection, the development of the theory of which determines the level of sports achievements and sports science in general. The results of scientific research have proved that the optimal health indicators of athletes are based on the state of dynamic balance between the functional reserves of the body and the factors affecting it [1; 9; 22; 23]. At the same time, the magnitude of the influence of the factors that are inherent in the modern system of training athletes on the body of those involved increases in proportion to the stages of their professional development, which requires not just optimal health indicators, but the presence of an appropriate level of reserves of functions of its components [7; 12; 26]. The value of the latter is the basis of the athlete's reliability - an indicator that is characterized by high performance of actions and its stability in extreme conditions of activity [5]. In this regard, there is a consensus among specialists that athletes-children and adolescents have the lowest reliability coefficient, since it is this contingent of those involved in sports that has certain prerequisites for the development of maladaptive disorders in somatic systems, the structural elements of which are included in the newly formed system of adaptation of the body to muscular activity [thirteen; 16; 20; 26].

These prerequisites include specific features of the structure of the child's body, biochemical processes and functions in general, as well as individual organs, in which qualitative (development) and quantitative (growth) changes occur at various stages of ontogenesis [2; 12; 18]. In addition, the inconsistency of regulatory systems and the heterochronism of growth and maturation processes only exacerbate the problem of the development and progression of pathological deviations in the somatic systems of the body of young athletes with an irrational structure of the training process, which is confirmed by the data of scientific research on the morbidity of children-athletes [3; eleven; 21]. Regardless of the preventive and therapeutic measures taken, the number of somatic diseases among reserve athletes does not statistically decrease [13; 20; 26], which allows us to state the presence of a number of issues, the solution of which is associated with the development of the concept of physical rehabilitation of young athletes with dysfunctional disorders of the somatic systems, mediated by training and competitive activities.

Scientific substantiation and development of conceptual, organizational and methodological components of this concept is impossible without a detailed study of the health status of athletes of a particular specialization, without taking into account the characteristics of the biological, psychosocial and professional stages of ontogenesis. In the classical practice of sports medicine, it is generally accepted that all preventive, therapeutic and rehabilitation measures should be carried out on the basis of data from an in-depth medical examination of athletes, the resulting component of which is a conclusion on the admission of the examined to training activities [5; 15; 24]. The admission is carried out according to the following criteria: "healthy", "practically healthy", "requires limitation (full or partial) of training activity". But it follows from practical experience that the data obtained are sufficient for carrying out therapeutic and rehabilitation measures for a specific athlete, but not enough to substantiate the organizational and methodological foundations of the system of measures aimed at protecting the health of a vast contingent of athletes, especially during critical periods of ontogenesis.

At present, most of the sports games can be defined as disciplines "mixed energy system" [1], in which effort has intermittent characteristics with the participation of both aerobic and anaerobic metabolic pathways [2]. In this regard, physical fitness is one of the most important elements that affect the performance of athletes from mixed sports due to the high physical load due to intermittent activity [3]. Indeed, strength and endurance can be considered the key fitness elements for mixed sports such as football, wrestling and motorcycling [4,6]. All of these sports have been classified as mixed in terms of their metabolic predominance, thus showing the general multifaceted nature of physical demands, which include aerobic capacity, strength, endurance, strength and agility [4,6]. However, descriptive studies indicate that the physiological characteristics of an athlete can vary greatly across these disciplines, suggesting that there are different sport-related profiles in terms of the relationship between endurance and speed. Athletes from mixed sports disciplines do not have a clear focus on endurance or strength, thus demonstrating wide phenotypic heterogeneity [7]. It is common knowledge that genetic factors influence sprint / strength and endurance [21,23]. , but only a few studies have examined the relationship between genetic factors and athletic performance in mixed athletes. Among the potential polymorphisms potentially associated with muscle function and physical performance, the most studied are angiotensin-converting enzyme (ACE), variant R577X of the actinin-3 gene (ACTN3), and muscle creatine kinase isoform (CK-). MM), peroxisome proliferator-activated receptor α (PPAR α), and more recently SLC2A4 [9,14]. It has been demonstrated that alternative polymorphisms of these potential polymorphisms are associated with sprint / strength or endurance disciplines with reasonable replication in different groups of athletes [15,18]. Indeed, the I allele of the insertion (I) / deletion (D) polymorphism in the ACE gene is one of the most putative factors determining aerobic capacity in performance-oriented endurance [8]. Likewise, the PPAR-G, ACTN3 X, and CK-MM A alleles are involved in improving aerobic performance (16, 17, 19). On the other hand, it is assumed that ACE D, PPARN C, ACTN3 R and CK-MM G are more related to strength-oriented characteristics [8,16,20]. Given that the contribution of specific genes to athletic performance has been investigated primarily in athletes who are at the two endpoints of the human athletic performance continuum, less is known about the application of sports genomics in more complex disciplines that do not exhibit specific phenotypes. Thus, the aim of the present study was to compare the allele and genotype frequencies of four known polymorphisms in athletes from various disciplines of mixed sports in order to investigate the genetic markers suitable for distinguishing between the predominant components of these sports [25,26].

One of the rapidly developing areas of modern genetics is the development of molecular genetic approaches to determine a person's predisposition to various types of activity. So, in particular, in recent years, a search has been carried out for molecular genetic markers that determine a person's ability to perform high sports loads (Montgomery, 2000; Rogozkin, 2004), which is determined by the need to justify a system for selecting people for sports and correcting the training process. This approach is the most promising, since it allows you to determine the genetic predisposition to high physical activity and to carry out a targeted differentiated selection of children for sports at the earliest stages of their sports activity. It should be noted that in 2000 a human genetic map was created, in which genes were introduced, which in at least one study revealed associations with physical indicators and / or influenced human health (Rankinen, Bray et al, 2006). In an early 2000 version, the map included 29 genes. The 2005 version, 6th - amended, includes 165 autosomal genes, 5 -

located on the X chromosome, as well as 17 mitochondrial genes. To date, work of this kind is being carried out only in five countries: the USA, Great Britain, Australia, Russia (Scientific Research Institute of Physical Culture - under the leadership of Doctor of Biological Sciences, Professor V.A. Rogozkin; laboratory of molecular genetic research of the Department of Genetics at the Bashkir State Pedagogical University - under the leadership of Doctor of Biological Sciences, Professor Gorbunova V.Yu.) and Kazakhstan. On the site www.genoterra.ru - the register of leading scientific institutions, the laboratory of molecular genetic studies of the Department of Genetics of BSPU is included in the list of groups engaged in the search for genetic markers that determine the predisposition of people to sports activities [27,28].

Thus, it becomes clear that, from the point of view of health savings, it is of particular interest to study not just the health state of young athletes, but a comprehensive level-by-level screening of the functional state of the athletes. This type of layer-by-layer "screening" will allow to determine the corrected risk factors for the development of somatic pathology in athletes within the framework of uncorrected factors (determinants), in this case it is sports specialization and a stage in the process of many years of training.

According to the research of Svetlana Lyugailo (Results of studying the health status of young athletes: the first level of screening studies) _ using classical approaches to assessing the health status of young athletes, on the basis of the existing criteria for their admission to sports, the previously determined trends in the influence of ontogenetic risk factors for the emergence and development of somatic pathology in the age aspect and in the aspect of professional development. At the same time, a number of negative points were established:

- firstly, despite the presence of diseases and dysfunctional disorders in the somatic systems, athletes continue the training process, which indicates insufficient control over the functional state of the trainers and medical workers, who provide the process of training young athletes directly at the place of training;
- secondly, despite the comprehensive examination provided for by the algorithm for conducting an in-depth medical examination, the information obtained regarding the health status of athletes is not sufficient for making a rehabilitation diagnosis, since it is impossible to draw a true conclusion about the adaptive capabilities of the body of a young athlete to physical activity from the data obtained, to obtain quantitative characteristics of the parameters that form the adaptation reserve and, moreover, to forecast the occurrence of dysfunctional disorders in various systems of the athletes' body.

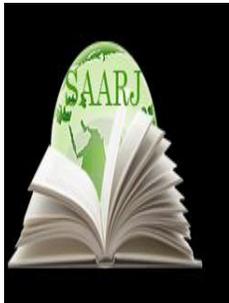
The above organizational miscalculations in the development of the structural components of the concept of physical rehabilitation for dysfunctional disorders of the somatic systems of the body of young athletes (somatic diseases) will be taken into account in the group of exogenous corrected risk factors for diseases in athletes.

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APPLICATION COOPERATIVE TEASCHING METHODS DURING PRACTICAL EXERCISES

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ABSTRACT

This article discusses the effectiveness of teaching “cooperation” of the subject sports medicine in higher education. At the same time, in the process of training, students have the opportunity to jointly acquire knowledge in a team, small group and couple to ensure mutual development. Ultimately, collaborative learning fosters conscious discipline in the learner, sees its success as a group success, sets the stage for peer assignments, peer partnerships, peer support, and finally serious mental work.

KEYWORDS: *Practical Exercises, Sports Medicine, Interactive Teaching Method, Joint Training, The Effectiveness Of Collaborative Learning Technologies*

INTRODUCTION

In modern conditions, the education of cooperation, its organization is of particular importance. In addition to the above ideas, the essence of the collaborative learning method lies in the idea of step-by-step (inertia of ideas, separation of important ones, design revision) and implementation of problem-solving processes based on teamwork [2,7, 9,19]. Ultimately, collaborative learning fosters conscious discipline in the learner, sees its success as a group success, sets the stage for peer assignments, peer partnerships, peer support, and finally serious mental work. Collaborative learning is a process where students learn in groups, small groups, and pairs. Mutual development is education, which is the joint organization of teacher-student (s) relationships, the main idea of which is to perform learning tasks in a team, in small groups or in pairs, in cooperation. The ideas of this type of education were formed in the 80s of the last century on the basis of the views of J. J. Rousseau, K. Ushinsky, V. Sukhomlinsky, A. Makarenko and innovative teachers [1, 3,17,18].

Purpose of the topic: Joint training of students contributes to the formation of a worldview based on the development of spiritual, moral, intellectual physical abilities, interests, motives. This type of learning differs from Cooperative Learning in that it allows students to work in teams through pairs and small groups [4,5,6,11].

make sure they have the skills. This type of training is organized in different directions, including:

- organization of relations on the basis of educational cooperation;
- An individual approach to students based on humanistic ideas;
- Achieving professional and spiritual unity in the educational process

MATERIALS AND METHODS

In the transition to sports medicine, as in any education, coeducation is also based on certain priority principles. These principles serve to highlight the most important foundations for collaborative learning.

Important features and components of collaborative learning

Collaborative learning, which serves to determine the interaction of participants in the educational process, also has certain characteristics.

- pay attention to the personality of the student;
- mastering ready-made knowledge and refusing to process it;
- development of students' independent and critical thinking;
- Ensuring a positive attitude towards the teacher and peers;
- Development of students' cultural communication skills;

The creation of an environment based on cooperation and mutual equality will have its own set of components [8,10, 20].

Results and their analysis:

Collaborative learning technologies - in the learning process, students learn together in a team, small groups and pairs, develop each other, it also contributes to the effective and successful acquisition of knowledge that has educational value, which ensures the joint organization of the teacher-student relationship.

Scheme, table, basic designation, graphic drawing, basic material, material based on logical presentation, system-structural approach serve to systematize educational material. The use of basic materials in higher education opens up the following opportunities:

- frees students from boring mechanical recording of theoretical information presented by the teacher in lectures;
- allows the teacher to communicate more with students in the class;
- Provides effective perception of educational materials by students through words, visual and visual means;

- Increases the effectiveness of students' effective implementation of educational tasks in the educational process based on discussion;
- makes it possible to control the process and quality of the assimilation of new knowledge by students;
- helps students to organize their knowledge;
- By coding educational information, students can thoroughly master complex sections, concepts and concepts of the subject;
- reduces the time spent on studying the material, allowing students to do more practical and analytical work;
- teaches students the practical use of modern educational technologies in order to improve the efficiency of the educational process;
- decides on mutual cooperation between students;
- Students work independently with test items

The base material is formed based on the following requirements:

As mentioned above, the main material prepared by the teacher reveals the essence of the basic concepts, important theories, basic rules and effective methods, as well as visual samples, control questions, tasks.

In higher educational institutions, students first get acquainted with the basic material formed by the teacher, and gradually they are taught to independently form such basic materials [7,10,12,13]. If in the first lesson the students are provided with basic material, in the next lesson the teacher briefly repeats the content of the teaching material based on it. Then communication with students is organized. This communication is a mini-dictation, a blitz survey, an individual question-answer, a pair survey, a quick repetition.

Work with the basic material continues throughout the course and ends with control and correction [14,15,16,18].

CONCLUSION

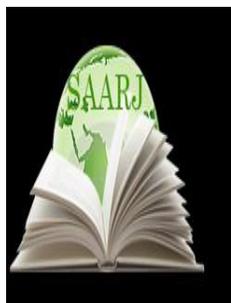
The application of these innovative methods in practical classes increases the level of student involvement in the educational process, creates conditions for students to learn from each other, and allows them to test their knowledge in science. Innovations in modern education are important, more precisely, the use of pedagogical and educational innovations. The effective, active use of pedagogical or educational methods by teachers of higher educational institutions, an innovative approach to professional activity, while ensuring the achievement of the intended goal, contributes to an increase in the quality and efficiency of teaching, and an increase in the cognitive activity of students.

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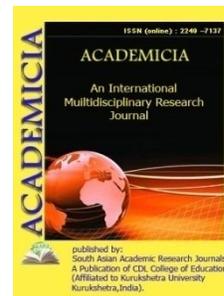
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INTERACTIVE METHODS "BLITZ METHOD" AND "CASE STUDY" FACTOR AFFECTING THE LEVEL OF KNOWLEDGE

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ABSTRACT

Interactive teaching methods, in contrast to traditional ones, generally more effectively influence the process of mastering a complex of clinical knowledge. The use of educational clinical games in the process of teaching the subject of clinical pharmacology significantly develops the baggage of clinical knowledge with a simultaneous increase in the cognitive ability of students.

KEYWORDS: *Interactive Teaching Methods, Methods "Blitz Method", "Case Study", The Subject Of Clinical Pharmacology.*

INTRODUCTION

Interactive learning is a special form of organization of cognitive activity. It implies very specific and predictable goals. One of these goals is to create a comfortable learning environment in which a student or student feels their success, their intellectual viability, which makes the learning process productive. [1, 2]. Interactive teaching methods include those that require students to independently obtain, process and implement information presented in a specific didactic form.

Goal. Given the foregoing, the work was undertaken as a task, which was a comparative assessment of the level of clinical knowledge of students acquired by interactive forms of training "Blitz method" and "Case study". In order to implement the tasks in practical classes on the subject of clinical pharmacology, interactive methods of training were purposefully applied - educational clinical games "Blitz method" and "Case study".

MATERIALS AND METHODS

The study was conducted at the Bukhara State Medical Institute, at the Department of Pharmacology and Clinical Pharmacology. The control was the rating of students obtained using traditional methods of assessing knowledge in the subject of clinical pharmacology. The groups

of students involved in the study circle were representative in terms of the number of students, stages and types of knowledge assessment, as well as their individual rating [4,3]. The level of knowledge was systematically checked using oral and written (crosswords, tests, situational tasks and others) tasks during the current, intermediate and final tests. The interactive game “Blitz method” was used in a modified version, the essence of which was as follows: questions were divided according to the level of difficulty into lungs (L1), medium (L2) and complex (L3). Their ratio in the general bank of questions was 1: 2: 1. The magnitude of the allocated points and the time available for the correct answer options depended on the degree of difficulty of the question and increased as the latter grew [12,13].

Results. In the course of the research, the following results were obtained. It was found that interactive teaching methods, unlike traditional ones, generally more effectively influence the process of mastering a complex of clinical knowledge. In addition, they clearly differed in the individual nature of the impact on the formation of well-known levels of knowledge. So, if traditional teaching methods influenced the development of mainly primary I (knowledge - acquaintance) and II (knowledge - copy) levels, then interactive learning methods for more advanced III (knowledge - skill) and IV (knowledge - creativity) of their form.

Classes conducted with the use of the educational game “Blitz method” were distinguished by high activity of participants, which is partly explained by the condition of its conduct, which requires the indispensable participation of all members of the group. The ending of this educational game acquired a very tempting character, especially when the final pair of participants remained. The definition of a leader - a connoisseur of the group always ended with a surge of emotions and enthusiasm from the participants. However, the possibilities of this game in terms of improving individual levels of knowledge were far from equal. According to the results, the interactive method of teaching the “Blitz method” contributed to the improvement of I (acquaintance) and II (copy) levels of knowledge. On the formation of more advanced levels (III-skill and IV-creativity), it is not particularly affected. The latter significantly limits the possibilities of using the educational game “Blitz method”. To achieve the desired result, the choice of this educational game should be differentiated, taking into account the specifics of a particular lesson. For the level of acquired knowledge with the help of it, especially from the private section of the subject, clinical pharmacology, may ultimately turn out to be low [11,14].

Somewhat distinctive were the results obtained as a result of the use of an educational clinical game - “Case study”. When disassembling a case, students actually get their hands on a ready-made solution that can be applied in other similar circumstances. As the number of cases analyzed increases, the chance of using a ready-made decision scheme in one of the next situations with a similar nature increases. Consequently, the skills of meticulous solving more serious problems are formed [10,14]. There was another positive quality of the case study educational game. Among the participants - “players”, the frequency of individuals who own methods of physical research has steadily increased, and most importantly, the quality of their implementation has improved, which corresponds to the goal and objectives of the subject of clinical pharmacology. [6,7,16].

DISCUSSION

The department developed scenarios for various clinical situations, created special conditions with the necessary equipment for conducting clinical training games. The teacher vigilantly

monitors the course of the educational game, strictly controls each action of the participants. In cases of tolerance slip, carefully corrects them. At the request of the situation, he often makes additional information complicating the clinical situation.

Based on the research, we can conclude that interactive learning methods: the "Blitz method" and "Case study" affect the formation of individual levels of knowledge in different ways. So, if the first of them contributed to the predominant growth of I and II, then the second - III and IV levels of knowledge. Taking into account the latter, the choice of the method of the educational game should be carried out in accordance with the purpose and objectives of each lesson. We consider it appropriate to use the interactive game "Blitz method" in the course of training in general, and in the "Case study" of the special part of the subject, clinical pharmacology. [2,5,15].

CONCLUSION

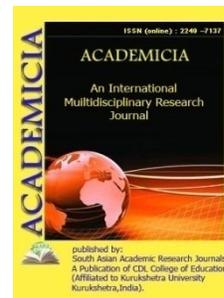
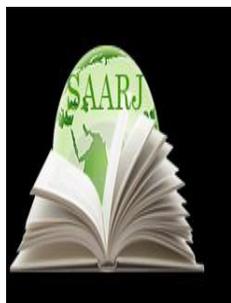
Summing up the above, it should be noted once again that these methods provide an excellent opportunity to creatively apply the material covered on the basis of their professional knowledge and allow students to quickly adapt to real and potential situations. No less important is the fact that the analysis of situations quite strongly affects the professionalization of students, contributes to their growing up, forms interest and positive motivation for learning [1,8,9].

The use of interactive forms in the learning process, as practice shows, removes the students' nervous load, makes it possible to change the forms of their activity, and switch their attention to key issues of the topic of classes.

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INTERACTIVE LEARNING METHODS FACTOR DEVELOPMENT OF STUDENTS 'KNOWLEDGE LEVEL

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ABSTRACT

In the present work results of application of interactive ways of training "a weak link" and "case study" on a subject clinical pharmacology are resulted. It is established that the used interactive methods of teaching have different influence on the formation of knowledge levels.

KEYWORDS: *Innovative Ways Of Training, Interactive Method «A Weak Link», Educational Game «Case Study», A Subject Clinical Pharmacology.*

INTRODUCTION

Interactive learning is a special form of organizing cognitive activity. It implies very specific and predictable goals. One of these goals is to create a comfortable learning environment in which a student or listener feels their success, their intellectual worth, which makes the learning process itself productive [2,3]. Interactive learning allows you to simultaneously solve several tasks, the main of which is the achievement of learning goals, the development of communication skills and abilities. It helps to establish emotional contacts between students, provides an educational task, as it teaches to work in a team, to listen to the opinions of their comrades. Considering the above, this work has been undertaken with the aim of making a comparative assessment of the level of clinical knowledge of students acquired by the interactive forms of training "weak link" and "case study".

In order to accomplish the set tasks in practical classes on the subject of clinical pharmacology, interactive teaching methods were purposefully used - educational clinical games "weak link" and "case study". The rating indicators of students, obtained using traditional methods of assessing knowledge, served as control. The groups of students involved in the research circle were representative in terms of the number of students, stages and types of knowledge assessment, as well as their individual rating. The level of knowledge was systematically checked with the help of oral and written (crosswords, tests, situational tasks and others)

assignments during the current, intermediate and final control works. The interactive game "weak link" was used in a modified version, the essence of which was as follows: questions were divided according to the level of difficulty into easy (L1), medium (L2) and difficult (L3). Their ratio in the general bank of questions was 1: 2: 1. The value of the allocated points and the time allowed for the correct answer options depended on the degree of complexity of the question and increased as the latter grew (2). In the course of the research, the following results were obtained. It was found that interactive teaching methods, in contrast to traditional ones, generally more effectively affect the process of mastering a complex of clinical knowledge. In addition, they were clearly distinguished by the individual nature of the impact on the formation of generally known levels of knowledge. So, if traditional teaching methods influenced the development of mainly initial I (knowledge - acquaintance) and II (knowledge - copy) levels, then interactive methods of teaching to more advanced III (knowledge - skill) and IV (knowledge - creativity) their forms[1,4,6].

Classes conducted with the use of the educational game "weak link" were distinguished by high activity of the participants, which is partly explained by the condition of its holding, which requires the indispensable participation of all members of the group. The ending of this educational game acquired a very tempting character, especially when the final pair of participants remained. The definition of a leader - a connoisseur of the group always ended in a surge of emotions and enthusiasm from the participants. At the same time, the possibilities of this game in terms of improving individual levels of knowledge turned out to be far from equal. According to the results obtained, the interactive learning method "weak link" contributed to the improvement of I (acquaintance) and II (copy) levels of knowledge. On the formation of more advanced levels (III-skill and IV-creativity), it did not particularly affect. The latter significantly limits the possibilities of using the educational game "weak link". To achieve the desired result, the choice of this educational game should be differentiated, taking into account the specifics of a particular lesson. For the level of knowledge acquired with the help of it, especially from the private section of the subject of clinical pharmacology, may end up being low [5,7,8]. The results obtained as a result of the application of the educational clinical game - "case study", turned out to be somewhat distinctive. By examining the case, students actually get a ready-made solution in their hands that can be applied in other similar circumstances. As the number of analyzed cases grows, the chance of using the ready-made decision scheme in one of the next situations with a similar nature increases. Consequently, the skills of scrupulous solution of more serious problems are formed [9,11,12]. This interactive way of teaching contributed to a significant increase in the baggage of both theoretical and practical knowledge of students. He contributed to the maximum understanding of the importance of the dialogue between the doctor and the patient and the improvement of the potential of clinical thinking, as well as the ability to use theoretical knowledge in a timely manner in his own practice. It should be emphasized that the successful implementation of the educational clinical game "case study" requires a fairly large amount of knowledge in fundamental medical disciplines, as well as mastery of a wide range of manipulations. This was due to the condition of collecting subjective and objective information, which is the closest to the real clinical setting [10].

It should be noted that the educational clinical game "case study" aroused increased interest of all participants. The knowledge obtained with the help of this type of educational game was much perfect and corresponded to level III (knowledge - skill), and even IV (knowledge -

transformation). More than half of the participants in the game clearly developed elements of III (knowledge-skill), and the rest of the IV level (knowledge-creativity) knowledge. At the same time, the bank of clinical knowledge was enriched much faster, which is an important and distinctive advantage of this teaching method [13].

There was also another positive quality of the educational game “case study”. Among the participants - "players", the frequency of persons who know the methods of physical research steadily increased and, most importantly, the quality of their implementation improved, which corresponds to the goal and objectives of the subject of clinical pharmacology [15,17].

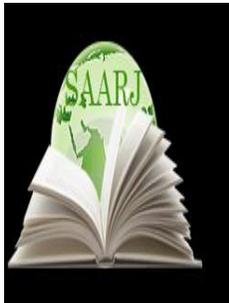
At the department, scenarios of various clinical situations have been developed, special conditions have been created with equipment necessary for conducting educational clinical games. The teacher vigilantly monitors the course of the educational game, strictly controls every action of the participants. In cases of miss tolerance, he scrupulously corrects them. At the request of the situation, he often introduces additional information that complicates the clinical situation. In the course of the educational game, the participants are allowed to discuss the role of each symptom in the diagnosis of this disease, discuss the plan for the upcoming examination of such patients. Summing up the lesson, the teacher gives an objective assessment of the actions of each participant in the game, comments on the answers, corrects the survey plan drawn up. Acting as an arbiter, he dwells in detail on the mistakes and mistakes made by the students of the “players” and advises on ways to eliminate them [14,16].

Based on the research carried out, it can be concluded that interactive teaching methods: “weak link” and “case study” have different effects on the formation of individual levels of knowledge. So, if, the first of them contributed to the predominant growth of I and II, then the second - III and IV levels of knowledge. Taking into account the latter, the choice of the method of educational game should be carried out in accordance with the goal and objectives of each lesson. We consider it expedient to use an interactive game "weak link" in the course of teaching general lessons, and "case study" of a special part of the subject of clinical pharmacology.

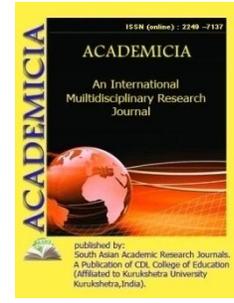
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THE STUDY OF GENETICS IN MODERN SPORTS MEDICINE IS THE KEY TO HIGH ACHIEVEMENTS OF YOUNG ATHLETES

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ABSTRACT

Sports genetics is one of the young sciences. Genetic factors are generally known to affect strength and endurance, but only a few studies have examined the relationship between genetic factors and athletic performance in young athletes. One of the intensively developing areas of modern genetics is the development of molecular genetic approaches that make it possible to determine a person's predisposition to various types of activity, which is determined by the need to substantiate a system for selecting people for playing sports and correcting the training process. This approach is the most promising, since it allows you to determine the genetic predisposition to the performance of large physical activities and to carry out a targeted differentiated selection of children for sports at the earliest stages of their sports activity. Currently, predictive medicine is actively developing, the purpose of which is to identify possible diseases in a particular patient by the DNA structure, as well as to develop a set of preventive or health-improving measures based on these studies. Such preventive measures are also important in sports, so sports genetics can achieve high results using scientific methods.

KEYWORDS: *Sports Genetics, Predicting Athletes' Capabilities, Selection Of Young Athletes, DNA Polymorphism, Genetic Predisposition.*

INTRODUCTION

Genetic factors are generally known to affect strength and endurance [8], but only a few studies have examined the relationship between genetic factors and athletic performance in young athletes. Among the potential polymorphisms potentially associated with muscle function and physical performance, the most studied are angiotensin-converting enzyme (ACE), variant R577X of the actinin-3 gene (ACTN3), and muscle creatine kinase isoform (CK-). MM), peroxisome proliferator-activated receptor α (PPAR α) and more recently SLC2A4 [9-14]. It has been demonstrated that alternative polymorphic variants of these potential polymorphisms are associated with sprint / strength or endurance disciplines with reasonable replication in different groups of athletes [15-18]. Indeed, the I allele of the insertion (I) / deletion (D) polymorphism in the ACE gene is one of the most putative factors determining aerobic capacity in performance-oriented endurance [28]. Likewise, the PPAR-G, ACTN3 X, and CK-MM A alleles are involved in improving aerobic performance [16, 17, 19]. On the other hand, it is assumed that ACE D, PPAR α C, ACTN3 R and CK-MM G are more related to strength-oriented characteristics [8, 16, 20]. Given that the contribution of specific genes to athletic performance has been investigated primarily in athletes who are at the two endpoints of the human athletic performance continuum, less is known about the application of sports genomics in more complex disciplines that do not exhibit specific phenotypes. Thus, the aim of the present study was to compare the allele and genotype frequencies of four known polymorphisms in athletes from various mixed sports disciplines in order to investigate the genetic markers that are suitable for distinguishing the predominant components of these sports.

One of the rapidly developing areas of modern genetics is the development of molecular genetics approaches to determine a person's predisposition to various types of activity. So, in particular, in recent years, a search has been carried out for molecular genetic markers that determine a person's ability to perform high sports loads (Montgomery, 2000; Rogozkin, 2004), which is determined by the need to justify a system for selecting people for sports and correcting the training process. This approach is the most promising, since it allows you to determine the genetic predisposition to high physical activity and to carry out a targeted differentiated selection of children for sports at the earliest stages of their sports activity. It should be noted that in 2000 a human genetic map was created, in which genes were introduced, which in at least one study revealed associations with physical indicators and / or influenced human health (Rankinen, Bray et al, 2006). In an early 2000 version, the map included 29 genes. The 2005 version, 6th - amended, includes 165 autosomal genes, 5 - located on the X chromosome, as well as 17 mitochondrial genes. To date, work of this kind is being carried out only in five countries: the USA, Great Britain, Australia, Russia (Scientific Research Institute of Physical Culture - under the leadership of Doctor of Biological Sciences, Professor V.A. Rogozkin; laboratory of molecular genetic research of the Department of Genetics at the Bashkir State Pedagogical University - under the leadership of Doctor of Biological Sciences, Professor Gorbunova V. Yu.) and Kazakhstan. On the site www.genoterra.ru - the register of leading scientific institutions, the laboratory of molecular genetic research of the Department of Genetics of BSPU is included in the list of groups engaged in the search for genetic markers that determine people's predisposition to sports activities.

A lot of data, including the results of recent studies, confirm the influence of polymorphism of some genes on the physical characteristics of an athlete and, as a consequence, on the predisposition of the athlete's body to strength loads or to endurance training.

Its proclamation as a branch of knowledge took place at the Olympic Scientific Congress "Sport in Modern Society", which was held in Tbilisi in 1980. Also there was created the "International Scientific Society for Sports Genetics and Somatology."

In 1983, Claude Bouchard first coined the term "genetics of fitness and physical performance". Then he published two reviews in one issue of the journal "Exercise and Sport Science Reviews", where he presented generalizing facts, firstly, about individual differences in response to physical activity, and secondly, about the heritability of many qualities involved in the process of physical activity [3].

1995 was marked by the beginning of the international project HERITAGE (HEalth, Risk Factors, Exercise Training AndGENetics) led by Claude Bouchard. The project involved several research centers and more than 800 volunteers who were subjected to physical activity for several weeks. K. Bouchard and his colleagues searched for polymorphic loci associated with physical activity, and published hundreds of works on the topic of heritability of human physical factors. Progress in understanding this issue has been significant.

It is necessary to take into account that the development and manifestation of the physical qualities of a person depends on both genetic and environmental factors. The more genetic factors influence physical qualities (high degree of heritability), the less successfully these qualities are trained, and vice versa [1].

Sports genetics allows you to calculate the limit for each person to perform any type of exercise, depending not only on the nature of the task, but also on the genetic components. The human genotype largely determines such important characteristics for athletes as strength, endurance, composition of muscle fibers and muscle mass, flexibility, neuromuscular coordination, and reaction speed [2].

Over the past few decades, certain hereditary factors have been identified that are responsible for the development of the above qualities in humans. Therefore, sports genetics provides useful information on how to improve the performance of performances, which athletes to select for competitions and which of them will be able to cope with the task at hand. The selection of young, promising in their hereditary qualities athletes (at the same time the minimum risk of intense physical activity for their health) is an important issue in sports medicine, which can be solved by modern methods of genetics.

The introduction and active use of molecular genetic technologies makes it possible to create an optimal training program specifically for each athlete, in which the body's energy resources will be used as efficiently as possible, which will allow achieving high sports results.

I would also like to note that in connection with the active development of genetics as a science and methods of its study, genetic research is becoming more and more accessible. At the moment, sports genetics is present not only in elite sports, but also in amateur sports. Fitness is an important part of a healthy lifestyle, and you should approach the issue of its correct organization responsibly. In this case, on the basis of genetic research, a geneticist can recommend a specific diet, diet, exercise regimen, as well as the nature of the exercises, taking

into account the individual characteristics of the organism. In addition, sports genetics makes it possible to identify diseases to which a person is genetically predisposed (for example, cardiovascular diseases, bronchial asthma, obesity). Based on the data obtained, it is possible to recommend preventive measures to prevent these diseases for each individual person.

In 1998, the journal "Nature" published a scientific article "Human gene for physical performance" by a young British scientist Hugh Montgomery. He presented the results of his work with a team of authors (19 people) on the study of the role of the ACE gene (angiotensin converting enzyme) in sports activities. H. Montgomery and his colleagues investigated a group of alpine climbers [4]. The size of the article is just one page, which states that one of the polymorphic alleles of the ACE gene - allele I provides endurance, and allele D - the speed-strength qualities of an athlete. The conclusion was based on the fact that in athletes who are successful in sports requiring endurance, the frequency of allele I is higher than in the control group, and in athletes of high-speed types, allele D predominates [5].

This publication attracted the attention of the entire scientific community and society as a whole. The world media reported on the discovery of the "sport gene" (ACE gene), thanks to which it was now possible to identify a predisposition to a particular sport or physical activity in any person.

Among domestic scientists, Eduard Georgievich Martirosov should be noted, who created on the basis of VNIIFK (All-Russian Scientific Research Institute of Physical Culture and Sports) in 1972 the Laboratory of Sports Anthropology (later called the Laboratory of Sports Anthropology, Morphology and Genetics) [6].

Later, research in the field of sports genetics was started in the laboratory of prenatal diagnostics of the Research Institute of Obstetrics and Gynecology. BEFORE.Ott (St. Petersburg), as well as in the laboratories of the Institute of Biochemistry. A.N. Bach of the Russian Academy of Sciences (Moscow), at the All-Russian Research Institute of Physical Culture (Moscow), Research Institute of Transplantology and Artificial Organs (Moscow) and the Russian State University of Physical Culture (Moscow) [7]. Now such laboratories are located not only in Moscow and St. Petersburg, but also in other large scientific centers in Russia.

Sports genetics is developing quite rapidly, since the number of newly studied genes that characterize the physical qualities of a person is growing exponentially: in 1997 - 5 genes; in 2000 - 24 genes; B 2004 - 101 genes [8]. To date, about 200 genetic markers (DNA polymorphisms) associated with the development and manifestation of physical qualities are known [9].

In sports, to achieve the highest possible performance, talented athletes must be selected correctly and in a timely manner, and then included in long-term, planned training programs [10].

Today, due to the fact that investments in sports and individual athletes reach serious sums, the issue of effective selection of athletes is more relevant than ever [10].

Each of us is individual, we carry unique genetic information. And our uniqueness can be studied with the help of DNA diagnostics methods, which shows the characteristics of metabolism, the state of organ systems, the properties of the psyche.

In sports genetics, molecular genetic methods such as PCR, real-time PCR, RFLP analysis, QTL mapping, NGS, NNGS, biochip technology, as well as cytogenetic (karyotyping, fluorescent in situ hybridization or FISH), genealogical and biochemical research methods.

It is impractical and irrational to perform DNA typing for all possible genes responsible for the athletic characteristics of a person. The information obtained must be correctly interpreted and conclusions drawn in relation to each individual case. Moreover, the analysis of one gene is not sufficiently informative.

Genetic analysis provides information about the hereditary predisposition to a particular sport. For example, skeletal muscle is made up of two distinct types of muscle fibers: fast and slow. Slow fibers are characterized by little force of contraction, but low fatigue, they are involved in the performance of low-intensity strength work for a long time. Fast fibers, on the other hand, are distinguished by greater force of contraction and high fatigue; they are used when performing short high-intensity strength work [11]. For muscles, which are dominated by slow fibers, aerobic exercise will be most effective. These sports include swimming, rowing, tennis, long-distance running, cycling, and walking. And for muscles, which are dominated by fast muscle fibers, anaerobic loads (strength training) are most effective. Wrestling, sprint running, powerlifting, arm wrestling, rock climbing are examples of physical activity based on anaerobic muscle metabolism.

The type of muscle fibers prevailing in our body is genetically determined (this is associated with the ACE gene polymorphism). Thus, the results of a distance runner (long-distance runner) in a 2000-meter run negatively correlate with his own results in a 100-meter run.

When the type of physical activity matches the hereditary predisposition, the person can achieve the best results and get the most from the training in the shortest possible time.

Recent studies have demonstrated the high effectiveness of diet and physical activity in correcting metabolic disorders. When lifestyle changes in individuals with early disorders of carbohydrate metabolism, the risk of type 2 diabetes mellitus (type 2 diabetes) decreases by 58%. However, it is also known that in a number of patients, diet and increased physical activity are ineffective and do not prevent the development of the disease. Today, a new approach to building a diet based on the individual characteristics of a person is proposed. The influence of nutritional components on gene expression is being studied by a new science - nutrigenomics. Nutrients can induce metabolic changes by affecting the activity of certain genes. In addition, the genetic variability of the food itself can have an impact on human health. Nutrients can affect the genome of the gut microbial flora, which also causes metabolic changes. Thus, the subject of nutrigenomics is the study of interactions between food genomes, the human genome, and the genomes of the gut microbiota. Changes in gene activity that occur during the growth and development of an organism are called epigenetic. Epigenetics studies changes in gene expression that occur without disrupting the nucleotide sequence of deoxyribonucleic acid (DNA). There are three mechanisms of epigenetic changes: DNA methylation, histone modification, and RNA interference (suppression of gene expression using small molecules of ribonucleic acid). It is assumed that dietary components can influence DNA methylation processes [13]. First, nutrients are essential for the provision and regulation of the synthesis of S-adenosylmethionine, a universal methyl donor. Second, they can influence the utilization of methyl groups through changes in the activity of DNA methyltransferase. The third possible

mechanism is associated with the activation of DNA demethylation [12]. Currently, a large number of genes have been identified, the polymorphism of which is associated with the development of metabolic disorders. It turned out that food components can change the activity of these genes. Studies have been published that demonstrate interactions between a number of genes associated with obesity and type 2 diabetes and some foods. Variants of such interactions are presented below as examples. Fatty acid binding protein type 2 (FABP2) is an intracellular protein produced in enterocytes. It is involved in the transport and metabolism of long chains of fatty acids and can also maintain cellular homeostasis by acting as a lipid sensor.

The FABP2 gene is located on chromosome 4q28-q31. Polymorphism of this gene is associated with an increased risk of developing type 2 diabetes. This is because the protein it encodes is involved in the absorption of fatty acids and therefore can affect insulin sensitivity and glucose metabolism. Three genotypes are distinguished: normal, or the so-called wild type (Ala54 / Ala54), heterozygous (Ala54 / Thr54) and homozygous (Thr54 / Thr54). Heterozygous and especially homozygous Thr54 genotype is associated with the development of insulin resistance, type 2 diabetes, and, possibly, increased cardiovascular risks. A meta-analysis of 31 studies, which examined 13,451 people, demonstrated that a mutation in the FABP2 gene, namely the presence of the Thr54 allele, is associated with more pronounced insulin resistance, increased fasting plasma insulin levels and increased glycemic levels 2 hours after glucose loading [23]. It has been established that FABP2 expression may depend on adherence to a specific diet. D. de Luis et al. investigated the dynamics of body weight and a number of metabolic markers in response to a hypocaloric diet (1459 kcal / day) rich in polyunsaturated fats (22.7% of the total fat consumed per day) in obese individuals with FABP2 (Thr54) gene polymorphism ... The decrease in body mass index, body weight, and waist circumference was significantly more pronounced in the group with the Thr54 allele, compared with those with the wild type of the FABP2 gene allele. Moreover, only carriers of the Thr54 allele, while adhering to a diet enriched with polyunsaturated fats, showed a significant decrease in total cholesterol, low-density lipoprotein cholesterol, and insulin [25]. In another study, it was shown that people with obesity and FABP2 gene polymorphisms (Ala54 / Thr54 and Thr54 / Thr54) who followed a hypocaloric diet (1342 kcal) with a high content of monounsaturated fats (67.5%) did not have a significant change in biochemical markers, despite the improvement in anthropometric indicators. On the contrary, in the carriers of the wild allele for this gene, on the background of adherence to the proposed diet, in addition to the decrease in body weight, the levels of insulin, leptin, and insulin resistance significantly decreased [24]. Thus, on the basis of nutrigenomic studies, it should be concluded that individuals with FABP2 gene polymorphism (Ala54 / Thr54 and Thr54 / Thr54) are shown a diet high in polyunsaturated fatty acids (about 20% of the total fat consumed per day). To do this, it is enough to introduce fatty fish into the diet (about 750 g per week) or regularly take fish oil. Peroxisome proliferator-activated receptors (PPARs) belong to the group of nucleus receptors. PPAR proteins are involved in reading the genetic code in many genes. They play a significant role in glucose and lipid homeostasis: they determine the need of muscle tissue for glucose and its sensitivity to insulin, regulate adipocyte differentiation and glucose homeostasis, bind lipid-lowering drugs and fatty acids, regulate the production of a number of adipokines, and participate in the regulation of bone metabolism. Natural ligands of PPAR are polyunsaturated fatty acids and prostaglandins [26]. There are three subgroups of these receptors: PPAR α , PPAR δ and PPAR γ . The PPAR γ isoform is synthesized in fat cells and is involved in their differentiation. In addition, this protein is a mediator of insulin resistance. PPAR γ regulates

the synthesis of adipokines in adipocytes: interleukin-6 (IL-6), tumor necrosis factor- α , plasminogen activator type 1 inhibitor. In an experiment on animals, it was proved that after a diet high in fat in mice, there is an increase in PPAR γ -mRNA in adipose tissue [27]. Polymorphism of the PPAR γ gene is characterized by the substitution of cytosine nucleotide for guanine, which leads to the substitution of the amino acid proline for alanine in the protein. In obese Caucasians, the PPAR γ (Pro12Ala) gene polymorphism is associated with a lower risk of developing type 2 diabetes, and with the homozygous genotype (Ala12Ala), insulin sensitivity is even higher compared to the wild genotype [28]. It was found that the ratio of polyunsaturated to saturated fats in the diet can affect the concentration of blood lipids in carriers of the Ala12 allele of the PPAR γ gene. In the RISCK study (Reading, Imperial, Surrey, Cambridge, King's), this effect was studied in 367 ethnic Europeans with an increased cardiometabolic risk. According to the results obtained, the concentrations of total cholesterol and triglycerides in carriers of the Ala12 allele of the PPAR γ gene decreased with an increase in the ratio of polyunsaturated to saturated fats in the diet (from ≤ 0.33 to > 0.65) and did not depend on a decrease in saturated fat in the diet [9]. Therefore, carriers of the Ala12 allele of the PPAR γ gene should eat foods with a high ratio of polyunsaturated to saturated fats to reduce triglycerides and total cholesterol levels.

In the regulation of metabolic processes, leptin (LEP), an adipokine, plays an essential role in regulating the body's fat reserves, namely, it controls the amount of food consumed and the expenditure of energy reserves. Leptin is produced by adipocytes in white adipose tissue, enters the bloodstream and transported to the brain, where it regulates the production of a number of neurotransmitters. On the one hand, a deficiency in leptin secretion leads to severe obesity. On the other hand, in overweight and obese individuals, leptin levels rise and so-called leptin resistance develops. It is known that the effect of leptin is not limited to adipose tissue; it also participates in the functioning of the reproductive system, mammary glands, immune system, intestines, kidneys, lungs, and skeletal bones [10]. The LEP gene is located on chromosome 7. Polymorphism of the LEP gene on chromosome 7 is associated with the replacement of adenine with guanine at position 2548 in the promoter. This leads to changes in leptin activity and affects the perception of satiety, decreasing the central nervous system's control over appetite. LEP gene polymorphism can be associated with a decrease in leptin secretion and the development of obesity, and homozygous mutations of the LEP gene predispose to the development of obesity at an early age [11]. A relationship between the LEP A19G polymorphism and sugar cravings has been established [12]. The effects of leptin are due to interactions with its receptor. The leptin receptor gene polymorphism (LEPR) associated with the replacement of glutamine with arginine at position 223 alters the sensitivity of the receptor to leptin, can disrupt signal transduction, and contribute to the development of leptin resistance. The association of the LEPR gene polymorphism with the development of obesity has been confirmed in various ethnic groups [13, 14]. These disorders predispose to the development of obesity, accompanied by leptin resistance and hyperleptinemia. It turned out that a diet high and low in polyunsaturated fats affects the activity of polymorphic variants of the LEPR gene [15]. Polymorphism of the dopamine D2 receptor gene (DRD2) - TaqI A1 - is associated with various types of addictions (alcohol, cocaine, opioids). According to a number of researchers, mutations in this gene may be associated with eating disorders. C.L. Carpenter et al. showed that the combination of DRD2 and LEPR polymorphisms increases the risk of obesity [16].

The FTO gene is responsible for the amount of fat in the body and the propensity for obesity. It is expressed in the nuclei of the hypothalamus and islets of the pancreas. FTO gene polymorphism (AA rs-9939609) is associated with obesity, and according to the results of some studies, with type 2 diabetes. Patients with type 2 diabetes, who had this type of polymorphism, ate food rich in fat (more than 34% of daily calories; odds ratio (OR) 2.17, 95% confidence interval (CI) 1.02-4.63) and poor in fiber (less than 16 g / day; OR 2.42, 95% CI 1.05–5.57) [17]. In a study involving 7052 people with a high risk of cardiovascular complications, the presence of associative links between type 2 diabetes, gene polymorphism, and dietary habits was established [18]. In individuals not adhering to the Mediterranean diet, an association was found between the presence of the FTO gene polymorphism (rs-9939609) and type 2 diabetes: the relative risk of type 2 diabetes was 1.21 (95% CI 1.03–1.4). In contrast, there was no such relationship among those on the Mediterranean diet. A similar pattern persisted after standardization of the sample by body mass index. The same relationship took place in the presence of polymorphism in the melanocortin-4 receptor gene. Therefore, adherence to the Mediterranean diet eliminates the negative effect of polymorphic alleles of the FTO gene (rs-9939609). IL-6 is an adipokine synthesized by both adipocytes and fibroblasts, endothelial cells, pericytes and immunocompetent cells. IL-6 production and, accordingly, its plasma level increase in obese individuals and in patients with type 2 diabetes. IL6 gene polymorphism is associated with an increased risk of obesity. One study showed that the addition of 750 ml of apple juice with a high content of polyphenols (802.5 mg) to the daily diet for 4 weeks reduced the volume of adipose tissue in individuals with the IL6 gene polymorphism (C / C), and in others variants of the alleles of this gene, no changes were observed [19]. Personalized diet means that nutrition is tailored to the individual needs of a particular person, depending on the stage of life, lifestyle and life situation in which the person finds himself. It is obvious that such an approach to building a diet can significantly increase the effectiveness of treatment and prevention of metabolic disorders. At present, recommendations on nutrition have been developed based on the presence of certain gene polymorphisms, and the spectrum of gene polymorphisms has been determined, which should be studied in persons with metabolic disorders or with a high risk of their development. However, more research is needed to study different dietary regimens when certain gene polymorphisms are found.

CONCLUSION

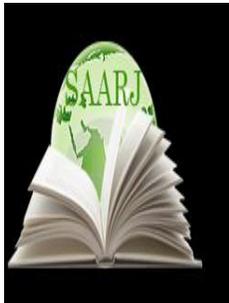
The genetic approach to the problem of selection of athletes will undoubtedly save you from performing ineffective work and ensure high rates of training for young athletes. With the help of genetic tests, it is possible to determine not only the predisposition to a particular sport, but also to identify possible health problems that can become a serious obstacle to sports victories.

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ABOUT THE SYSTEM OF COMPLEX GRAMMATICAL FORMS MEANING "STYLE" IN UZBEK LANGUAGE

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ABSTRACT

In the given article, morphological forms are split into simple and complicated categories, and the structure of complex morphological forms is scientifically based. Movement type forms have been evaluated as morphological forms that are complex. Both semantically and formally, the ambiguity of the forms has been studied. Movement type forms are formally split into analytic and complicated morphological forms.

KEYWORDS: *Morphological Form, Prepositional Verb, Auxiliary Verb, Lexical Form, Lexical Meaning, Grammatical Meaning.*

INTRODUCTION

The model of the movement style is a system of complex morphological forms, and Turkic languages have a special place in the system of change of word.

One form of the action form is a morphological index created by the addition of an auxiliary verb with a relative form, which helps to provide additional grammatical meaning to the lexical meaning of the verb that it forms: to leave ('suddenly'), to give ('temporarily'), to wait ('continuous'). Movement.'). The second verbs in conjunctions are considered auxiliary verbs, and they have lost their lexical meaning in these uses, i.e., they express a grammatical meaning based on the lexical meaning. The verb being formed is the prepositional verb, and the combination of the prepositional and auxiliary verbs is referred to in traditional Uzbek linguistics as the auxiliary verb conjugation.

Auxiliary verbs have a practical significance, such as lexical shape-forming affixes, which are used to alter the lexical sense of words, modify, adapt to expression, and adapt. For this reason, the morphological markers of the mode of action, consisting of a mixture of leading and auxiliary verbs, are called an analytical verbform due to its "separation" feature, are also called

lexical form-makers. Hence, the term analytic form is chosen in relation to their formal structure, while the term form of action style is chosen in relation to its semantic essence. For example, in the sentence I read a book, the verb came out in its substantive sense, and in explanatory dictionaries it is recorded as semema. that is, it exaggerates the completeness of the action understood from it, and expresses the speaker's attitude to his own behavior. By its very nature, it combines both grammatical and pragmatic meanings. At the same time, it should be noted that the lexical meaning of its substantial basis is somehow preserved in this pragmatic adaptive grammatical sense. In general, the semantics of the corresponding lexeme sees the face of speech in a "reduced", generalized, abstract way at the level of grammatical meaning. in this pragmatically adapted grammatical sense the lexical meaning of its substantial basis is somehow preserved. In general, the semantics of the corresponding lexeme sees the face of speech in a "reduced", generalized, abstract way at the level of grammatical meaning. in this pragmatically adapted grammatical sense the lexical meaning of its substantial basis is somehow preserved. In general, the semantics of the corresponding lexeme sees the face of speech in a "reduced", generalized, abstract way at the level of grammatical meaning.

Depending on the context of the voice, the nature of the meaning conveyed, the content and the semantic nature of the verbs, and the communicative intent of the speaker, the guiding and auxiliary verbs combine in three different forms:

- 1) - through the form (i) b: told, came;
- 2) through the -a / y form: began to come, read;
- 3) directly: I told - I told, I left - I left.

It is known from observations that there is not a single pure auxiliary verb in modern Uzbek. According to the sources, more than 30 (25 in textbooks, sometimes 27) independent verbs can come as auxiliary verbs: give (give), know, bit (end), have, start, look, be, meat, summer, foreign, come, go, see, take, see, throw, get up, dream, get out, send, walk, die, grass, sit, look, stay, sheep. It should be noted here that independent verbs should come from the position of auxiliary verbs and seek homonymy from the state in which they express grammatical meaning, or ambiguity? When reviewing various dictionaries of the Uzbek language, the appearance of independent verbs as auxiliary verbs is noted as one of their meanings. But does not the fact that the auxiliary verb is not an independent verb, i.e., the auxiliary verb, take it beyond the scope of the independent verb? However, the meaning that the auxiliary verb expresses in dictionaries is not only its meaning, but also the meaning it expresses as a complex morphological form when combined with its relative form. So, the fact that the form of action in the verb read has the form [-b output] does not mean that its output is a completely different phenomenon from the independent verb?

As the researcher O.Shukurov noted, 25 auxiliary verbs (except for the word summer and start) can be combined with the leading verb using the form - (i) b:

11 auxiliary verbs -a / y (see auxiliary verbs only with the -a form: say) can be combined

Read	gave	was	Hesaw	(lit) fell	passed
	heknew	(consciously) did	Gotit	cameout	satdown

finished	laydown	(said)	sent	looked
went	came	Hethrew	walked	remained
looked	gone	Hestoodup	died	put

with morphological form:

1) give / give (write)	5) summer (wrote in the fall)	9) sol (coming)
2) bil (could find)	6) go away	10) type (write type)
3) has (changed)	7) blind	11) stay (say stay)
4) start (started writing)	8) take (forgot)	

This means that 16 auxiliary verbs cannot form a preposition with an auxiliary verb with the -a / y suffix, that is, they can only be combined with a prepositional verb with the -b / ib suffix (bit, bit, bol, et, yot, kel, throw, dream, get out, send, walk, die, grass, sit, look, put) determined by the researcher.

"Mother tongue. In the encyclopedia, 9 auxiliary verbs can be combined into a verb that takes both forms: give (tell, say), know (write), have (read, read), go (heat) gone, gone to speak), blind (tell, tell, see), take (write, write), see (spilled, come), get up (read, write), stay (finished, say).

According to the "Universal Manual of the Uzbek language", auxiliary verbs often have a different meaning with the form - (i) b, a different meaning with the form -a / y: wrote - wrote, came - came, tell - do not say, read - read, call - call. In some cases, the meaning fits: got heavier - got heavier.

Auxiliary verb conjugation can be shortened and sometimes added under the influence of style requirements, mental characteristics of the speaker and listener, as well as various other pragmatic factors: let go - let go, say - say, could not come - could not come.

As a result of the need to express different modal meanings in the auxiliary verb conjugation at the same time, the auxiliary verb can be more than one: keep reading, could not answer. In this case, the position of the leading and auxiliary verb is nysbium, in other words, for the next auxiliary verb, the prefix of the previous auxiliary verb is the leading verb, because the leading verb also expresses its essence in the same lexical position as the auxiliary verb: say (lead verb) give (auxiliary verb), telling (leading verb) type (auxiliary verb). It is fair to call it a chain of action style.

The form of the action style is similar to the form of a compound verb of the type [verb + verb] and a combination of words of the type [verb + verb]. After all, in the early days of Uzbek linguistics, the form of action was also considered as a compound verb on the basis of apparent similarity. But the differences between them are obvious in today's linguistics.

Since both verbs in the form of action style retain the full verb essence, their relation to the relation, which is the first and main category of the verb, is also known. In the verb in the form of an action style, the ratio of proportion and indivisibility is sometimes added to the leading verb, sometimes to the auxiliary verb, and sometimes to both: said; don't buy, don't go, don't write. Since the tense, inclination, person-number suffix is a means of expressing the syntactic form, and because it is specific only to the syntactic position of the cut, the auxiliary verb that comes as a cut is in the auxiliary verb conjugation. With the exception of the paired case of verbs only, the form of this cut category can be in both verbs: completed-put. The reason for this is that the speaker tends to exaggerate the meaning expressed by the auxiliary verb,

Limiting the mode of action only to the auxiliary verb conjugation narrows its functional essence. In Turkic languages, there are also affixal indicators that indicate the degree of strength or weakness of the movement, which is one of the manifestations of the style of action, and the study aims to examine their linguocultural and sociopragmatic features. Among them are:

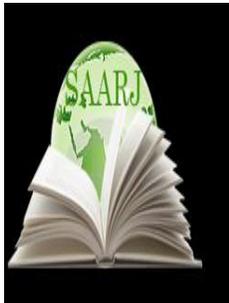
1) affixal style forms indicating a weak level of movement: -msira / imsira: crying, smiling; -qira / inqira: to believe, to whiten, to whine; -sh / work: filling, heating, whitening, stopping (heart); -q / iq / k / ik: tutaq, toliq, junjik, konik

2) affixal style patterns that indicate a strong level of movement: -la / ala: chase / chase, rub, rub, rub, rub, rub, rub; -qi / g'i: yulqi, sizgi, tuzgi, bijgi; -chi: tipirchila, tepchi, terchila; -a: bur - bura, joy - joy, urin - urn; -gila / kila / ola / gila: run, squeak, squeak, squeak, squeak, squeak, squeak, squeak; to: surga, surka, chayqa.

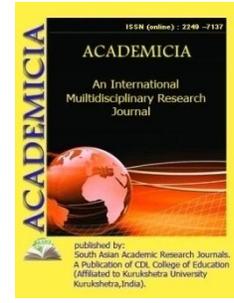
Hence, it is expedient to reveal the linguocultural, sociological and pragmatic possibilities of the verb by analyzing the action forms of the verb into two groups on a linguistic basis (analytical action forms and synthetic action forms).

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AN ANALYSIS OF EXPORT OF INDIAN AGRICULTURE COMMODITIES

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ABSTRACT

The present work has attempted to examine the relationship between agricultural export and the effective factors influencing the same relationship in India. The review of literature has provided an overview of growth of agricultural exports across the countries and different methods used to calculate the export supply function of agricultural products. This study is based on the neoclassical trade theory which is evaluated in a neoclassical production function framework, incorporating an additional factor of production (exports) into the production function.

The study has attempted to analyze the long run and the short run relationship between agricultural exports as dependent variable and exchange rate, export price index, gross domestic product and domestic production of agricultural product as independent variables based on annual data during 1980- 2010. Also, World Trade Organization as a dummy variable has been taken as a determinant of India's agricultural exports. The autoregressive distributed lag model and error correction model are used to determine the long run and short run relationship between the variables. Further, paired t-test is used to investigate the impact of WTO on growth of agricultural export in India. Dynamic econometric model is estimated to test for time series properties, unit root test and cointegration (ARDL procedure). The results of cointegration test showed that the variables are cointegrated. The results of long-run estimated coefficients of export supply function showed that exchange rate had a statistically significant and negative impact on agricultural export. The long-run coefficient of domestic production of agricultural product and export price index have positive sign and are significant at 5% level respectively. The long-run coefficients of Gross Domestic Product (GDP) and WTO as dummy variable had positive and negative sign respectively but are insignificant. In brief, the coefficient of the ECM

is very high at (-) 0.54 implying a fairly high speed of adjustment to the long-run disequilibrium after a shock. The Coefficient of the ECM term suggested that adjustment process was fast and 54% of the previous year's disequilibrium in equity prices from its equilibrium path will be corrected in the current year. It is also observed that dummy variable is not significant in long run but it is statistically significant in short term.

KEYWORDS: *Agricultural Exports, Production Function, Gross Domestic Product, WTO.*

INTRODUCTION

Agricultural development is critical to developing countries, especially to the least developed of them. Although agriculture still remains the largest employer, the largest source of exports and foreign exchange earnings for the most developing countries its contribution to GDP is declining gradually. About 75 percent of population below poverty line in the worldwide resides in rural areas and most of them are dependent on agriculture. While agriculture declines relative to the rest of a growing economy as incomes improves, its growth is absolutely critical in the early stages of development and it can often drive export-led growth. But whatever the stage of development is the socioeconomic stability of a nation is determined by prosperity of agriculture sector.

A vibrant agricultural sector is therefore crucial to reducing poverty through economic growth, as well as improving global food security and conserving natural resources. Agricultural trade reform, to better integrate this sector into global markets is equally crucial to developing countries for a number of reasons. Agriculture has the highest levels of trade distortions and therefore has the greatest potential for gains from reform. And domestic reforms are necessary to implement trade reforms to benefit developing countries more than developed countries.

In recent years, agricultural protection and its impact on developing countries have attracted growing attention. While manufacturing protection has declined worldwide following substantial reforms of trade policies, especially in developing countries, most industrial and many developing countries still protect agriculture at high levels. Agricultural protection continues to be among the most contentious issues in global trade negotiations, with high protection in industrial countries.

India has a large and diverse agricultural forte and is one of the world's leading producers of agricultural product. It is also a major consumer, with a growing population to feed. For this reason and because of its agricultural and trade policies, its presence in the world market has been modest in relation to the size of its agriculture. While it has been a small net agricultural exporter overall since 1990, in recent years there have been many changes in its agriculture and trade policies and significant changes in its net trade position for many individual products.

Of late, development of exports of non - oil products have become one of the main objectives of economic development in India. Exports of agricultural products are the main part of exporting non - oil products in India, so agricultural products play a crucial role. It is necessary to consider sustainable development of all the sectors in India. Promotion of export of agricultural products is important in creating jobs and is a source of: income in the agricultural sector. It also can bring in foreign exchange to add to the economy.

This study proposes to use the regression model to analyze the growth of agricultural export in India by using time series data during the period 3 1980-2010. The most important factors of export supply of agricultural product are export prices index, exchange rate, quantity of domestic products, Gross Domestic Products (GDP) and dummy variables (WTO's Agreement on agriculture (AOA)). For this purpose, export supply functions were used to determine the relationship between export supply and independent variables, over the pre and post WTO period. Also, Trends in agricultural exports in India during 1980-2010 was considered. Finally, the empirical results of unit root tests and co-integration analysis for variables have been described, followed by a summary of the results and conclusions.

Objectives

Objectives of the Current Study are to:

1. Examine the agricultural export policy of the government during pre and post WTO.
2. Comparing the structure and growth of agricultural exports in India during pre and post WTO period.
3. Examine the determinants of agricultural export since WTO.
4. Estimate the export supply functions for agricultural products in India.

Hypotheses

To achieve the above objectives following hypotheses are formulated:

1. There is positive relationship between GDP and export supply of agricultural products in India.
2. Positive correlation exists between domestic production and export supply of agricultural products.
3. Exchange rate has no impact on export supply of agricultural products.
4. Export price index and export supply of agricultural products are positively related.
5. There is short run relationship between exchange rate, quantity of domestic production, export price index, GDP, dummy variable and agricultural export.
6. WTO has positive impact on export supply of agricultural products.

Research Methodology

The present research work is based on time series data from 1980 - 2010. The required data have been collected directly from Reserve Bank of India (<http://www.rbi.org.in>), Food and Agriculture Organization of the United Nation (<http://faostat.fao.org/>), World Bank (<http://worldbank.org>) and Central Farm Machinery Training and Testing Institute (<http://dacnet.nic.in/>) websites. The literature relating to the research work is taken from published articles, books and other Government reports. The literature relating to the research work has been taken from published articles, books and other Government reports.

In this study India's agricultural products Include Rice basmati and non-basmati, cashew, wheat, tea, sugar, spices, onions, coffee and tobacco.

This study has investigated the relationship between export prices index, exchange rates, and quantity of domestic products, Gross Domestic Products (GDP) and agricultural exports in India. Also World Trade Organization (WTO) as a dummy variable is taken as determinant of India's agricultural export. In this research work annual data are used in order to estimate the export supply function for India's agricultural products.

The aim of the research is to identify effective factors of export of agricultural products in India. Theoretical principles of export supply functions relying on the techniques of econometrics, especially least linear square method, with the calculation of partial elasticity of export supply of agricultural product in India.

Collected data are analyzed for functions estimation mentioned using software packages such as Eviews, Microfit4, SPSS and Excel Software of MS Office. The model has utilized the following techniques to explain the objectives and to test the hypotheses.

- 1) Unit Root test
- 2) Co integration test
- 3) Autoregressive Distributed Lag mode
- 4) Error Correction Model
- 5) Paired t-test.

Findings and Suggestions

This work has employed various econometrics techniques to examine and explain the growth of agricultural export in India during pre and post WTO. Another purpose of this study was to examine the long run and short run relationship between export price index, quantity of domestic production of agricultural product, exchange rate, gross domestic product, WTO (as dummy variable) as independent variables and quantity of agricultural exports as dependant variable. The time series data for 31 years are applied for analyzing the growth of agricultural export and its determinant variables in India.

Drawing on various arguments given by the different authors such as Narayanan (1992), Nagoor (2009), Kathuria (1996), Nidugala (1999), Veeramacheneni (2008), Benerjee (2006), Karnool (2007), Ejaz (2009), Bashir (2003), Sanday (2002), Yang (2005), Cota (2005), Umar (2010), Aydin (2004), Doyle (2001), Zibae (2004), Muchapondwa (2009), Yousef (2007) and Sutijo (2009) regarding the agricultural export and the effective determinant factors, this thesis analyzes India's case. An attempt has been made to trace the effect of WTO on growth of agricultural export.

Findings

The main objective of this study was to examine the determinants of agricultural export in India since WTO using annual data for the period 1980- 2010. Time series techniques were used to estimate the export supply function for agricultural export in India. Four time series techniques were used: unit root test, cointegration test, autoregressive distributed lag model and error correction model. The result of unit root test indicated that all variables except GDP and export price index were stationary at first difference. Export price index was stationary at level and GDP became stationary when second difference was used.

The results of co integration test showed that the F statistic was 5.1071 and was higher than the upper bound at 1% and 5% level of significance, thus the variables were co integrated. So there was a long run relationship among the variables, namely export price index, gross domestic product, exchange rate and domestic production which determined agricultural exports.

The value of determination coefficient was 0.99 which indicated that the 99 percent of agricultural exports explained changes of dependent variables such as export price index, gross domestic product, exchange rate and domestic production. F statistic was also significant at 1% which indicated overall goodness of fit.

The results of long-run estimated coefficients of export supply function showed that exchange rate (ER) had a statistically significant and negative impact on agricultural export i.e., one percent increase in exchange rate can lead to 0.79 percent decrease in agricultural export. The long-run coefficient of domestic production of agricultural product (QP) and export price index (PI) have positive sign and are significant at 5% level i.e., one percent increase (decrease) in domestic production of agricultural product and export price index can lead to 0.71 and 1.84 percent increase (decrease) in agricultural export respectively. The long-run coefficients of Gross Domestic Product (GDP) and WTO as dummy variable (D1) have positive and negative sign respectively but are insignificant. On the other hand, for the export supply of agricultural product, with the exception of Gross Domestic Product (GDP) and dummy variables, all other variables are significant and the coefficients are consistent with a priori expectations too.

The results of Granger causality test showed that there is no significant relationship between growth of agricultural exports and GDP growth rate in the pre WTO period. In Other words, both the variables do not cause each other in either direction. While there is significant relationship between growth of agricultural exports and GDP growth rate in the post WTO period. In the post period, Export growth does Granger cause GDP growth but GDP growth does not Granger cause growth of agricultural exports.

The results of long-run estimated coefficients of export supply function showed that the coefficient of the ECM is very high at (-) 0.54 implying a fairly high speed of adjustment to the long-run disequilibrium after a shock. The Coefficient of the ECM term suggests that adjustment process was fast and 54% of the previous year's disequilibrium in equity prices from its equilibrium path will be corrected in the current year. It is also observed that dummy variable is not significant in long term but it is statistically significant in short run.

The results of deceptive statistic of India's direction of trade showed that India's agricultural exports are broadly divided into following four groups.



The group of countries to which India agricultural exports are:-

1. Organization for Economic Co-operation & Development (OECD) comprising of USA, Canada, European Union (EU).
2. Organization of Petroleum Exporting Countries (OPEC) which includes Iran, Iraq, Saudi Arabia and others.
3. Eastern Europe which includes Russia and others.
4. Developing Nations which includes Singapore and others.

Direction of India's agricultural Exports:

Countries	(1990-1991) % of total	(2000-01) % of total	(2009-2010) % of total
OECD	17.24	42.71	34.47
OPEC	20.80	34.72	54.82
EASTERN EUROPE	60.44	15.37	7.24
Developing countries	1.52	7	3.47
Total	100	100	100

Sources: Directorate General of Commercial Intelligence & Statistics

Table reveals following changes in India's agricultural exports:-

1. The share of OECD was 17.24 % in 1990-91 and 34.47 % in 2009-10. About 46.53 % of these exports have been to European Union (EU) countries.
2. The share of OPEC which was 20.80 % in 1990-91.
3. In 2009-10 it has increased to 54.82 %
4. There was a rapid decrease in the share of Eastern Europe particularly U.S.S.R. Due to political problems and disintegration of the U.S.S.R, the share of Eastern Europe decreased from 60.44 % in 1990-91 to 7.24 % in 2009-10.
5. The share of developing nations increased from 1.52 % in 1990-91 to 3.47 % in 2009-10. Among the Asian countries the major export destinations have been Hong Kong, Singapore and Thailand.

The results of deceptive statistic also revealed that the average of Agricultural exports growth was 2.41 percent in pre WTO which increased to 13.78 percent in the post WTO regime. The global agriculture trade regime under the World Trade Organisation (WTO) has led to an increase in the import of farm products into India rather than boosting exports. This favourable trend in the initial years of the WTO did not last long and the next three years witnessed a whopping rise in imports and a slight decline in exports. The study attributes the slow-down on agro-exports and sharp rise in imports to the decline in global prices of almost all major agriculture commodities after 1997. This crash was due partly to the cyclical nature of international prices and partly due to increased global competition in agro-export because of liberalising trade. The situation was aggravated by an increase in the already high farm subsidies in the developed countries.

Result of hypotheses testing

The Autoregressive Distributed Lag Model (ARDL) developed by Pesaran (1996, 2001) was taken as the theoretical framework for undertaking empirical work on the estimation of export supply function in India. In the empirical investigation of the supply function of agricultural export in India, cointegration, error correction approaches have been applied. The results of regression model are summarized in table .

Hypothesis	Hypotheses	Methodology			Result	
		Statistical model	coefficient	t-ratio		
I	Export price index and export supply of agricultural products are positively related.	Autoregressive distributed lag model	0.71009	2.8110	Accepted	
II	Positive correlation exists between domestic production and export supply of agricultural products.	Autoregressive distributed lag model	1.8427	2.5769	Accepted	
III	Exchange rate has no impact on export supply of agricultural products.	Autoregressive distributed lag model	-0.78922	-5.2471	Rejected	
IV	There is positive relationship between GDP of India and export supply of agricultural products.	Autoregressive distributed lag model	0.37233	0.75505	Accepted	
V	There is short-run relationship between exchange rate, quantity of agricultural products and export supply of agricultural products.	Error correction model	-0.53554	-5.6031	Accepted	
VI	WTO has positive impact on export supply of agricultural products.	Autoregressive distributed lag model	Long	-1.505	-1.0630	Rejected
			Short	0.342	3.68	Accepted
		Paired t-	-5.294		Accepted	

Source: Research findings

The six hypotheses have been examined to present the relationship between India's agricultural export and macroeconomic variables. According to table (7.2), the result of ARDL model shows that the first hypothesis has accepted so the export price index and export supply of agricultural products are positively related. Also based on this model, the second hypothesis proves that Positive correlation exists between domestic production and export supply of agricultural products. The third hypothesis shows that there is negative

relationship between exchange rate and quantity of agricultural export in India. The fourth hypothesis shows that there is positive relationship between GDP of India and export supply of agricultural products. Based on error correction model, the fifth hypothesis has accepted, therefore there is short-time relationship between exchange rate, quantity of domestic production, export price index, GDP, dummy variable and agricultural export. Finally, the six hypothesis shows that WTO has positive impact on export supply of agricultural products in India.

Policy Suggestions

Developing countries have no alternative but to agree with this new arrangement of trade. Though WTO has given special status to the developing countries by giving concessions and extra time to full fills their commitments, yet the global economic scenario is not in favour of them. Most of the developing countries are not keen on fresh negotiations as they feel that the WTO agreement has not given them the benefits that were promised to them. The use of collective bargaining power by the developing countries is the only way out to protect their interest at WTO. The exports of India can benefit only in this way.

The growth of agricultural exports has shown that it has long run and short run relationship with its major determinants of the export price index, gross domestic product, exchange rate and domestic production of agricultural products in India. Therefore, the process of agricultural exports development in the country will be based on the nature and stability of all macroeconomic variables that are considered in this research and the policy suggestions for them are as follows:

D) Regression analysis shows that there is positive relationship between GDP and export supply of agricultural products in India. So, any increase in real GDP would have a positive impact on the growth of agricultural exports in the long run. Therefore, India provides the evidence of growth-driven exports over the sample period. The Government of India and other policy-planning bodies should devise prudential norms and policies to make the macroeconomic fundamentals of the country strong enough to absorb the external shocks thereby achieving a fast growth of real economic variables to ensure a noticeable surge in the country's exports. In this direction, increasing domestic and foreign investments in key areas and ensuring price, interest rate and political stabilities would go a long way.

Positive correlation exists between domestic production and export supply of agricultural products. Thus there is need for the Government to continue promoting manufacturing. Furthermore India has large potential in improving its agriculture sector as well as export sector. As the country has considered agriculture as the back bone of its economy, major policies are required for the agriculture sector to contribute more in the economic growth including agricultural exports. The government should support farmers through training agriculture. Extension services, hard and soft infrastructure, subsidies, agricultural inputs and etc. Proper execution and governance of agri- development policies and etc. go a long way in increasing of productivity as well as exports.

D) Regression analysis shows that the exchange rate has a negative impact on export supply

of agricultural products. In fact, in the era of devaluation, the authority in India used to place export as one of the foremost reasons of devaluing local currency against US\$. For India's agricultural export to be price elastic, policies that help increase the share of domestic goods in exportable commodities by the expansion of production base and that help diversification of the pattern of the export items should be prioritized. For improving the export earnings, India should adopt policies with the aim to maintain a stable competitive real exchange rate. In this direction, need is to establish a transparent exchange rate system under which the stability of the real exchange rate is achieved and maintained, and 'getting the exchange rate right' should be the essential part of the overall trade and economic growth strategy.

II) Regression analysis also shows that the Export price index and export supply of agricultural products are positively related. An examination of the coefficient of variation in the domestic and world prices shows that the domestic prices are more fluctuating than world prices. Hence there is no fear of volatility being transmitted to the domestic prices in opening up of trade. As it is seen that price policy has not been effectively implemented and that there has been an increase in trade volume of those commodities which showed a decline in the coefficient of variation in domestic prices. The external trade is more useful in reducing price instability in the domestic agricultural markets in India. Therefore a comprehensive domestic agricultural price policy and proper implementation can reinforce the positive externalities of agricultural exports in the post liberalisation era.

III) Regression analysis shows that WTO has no significant effect on export supply of agricultural products in the long run in India. But t-test proves there is significant difference with regard to effect of WTO on growth of agricultural export during pre and post WTO regime. Its reason being, the big standard deviation of agricultural exports growth before WTO than after WTO. So, the policy maker should find out the linkage of the export of different commodities in the domestic economy for stability situation on export strategy till it has positive effect on agricultural export and trade in the Indian economy.

The result of error correction model shows that WTO has positive impact on export supply of agricultural products in short run. So, this research has revealed that the government should continue the World Trade Organization policy focusing on trade, market access, export subsidies and domestic support to earn more benefits of trade with other countries.

The changing scenario of Global agriculture, especially agricultural trade in the post-WTO regime is much challenging for developing countries like India. The Indian agriculture sector as well as world agriculture are in the midst of tumultuous changes brought about by a number of internal and external factors.

Limitations

The first limitation of the study is when the unit root tests were conducted, some variables were tested as being non-stationary in levels, but they became stationary after they were transformed into First and second- differenced data. Moreover, because there was a mixture of I(1), I(0) and I(2) variables, using panel cointegration analysis may not be possible because it is required that all variables have the same level of integration. Data limitations do exist on agricultural exports in FAO website especially before 1994.

CONCLUSIONS

This research work has analyzed the growth of agricultural exports in India during pre and post-world trade organization. The review of literature has provided an overview of growth of agricultural exports across the countries and different methods used to calculate the export supply function of agricultural products. The regression model of this work has been estimated based on neo-classical trade theory. The econometrics techniques such as autoregressive distributed lag model and error correction model has been used to determine the relationship between India's agricultural exports and macroeconomic variables.

This research work has analyzed the growth of agricultural exports in India during pre and post-world trade organization. The review of literature has provided an overview of growth of agricultural exports across the countries and different methods used to calculate the export supply function of agricultural products. The regression model of this work has been estimated based on neo- classical trade theory. The econometrics techniques such as autoregressive distributed lag model and error correction model has been used to determine the relationship between India's agricultural exports and macroeconomic variables.

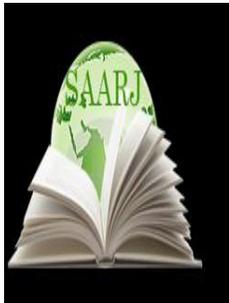
Considering quantity of agricultural export as dependent variable and macroeconomic variables such as exchange rate, gross domestic product, export price index, quantity of domestic production of agricultural products and world trade organization (dummy variable) as independent variables, an attempt has been made to analyze the growth of agricultural export in India. The results show that there exists a long-run and short-run relation between agricultural exports and its determinants and also WTO does not have a positive effect on agricultural exports in the long run but it has positive effect on it in the short run, also paired t-test has confirmed that WTO has positive effect on growth of agricultural exports in India.

Agricultural exports policy of the government should be accompanied by such policies by which it would reinforce the spread effects and neutralize the backwash effects. This calls for a synergetic approach, integrating and coordinating the policies pertaining to macroeconomic variables towards maximizing the benefit of world trade organization. Such empirical studies would provide the most needed base for policy direction.

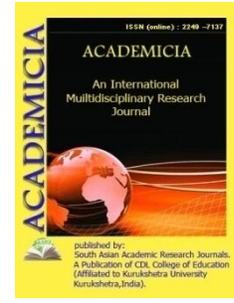
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**IDEOLOGICAL AND IDEOLOGICAL ISSUES OF PROTECTING THE
 INTERESTS OF THE PEOPLE OF UZBEKISTAN IN THE PERIOD OF
 NATIONAL GROWTH**

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 Termez, UZBEKISTAN

ABSTRACT

The scientific article contains theoretical and practical views on the issue of ensuring the ideological and ideological security of the Uzbek people in the transition from national revival to the national upsurge. Concepts are given a philosophical definition and their current development trends are shown. Thus, the ideas of ancient philosophers on a systematic understanding of the issue of interest helped to create a unique philosophical paradigm about the "Benefit" of the philosophers of the XVIII century.

KEYWORDS: *Security, Moral Security, National Ideological And Security, Public Interest, State Interest.*

INTRODUCTION

Over the past 30 years, the people of Uzbekistan have come a long way, consisting of endless struggles and hard work. This path, by its very nature and content, is: the attainment of independence, the struggle to preserve it, and the longing for dependence by some; maintaining peace and igniting the flames of civil war by enemies; justice and injustice; democracy and bureaucracy; finding a bite of honesty and amassing wealth with dishonesty; to think of the fate of the ordinary working man and to dishonestly pursue them in their own interests; adoption of laws and non-enforcement; disobedience to the people's grievances and increased aspiration for power; the rise of corruption in all spheres and the failure to combat it; the destruction of the people's trust in the government by their actions; lack of unity between word and deed; limited access to higher education for gifted ordinary children in higher education as a result of growing corruption in the education system; rising unemployment from year to year; the rise of ignorance of reality, arrogance, laziness, and bigotry, especially "god-making" of leaders; the deterioration of good neighborliness and, finally, the launch of comprehensive reforms to radically change the

economic, political and spiritual situation in the country in the interests of the people(Kuzmina, 2018; Song & Lin, 2010; Survey & 2008, n.d.).

Because if such conflicts are not prevented, the independence of our country will be lost. Because the effective use of such a country with rich natural resources (underground and aboveground), favorable weather conditions, skilled cheap labor, hardworking, educated children is in the interests of the most developed countries in the world.

Methodology

Therefore, countries such as Russia, China, the United States, Germany, Britain, France are trying to attract Uzbekistan to their interests by any means, means and methods.

So, what is the benefit? A number of philosophers who lived in Ancient Rome were among the first to answer this question and tried to understand and explain the role of interests in the life of society and the state. As a result, in ancient times, ideas were formed that understood the existence of interests and needs of people working in various spheres of life in relation to social institutions and norms, the decisive role of their satisfaction. For example, Aristotle "believes that the highest goal of human life is prosperity, and that it is achieved by satisfying one's own interests is the result of the need and emerging interests in society through causes" [1.371]. Thus, although ancient scholars did not define the concept of "interest" as a philosophical category, they also had an idea of its origin and formation, its role in social life(Bendini, 2013; Hench, 1998; Schools, 2010).

Thus, the ideas of ancient philosophers on a systematic understanding of the issue of interest helped to create a unique philosophical paradigm about the "Benefit" of the philosophers of the XVIII century. For example, the French philosopher Paul Henri Golbach, in his book On the System of Nature or the Laws of the Material and Spiritual Worlds, said: "Interest is the idea of one's own happiness according to one's character and ideas; are things that one of us thinks are necessary for our happiness. So the conclusion that follows from this is that no human being is completely deprived of his or her interests. For example, the interest of the trader is to accumulate wealth. Thus, the object that binds everyone to the idea of their happiness is called interest "[2.311], and another French philosopher, Claude Adrian Helvetius, in his book On Man, His Mental Ability and Upbringing:" Interest is the basis of all our thoughts and views. "[3.346.], - described and described. It is clear from this that they tried to solve the problem of the object and subject of interest in terms of the human factor living in the existing reality.

Main part

Thus P. Golbach, R. Diderot, K. Helvetius and others saw in the interest the real foundations of morality, politics, social order. In our view, it is not surprising that when they understood the nature of interests as a leading activity, they suddenly came to the correct conclusion that "interests change people's lives".

The famous Uzbek poet and thinker Alisher Navoi (1441-1501), thinking about the driving forces of history, believed that material interests and reason are the main factors determining the actions of people. In doing so, he argues, the first factor prevails, with some rare exceptions. Thus, he said, people's actions are determined by material gain, not spirituality concluded. In one of his works, Navoi says: "People do not act unless they feel the need. People act out of self-interest, striving for something that benefits. Know that a person does not do what is the result. "

Although he was not an economist, Navoi was well aware that material gain was a decisive factor in the actions of not only individual people but of society as a whole. He said: "Satisfaction of the people is a blessing that solves any other complex problems. According to him, it is possible to conquer the whole world "[4.26].

Many such examples can be cited from the history of social philosophy. However, today we are talking about ensuring the national interests of the people of independent Uzbekistan, the protection of their ideological and ideological security, prepared by a group of Uzbek scholars in the book "National interests and management responsibilities. Principles of Awareness and Vigilance ": "Interest is aimed at changing the objects of existence, bringing them closer to the needs of the social subject, that is, it acts as an active force that encourages people to consciously work to change beings. That is why interest acts as the motive of human activity interests arise in the process of practical activity of people and under its influence act as a necessary link in the transition of objective and subjective things. Both the reflection and change of social existence in the mind always takes place through interests "[5.12.], In the book " Legitimacy of Reforms "by H.F. Khaydarov: " By interest we mean the subject's satisfaction with the conditions, that is, his various needs we understand the set of attitudes and activities. "[6.49.], although they are correct in terms of the rational essence of these ideas, but they do not clearly define it as a philosophical category.

To clarify the matter, it is first necessary to know what the lexical meaning of the word means. In this regard, the "Explanatory Dictionary of the Uzbek language" states: "Manfaat [Arabic - profit, income] - means material, spiritual, physical and other (visible) benefit, naf" [7.540.]. Based on this word, the concepts of "Beneficiary - has an interest in something, who is interested", "Beneficial - has an interest, has a benefit; useful", "Beneficial - a pursuit of personal interests", "Uninterested - an interest, useless, useless, useless" They are deeply rooted in the language and way of thinking of the Uzbek people in their daily lives. Of course, this lexical concept does not claim a philosophical definition. However, based on the meaning of the word, it can be philosophically defined as follows. Benefit is a system of activities carried out by an individual, person, people, nation, people, state and society for the benefit of any material, spiritual, physical and other benefits, based on the requirements of the necessary objective and subjective factors in reality(Fangel, 1984).

Interests can be divided into several types depending on the object and subject, place in space and time, mode of operation, satisfaction of needs, moral content, place in politics, social structure of society and other aspects. Among them is the issue of national interest. Because as long as there is a social group, association, organization, national statehood, which represents their legal unity, the national interest also exists as a system of activities of individuals, communities, states, which have their own ontological and epistemological nature.

Finding an answer to the question of what the national interests of the Uzbek people are reflected in the transition from national revival to national uplift is one of the most pressing issues. In this regard, the President of the Republic of Uzbekistan Sh.M.Mirziyov said: "By national progress, we mean the development of our country, raising the living standards and quality of life of our people to a higher level in all respects. No matter what reforms, what changes, what new projects we are implementing today, they are all aimed at a single, great goal. And it is to please our hard-working, hard-working, noble people, to justify the trust of our compatriots, who are courageously overcoming all the trials of life, to alleviate their burdens. "[8.] Based on the

rational essence of these views, the concept of "national interests of the Uzbek people" can be philosophically defined as follows.

The national interest of the people of Uzbekistan is a system of activities carried out in order to gain some material and spiritual benefits, based on the requirements of the necessary objective and subjective factors arising in the existing reality in accordance with their national and universal characteristics. At the heart of this are a number of moral and spiritual qualities of the Uzbek people, such as diligence, honesty, gratitude, sharing and justice. When the national interest is not based on the high moral and spiritual qualities of the nation and universal moral norms, it loses its moral basis and leads to a weakening of the implementation of the principles of legitimacy in domestic and foreign policy. This, in turn, ends up disrupting the system of national interests.

In the context of globalization, efforts are being made to ensure the national interests of the people of Uzbekistan, firstly, in the broadest human interest, and secondly, in the relatively narrow sense, the interests of the state, by ensuring their ideological and ideological security (BOBUR et al., 2015).

As the head of our state Sh.M.Mirziyoev said: "Today, the main goal of our life, embodied in our Constitution, is to ensure the full protection of human interests. In order to ensure the interests of the people, first of all, it is necessary to communicate with the people, to know their concerns, aspirations, problems and needs. "[9.114] Based on this idea, in order to know the interests and needs of the people, the President Extensive dialogue with the people has been established at the initiative of the people. "People's receptions" have been established in all districts and regions. In the past three years, from March 2017 to 2020, the virtual reception of the President received 3644701 applications from citizens. mutual compassion 3592502 considered [10].

Governmental structure

The first direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to establish open dialogue with the people. The basis of ideological and ideological security in this area is that the communicating official does not lie, does not promise impossible things, acts at the level of authority given to him. It is clear from life experience that the official's "filling the sheep of the people with false promises" has always led to ideological confusion and paved the way for the formation of ideological consciousness, such as a confident view of state power.

The second direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to protect their interests in housing, food, clothing, etc., which are necessary for their vital needs. Thousands of houses are being built in this area, and significant work is being done to meet their needs for food and clothing. For example, in 2019 alone, 17,100 houses were built in rural areas, 17,600 in cities, and a total of 34,700 cheap and comfortable houses [11]. Ensuring ideological security in this area is primarily seen in the organization of work to provide housing to needy, low-income families, lonely disabled elderly people. Bordiu, who actually owns several houses and fraudulently bought a cheap house in order to profit from the sale of the house, is also one of the ideological perverts. Because they are first and foremost ordinary people, and then "self-interested people" who put their personal interests above the national interests of the state. Such people are "secular-materialist" who ideologically strike at the roots of the response of our internal national interests.

The third direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to ensure the interests of people in entrepreneurial activities in accordance with the requirements of a socially oriented market economy. As the head of our state Sh.M.Mirziyoev noted: "Entrepreneur feeds not only himself and his family, but also the people and the state. Obstruction of business development is considered to be an obstacle to the state policy, the policy of the President "[12.148.]. So, it is an objective necessity to fully protect the interests of entrepreneurs, who are the "driver" of the development of our country, to ideologically and ideologically protect the policy pursued by the state in this regard. After all, today a lot of work is being done to protect the legitimate interests of entrepreneurs. Among the arsenals of ideological protection of the entrepreneur from the attacks of the "hidden economy" are the values passed down from ancestors to generations as a spiritual heritage. For example, not to overestimate the value of the goods, not to weigh, not to engage in usury, to fulfill the contract on time, to help the widows from the proceeds, and so on.

The fourth direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to bring up children who are committed to the noble idea that "the interests of man are paramount." Because, "... our children will either bring us anxiety or benefit tomorrow" [13.91.].

It is well known that in today's world, the conflict of interests for the possession of material and spiritual resources is becoming more and more dangerous. At the same time, the main focus is on the ideological struggle to capture the minds and hearts of more than 2 billion young people in the world. Young people are becoming victims of conflicts of interest. That is why international organizations with great financial resources are trying to attract the youth of Uzbekistan, who make up about 60% of the population, to various conflicts of interest in the world under various pretexts (training abroad, employment, etc.).

The fifth direction in ensuring the comprehensive ideological and ideological security of the interests of the people of Uzbekistan is to ensure the ideological and ideological security of anti-corruption work, which is a hidden force that prevents the full realization of human interests. In this regard, President Sh.M.Mirziyoev said: "Unless all segments of the population, the best specialists are involved in the fight against corruption, all members of our society will not be able to achieve our goals without being vaccinated with the "honesty vaccine". We must move to early prevention of corruption before dealing with its consequences. "[14] This is the worst ideological violation in the implementation of work in this area, which is the fact that in its past and present activities, officials directly or indirectly involved in corruption in large-scale meetings and gatherings on the fight against corruption.

CONCLUSIONS

In conclusion, it can be said that the main national interest of the people of Uzbekistan is to live a free and prosperous life in an independent, free and prosperous homeland. The common national interests of our country today and the commonality of national ideas and ideologies as a matter of law. "Most importantly, everyone living in our country, every family must feel the effects of our reforms in their lives today. To do this, leaders at all levels must work to ensure the vital interests of every citizen, without chasing interest, numbers, paper. Then our enlightened elders, honorable fathers and mothers, honorable women, dear children, great-grandchildren, and all our multinational people will be pleased with us. "[15]

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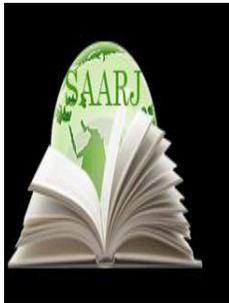
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THE DEVELOPMENT OF EFFECTIVE WAYS TO IMPROVE REPRODUCTIVE HEALTH OF MARRIED STUDENT GIRLS

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ABSTRACT

The article discusses the theoretical aspects of the study of reproductive health: the essence of the concept, the factors that negatively affect reproductive health, the current state of reproductive health of students, the means to improve it and the social consequences. Research on the sociological study of reproductive health of students of Gulistan State University was conducted. The theoretical conclusions of the study were aimed at shaping the reproductive culture of young people, which allowed developing a number of proposals and recommendations on various social services that can be provided by higher education institutions.

KEYWORDS: *Health, Reproductive Health, Contraception, Healthy Lifestyle, Students, Abortion, Gynecologist, Psycho-physiologist.*

INTRODUCTION

Relevance of the topic

Since the beginning of the 21st century, the reproductive health of student youth and its social consequences have become one of the most pressing issues. In society, students represent a special social group characterized by unique living conditions. The need for in-depth study of students’ health is related to the prevalence of dangerous diseases among them, difficulties in psychophysiological adaptation to the conditions of study in junior courses, the large number of subjects taught and the need to remain active in acquiring professional

Knowledge

The aim of our study is to identify, analyze and develop measures to improve the knowledge of students in higher education about reproductive health. Reproductive health of students depends on the influence of socio- economic, biological, environmental, medical and organizational

factors. All of this calls for a comprehensive approach to addressing maternal issues, educating young people on sexual issues, and shaping positive attitudes toward birth and family formation (including knowledge of contraception, abortions, infections, etc.). Studies show that most female students in higher education now start getting married in the early stages of their studies. This situation makes it necessary to provide them with specialized knowledge in the field of reproduction. Student health is a large part of the state's reproductive potential. Adverse conditions negatively affect the health of all newborns. At this point, the need to protect reproductive health, which is a new direction in the development of demographic policy, manifests itself. The reproductive health status of the population is the most important component of the socio-demographic development of a country, which determines the level of development of society as a whole. State support for research to improve the reproductive health of citizens of Uzbekistan, the introduction of modern methods and technologies, improving the medical knowledge and medical culture of citizens, including students, training in the field of reproductive health, the realization of their reproductive rights. The main directions for them are medical and social, as well as psychological assistance to the Republic of Uzbekistan Law of the Republic of Uzbekistan "On protection of reproductive health of citizens" (March 12, 2019, No. URD-528). The population of the Republic of Uzbekistan, which exceeds 34 million, has a 33.6% share of young people; so many demographic problems are determined by the attitude of young people to childbirth, methods of contraception and their reproductive health. The period of puberty is much higher than before; the question arises as to how trends in sexual, reproductive and family behavior of young people in sexual activity meet the criteria of a —healthy lifestyle and how these criteria are actually reflected. In January-June 2019, 104.2 thousand marriages were registered in Uzbekistan, of which 16.0 thousand ended in divorce. One of the main reasons for this is the lack of reproductive culture. Early onset of sexual activity, harmful habits and defects in sexual education are clearly observed to be inextricably linked with the health of the population. Often, a girl who does not have a confident idea about the work of a gynecologist, receives information

—on the street, is ashamed to turn to a specialist with complaints and questions. Early onset of sexual life, low level of health, lack of adequate culture of the population in the field of family planning lead to an increase in abortion and premature birth. The quality of services in this area in the health care system does not fully meet the standards. Quality advice on family planning, high medical care reduces the chances of unwanted pregnancies and abortions. This allows young women to maintain their reproductive health. According to statistics, prevention of pregnancy in women over 19 and 35 years of age, adherence to the age range of 2-2.5 years between births can reduce maternal mortality by 2 times and infant mortality by 4 times. Such data confirm the imbalance in the number of births (815.9 thousand) and deaths (155.0 thousand) in Uzbekistan in January-December 2019, the need to introduce appropriate services. In this regard, there is a need to create state programs for priority research in the field of reproductive health. The study of students' attitudes towards their own reproductive health is receiving serious attention.

II. THE MAIN FINDINGS AND RESULTS

The attitude of students of Gulistan State University in the areas of

—Development of women's sports,

—Primary education, sports and educational work and " Physical Culture & quot; to reproductive health was studied with the help of social research

In conducting it, the questionnaire method was used. The main objective of the study was to determine students 'attitudes toward reproductive health and their knowledge of reproductive health. Married students aged 18 to 26 years were selected as the object of applied research. In the study, students were divided into two groups according to their areas of study: students studying in the field of

—Development of women's sports and

—Physical culture to participate as respondents in the experimental group,

—Primary education, sports and educational work to participate as respondents in the control group. The results of the survey allowed us to conclude that students have a positive attitude to their health in general. So, —Do you know about reproductive health? 89% of respondents answered

—no and —average to the question. The majority of the control group respondents

(85%) said —average or —no, while the experimental group students had the same attitude, but their number was slightly higher (90%).

—How many times a year do you visit specialist doctors? The answers to the question are as follows: at least 48% of the representatives of the experimental group visit medical institutions. Of the control group, only 27%. In addition, the majority of respondents in the second group (69%) chose the —when needed option. Thus, respondents in the experimental group were more concerned about their health and were more closely monitored by physicians than those in the control group. The students in the pilot group asked, —Which doctors have you visited

recently? 48% answered —gynecologist, 14% - —gastroenterologist, 13% -

—endocrinologist, 6% - —cardiologist and another 50% - —other doctors. These results suggest that representatives from the experimental group surveyed visited physicians directly involved in sexual health protection. Representatives of the control group who answered the same question gave the following answers: 24% - —gynecologist, 20% - —cardiologist, 14% - —allergist,

11% - —gastroenterologist, 11% - —endocrinologist, 3% -

—urologists and 51% —other physicians preferred the answer. These figures suggest that members of the control group are less likely to have sexual health control than those in the experimental group.

Respondents were asked —What types of health do you know? when asked, the responses of the experimental group participants were as follows: 80% - —reproductive, 100% - —physical, 97% - —mental, 65% - —social. The following results were obtained in the experimental group: 50% - —reproductive, 100% - —mental, 97% - —physical, 30% - —social.

Thus, the results show that almost all of the respondents surveyed knew about physical and mental health. But among them, only 47% and 28% chose

—reproductive and —social health responses, indicating that many students are unaware of these types of health. Most of the students in both groups asked, —Do you think reproductive health...? answered the question incorrectly. —Reproductive ability was 75% and 86%, respectively, in the experimental and control groups that responded. 8% of the experimental group participants and 14% of the control group respondents chose the wrong answer. Responses from respondents (94%) show that the majority of participants believe that diseases that pose a risk to reproductive health are sexually transmitted infections. Most of the students in both groups asked, —Do you think reproductive health...? answered the question incorrectly. —Reproductive ability was 75% and 86%, respectively, in the experimental and control groups that responded. 8% of the experimental group participants and 14% of the control group respondents chose the wrong answer. Responses from respondents (94%) show that the majority of participants believe that diseases that pose a risk to reproductive health are sexually transmitted infections. The study found that a large proportion of students in both groups (56% in the experimental group and 43% in the control group) had insufficient awareness of youth about reproductive health. To sum up, the majority of students admitted that they wanted to know more about reproductive health problems.

—Is anemia a reproductive disease? The answers to the question indicate that there is incorrect information. Thus, while 14 percent of the experimental group representatives chose a —yes answer, 17 percent of the respondents in the control group chose the same option. The experimental group asked the students, —How do you feel about early marriage? analyzing the answers to the question, it is possible to distinguish serious differences: 58% of respondents are —absolutely against, 19% - " positive & quot;, 17% - —do not know and 6% - —good. The proportion of responses from female students who participated as respondents in the control group varied slightly: 37% - —positive, 34% - —absolutely against, 23% -don't know and only 6% —good. —What is the best age to get married? In response to the question, participants in both groups answered the question openly. The responses of the experimental

group respondents were placed in the following sequence: 47% chose —19-21 years old, 44% chose —16-18 years old, and 6% chose —other youth option and 3% chose 13-15 years old. In the second group, the following data were obtained: 57% - —16-18 years old, 26% - —19-21 years old, 14% chose the —other age option and only 3% answered —13 to 15 years old. The answers to the last two questions showed that the female students who participated as respondents in the experimental group were strongly opposed to early sex. —19-21 years has been confirmed as the optimal age for marriage. The second group of students demonstrated loyalty to their views, choosing —16-18 years old as the optimal age for marriage, with the answer —not opposed to early marriage at all. It is also worth noting the positive knowledge of students in the field of reproduction: all participants asked —Do you think a woman should prepare for childbirth? to the question, most students (94% in both groups) believe that it is necessary to prepare for the birth of a child for at least 1-2 years, and only 6% say that it is not necessary. Also, —What do you do in your free time? interesting results were obtained as a result of studying the answers to the question. Approximately the same numbers of representatives of both groups (54 percent) were involved in different types of sports.

III. CONCLUSION

The study of student reproductive health and its social consequences led to the following conclusions. Human reproductive health includes not only physical condition, but also financial

status of life, attitude to family and marriage, birth of a healthy child, sexual health, awareness of all aspects of family planning and the main means of preparing for marriage. Students are a special socio-demographic group of the population of the Republic of Uzbekistan in need of psychological and social assistance. The issues of formation, maintenance and strengthening of reproductive health of more than 449.2 thousand students in our country have a special social significance, because the health of the nation depends on the health of the population of this group. The study found that the majority of female students have little knowledge about reproductive health (10%). 94% of respondents are aware of only —popular infections of sexually transmitted diseases, while only 50% of students are aware of the remaining diseases. Although both groups positively assessed their health (TG 89%, NG 85%), the answers to other questions showed that students majoring in —Physical Culture and —Development of Women's Sports care about their health. Thus, 69% of female students in this field seek medical help only when necessary, 48% do so at least once a year, and 19% do it every six months. It should be noted that students in the field of —Physical Culture, and —Development of Women's Sports often turn to doctors for the maintenance and improvement of sexual health (experimental group 50%, control group only 25%).

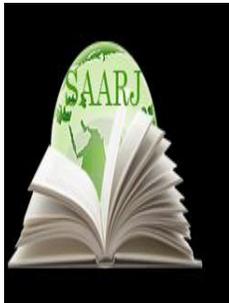
In addition, gender issues are more important among the first group (6% of the experimental group, 33% of the control group answered that this topic is not raised at all) and many parents talk to their children about reproductive health (56% in the experimental group, in the control group) 31%).

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THE USAGE OF ETHNOGRAPHIC TERMS IN LITERARY SPEECH

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ABSTRACT

This article deals with the use of ethnographic terms in artistic discourse, with examples of works of art used by our national ethnographers. Ethnography is a science that studies the culture of these peoples. And the basis of it is ethnographies. Ethnography these are words that belong to the culture, tradition, mentality of a particular people. They also have their own history. Uzbek is a language rich in ethnographies and has a long history. When the Uzbek ethnography is used in artistic works, it clearly shows the culture of that period. Although additional innovations have been introduced to our customs with the passage of times, however, our traditions have never lost their nationality.

KEYWORDS: *Ethnography, Mentality, Sister-In-Law, Brother-In-Law, Culture, Custom.*

INTRODUCTION

As we know, customs are among the important signs that distinguish peoples from each other. The first president of our country I. A. In his work “High spirituality is an invincible force“, Karimov spoke about the factors that shape and influence our spirituality: “of course, the spirituality of any nation cannot be imagined without understanding its history, specific customs and traditions, vital values”. Therefore, it is permissible for a charismatic person to know the culture, history, customs, traditions of his people. And for this, we believe that first of all it is necessary to have knowledge of the science of ethnography.

Ethnography is a science that studies the culture of these peoples. And the basis of it is ethnographies. Ethnography these are words that belong to the culture, tradition, mentality of a particular people. They also have their own history. Uzbek is a language rich in ethnographies and has a long history. When the Uzbek ethnography is used in artistic works, it clearly shows

the culture of that period. Although additional innovations have been introduced to our customs with the passage of times, however, our traditions have never lost their nationality.

The culture of each people reflecting their nationality should be inherited by the future generation. The problem is, can we deliver national ethnographies to the next generation in a pure, clean way? It would not be a mistake to say that we are having some problems in this regard today. For example: "hello The Bride". Bride Hello this is one of the most ancient traditions of Uzbeks and the girl who stepped into the new Dynasty First of all thanks to Allah and then gives greetings to the owners of this house, relatives, sheep and troops by expressing respect. Bunda is sung by older women "Yor-yor". Songs of yor-yor, which are characteristic of Uzbeks, are given in many works in different variants. In particular, in the works of sharp Hoshimov "weddings are blessed", "Yor-yor", "Chimildiq" by ErkinKhoswaktov, "the uprising of Brides" by Said Ahmad, the Uzbek wedding ceremonies were revealed by the personages.

In addition, we can see that in the work "people walking in Aydin" by TağayMurad applied several ethnographies that reveal Uzbek national traditions. A wonderful example of "Gelinsalom", which is one of the traditions characteristic of Uzbek weddings, is three:

Soybean husks,
Dombirasin sang,
Married his sons,
Hello my mother-in-law...

In the work "people walking in Aydin" "there is also interesting information about the holiday" Navruz", which is our national holiday. In it, various signs are mentioned, depending on what day of the week the holiday "Navruz" will come, for example, the Navruz that comes on Monday will be good, the fault, the shortage of food, if it comes on Tuesday, there will be no hunger, there will be good flirting, there will be an increase in the number of Thieves on Wednesday, bloodshed for the staining, death, orphans are noted to be rare.

It is also worth noting that in the work "people walking in Aydin" by Tağay Murad we can also meet about the game "Basmalim", which is one of the Uzbek folk dances. In this game, national values, traditions, customs are skillfully described.

In addition, ethnographies associated with the names of individuals have also been used in many artistic literature.

A. In the work of Qadiri "The Last Days", many personal names were used.

For example, in the game the term kelinoyi was used with the term "owner".

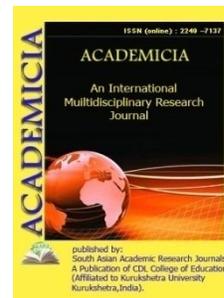
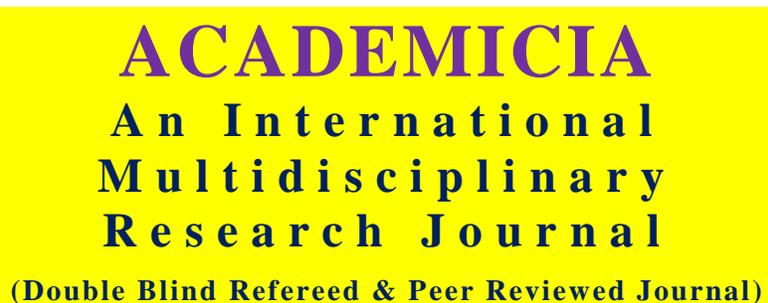
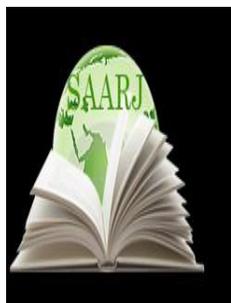
Z. M. In the work of Bobur, the term "pochcha" was used as "yazna".

The use of ethnographies in artistic works is a skill. Because bunda folk ethnography, along with glossing the work, also serves to shed light on the mentality of the nation.

In place of the conclusion, it is worth noting that the study of ethnographies united under the name of a similar ethnographic lexicon is significant in the study of national customs and values. In turn, traditions are a sign that can manifest the peculiarities of a particular people.

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A MODEL FOR IMPROVING STUDENTS ' TECHNICAL CREATIVITY COMPETENCES ON THE BASIS OF ELEMENTS OF ROBOTICS

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ABSTRACT

In this article, information will be given to secondary school students on the possibilities of using robotics in their teaching and extracurricular activities, the importance of physics in the development of technical creativity competences. Also, the model of improvement of students' technical creativity competences on the basis of elements of robotics, model components, model through the use of education in the educational process, the information on the opportunities for the development of students' technical creativity competences is covered.

KEYWORDS: *Robotics, Physics, Educational Tool, Integration, Electronics, Programming, Compensation*

INTRODUCTION

The use of elements of robotics in the organization of the educational process in secondary schools, in increasing the interest of students in science, will enable the students to have competitions on new areas of polytechnic education methodology and theory. The special design of robotics is integrated with compartments, educational and educational processes related to the training of assembling and modeling simple robots from training manuals. In our republic there are some tasks that need to be carried out in this direction, some problems that need to be solved. Initially, it is necessary to establish national educational literature intended for students in this direction. It is also required to carry out relevant tasks, systematic work to solve the need for personnel working in this area. In addition, the necessary tools, equipment for training are mainly produced abroad. For the development and popularization of robotics, it is necessary to carry out the design and modeling of robotic devices created by engineers with the participation of students, to demonstrate robotics devices in various competitions and competitions held with the participation of students at the regional, Republican level.

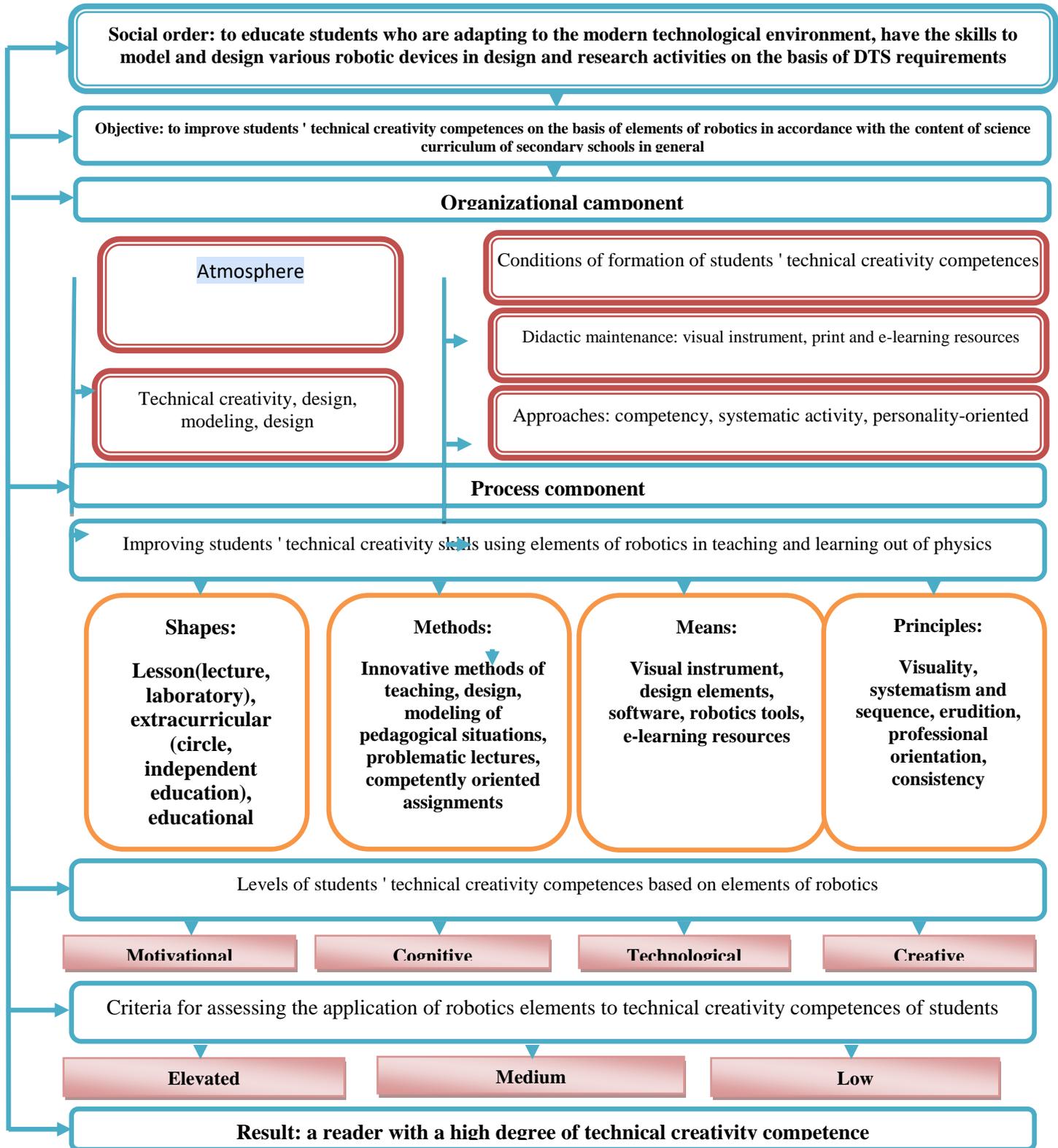
It was found out that there are the following problems and challenges facing secondary school students in the use of robotics in their classroom and extracurricular activities: 1) socio-pedagogical level: the extent to which modern robotechnical tools are oriented towards vocational orientation of students in secondary school due to the demands of the local industry for the sustainable growth of the potential of; 2) at the scientific and pedagogical level: the use of robotics in pedagogical science with the possibility of introducing the elements of robotics as teaching materials and tools of the directions of polytechnic education into the content of the programs of the subjects taught in secondary schools to implement the practice of its initial study in the educational system; 3) at the scientific and methodological level: primary knowledge and experience in robotics teaching materials and tools intended for students to form as a required component of the content of polytechnic education in the subjects of physics departments, as well as to develop a methodology for teaching robotics for the organization of the educational process, the formation of educational and methodological provision.

The content of polytechnic education for young people should be enriched, first of all, by the creation of new techniques and technologies used in various spheres of society, by studying the scientific foundations of their application in production [1, p. 9] . Robototechnics is one of the important areas of modern production. It is of particular importance to study it because of the breadth of the scope of implementation of this sphere, the development and improvement of the technical means of the sphere, as well as the breadth of the scope of their impact on the life of society in the future. Elements of robotics should become one of the necessary tools for students of general secondary schools to acquire Polytechnic knowledge [2, p. 35]. Because it becomes one of the integral parts of the future life of the growing younger generation.

At present, a model for the introduction of robotic elements into the educational process as a component of polytechnic education in Physics in the development of technical creativity competences of Secondary School students in general has been developed. The sequence of implementation of the technical creativity skills of students in the model using the elements of robotics, we will cover in detail its components.

Before we touch on the ideas and feedback on improving students ' technical creativity competences on the basis of elements of robotics, we will try to enlighten the content and essence of the concept of competence as well as the types of competences in physics.

Compensation-knowledge, skills, qualifications, views, values and personal qualities the ability to manifest or influence the qualification or the appearance of knowledge, skills, qualifications, values, other personal qualities, positive results in activities [4, p. 124].



1-graph. A model for improving students' compensation for technical creativity on the basis of elements of robotics

To the components of the compensation-efficiency, flexibility, achievement, success, understanding, result, accuracy, texture, property, quality, quantity, etc. are included.

The competence of a student in physics is the ability to use his / her knowledge, skills and skills in solving practical and theoretical issues, to understand scientific innovations, and to apply them in practice, which he / she encounters in his / her daily life [6, p. 5].

As a social order in the model, it is envisaged to educate students who are adapted to the modern technological environment, have the skills of modeling and designing various robotic devices in design and research activities on the basis of DTS requirements (Figure 1). The model aims at improving students' technical creativity competences on the basis of elements of robotics in accordance with the content of science curriculum of secondary schools in general.

As organizational components, students' technical creativity includes improving the content of the competences, technical creativity, modeling, designing, design, the conditions for the formation of students' technical creativity competences, didactic procurement tools: visual instrument, print and e-learning resources, approaches: kompetential, systematic activity, personality-oriented approaches.

Improvement of the content of technical creativity competences of students implies the introduction of innovative techniques and technologies in the transformation of this modern technological environment, the acquisition of modern scientific and scientific-technical knowledge in physical and extracurricular activities.

Technical creativity is a type of activity that serves to ensure the strength and perfection of the knowledge acquired by the educators, the formation in them the qualities of an active and independent thinking person, the development of intellectual abilities.

Design implies the development of the overall design of the workpiece. At the initial stage of the design, the goal to be achieved or satisfied is set. Tasks are defined in order to achieve the goal. When determining tasks, it follows from the available opportunities and conditions [5, p. 47].

The following can be included in the conditions of formation of students' technical creativity competences. It provides students with information on the history of the development of robotics and its prospects, the importance of the use of robotic systems in the modern technological environment, modern solutions and technologies in the field of robot design and programming.

Software-students use S++, Python, C# applications in the design and construction of various robotic devices. About these programs they will have enough knowledge and practical skills in the lessons of "Informatics".

Robotics tools include-Robokids, Lego WeDo, Arduino kits.

Electronic educational resources are textbooks and manuals, electronic copies of methodical manuals, electronic textbooks, teaching aids for virtual laboratories, tables, presentation materials, etc.

The process component includes the form, methods, tools and principles of teaching. Detailed information on the method of teaching about the organizers of this complex is given in the literature.

We will dwell on the motivational, cognitive, technological, creative levels of the formation of students' technical creativity competences on the basis of elements of robotics.

1) motivation – to ensure the meaningful communication of the educational process in the lessons and extracurricular activities of robotics; to establish a competitive environment, to create creative teams of educators, to direct their group activities to innovative solutions in the field of modeling and designing robots;

2) to know the specific characteristics of the cognitive – robotics elements, to be familiar with the diversity of their types, to study the cybernetic models of robots and to have the skills to evaluate the scientific basis, prospects of development and application in the Society of their elementary base activities;

3) formation of practical skills in the field of technological – technical modeling and design; development of technical culture in the field of robotics and the use of services of the robotic technological environment;

4) Creativity – mastering the elements of robotics as a condition for its adaptation to the modern technological environment and applying them in the later stages of education, as well as directing them to the profession for the selection of engineering and technical specialties in professional activity.

We give an idea of the high, medium, low evaluation criteria for the introduction of robotics elements into the technical creativity competences of students of the model.

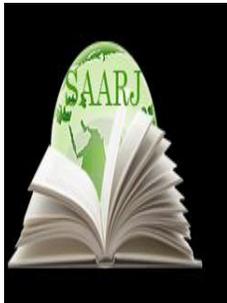
Criterion (Greek criterion – a tool for reasoning) - the basis for the classification of the system's development, the main indicator of the success of activity [4, p. 125]. The criterion is the main sign of the observed object, on the basis of which any assessment, determination or classification of something is carried out; the scope of the review, the evaluation of any phenomenon.

Achievements in various fields of Science and technology, which contribute to the development of modern robots to students: applied mechanics, electrical equipment, industrial electronics, practical optics; creation of new composite materials; development of technologies based on biomaterials, including 3D and 4D technologies; development of consciousness based on neurocomputer interface systems; improvement of sensors, biosensors of various types; development of robotics imaging technologies, development of navigation; to visually demonstrate the understanding and understanding of the world by the robot, improve programming and information technologies, develop virtual technologies; develop compartments on the creation of artificial intelligence systems and others. They will be provided with sufficient knowledge of the economic, ergonomic, socio-political and psychological aspects of the creation of robotics devices in the classroom and extracurricular activities from physics.

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TECHNIQUES OF TEACHING MATHEMATICS

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ABSTRACT

Mathematical methods and techniques of its study. The study of this science is carried out using the methods developed by scientists. The effectiveness of the lessons and methods of teaching, developed on the basis of these methods, are given. Processes are formed as laws, and their observance improves thinking and prevents gross errors in the process of complex cognition. The process of learning must go through the logic of thinking. The object of logic is to determine the correctness of the thought process in which the object of comprehension and reasoning are analyzed. Logic is a weapon and it helps to know things clearly.

KEYWORDS: *Mathematics, Methodology, Pedagogy, Algorithm, Programming, Theoretical Research.*

INTRODUCTION

Over the past 10 years, the teaching of mathematics in our country, especially in secondary school, especially in the primary education system, has undergone significant changes in terms of scale and importance. Especially after the independence of our republic, the adoption of the Law on Education and other decrees is a clear proof of this.

History is the true educator of the nation. The deeds and courage of our great ancestors will revive historical memories, form a new worldview, and become a source of historical and moral education and lessons. In the history of Central Asia, there have been many great figures who embodied political consciousness, moral courage, religious worldview and encyclopedic knowledge.

Didactics is a branch of pedagogy that develops the theory of teaching. Didactics is derived from the Greek word "didacticos", which means teaching, learning. In the Near and Middle East, such thinkers as Al-Khwarizmi, Al-Farabi, Abu RayhanBeruni, IbnSina, Umar Khayyam, Tusi are the founders of scientific didactics. An important feature of the views of their followers was that these scientists have always focused on the process of abstraction of the image of the object in the human mind, understanding, occurrence and formation of the essence and specificity of the object. They are interested in the subject and sources of knowledge, the stages of the cognitive process, and the relationship between cognitive activity and practical activity.

Al-Khwarizmi played an important role in the development of the theory of continuous development of the individual, defined the principle of unity of individuality and generality in inductive and deductive thinking.

Al-Farabi developed a classification of teaching methods. He divided them into practical and theoretical methods, thus asking for ideas about the practical direction of teaching and how it relates to people's lives and daily activities. The scientist pays special attention to experimental and demonstrative, inductive and deductive, practical methods of teaching. Combines all methods based on the student's life experience and logical thinking.

Prefer the deductive method in the development of requirements for the organization of the learning process, highlighting what to pay special attention to when explaining the material to students, the most important things with convincing and unquestioning evidence.

Al-Farabi develops the principles of scientific, visual, comprehensible and coherent teaching based on the examples of mathematics. Explains the essence of the cognitive process and forms of knowledge in science. According to him, these processes are formed as laws, and their observance improves thinking and prevents gross errors in the process of complex cognition. The process of learning must go through the logic of thinking. The object of logic is to determine the correctness of the thought process in which the object of comprehension and reasoning are analyzed. Logic is a weapon and it helps to know things clearly.

Al-Farabi also develops quite detailed recommendations on the organization of cognitive activities. He writes that in order to be a good theorist, regardless of the science to which the theory belongs, the following three conditions must be met:

1. Full knowledge of all science-based principles;
2. To be able to draw appropriate conclusions from these principles and information on the subject;
3. To be able to reject a false theory and to distinguish truth from falsehood, to analyze the opinions of other authors in order to correct a mistake;

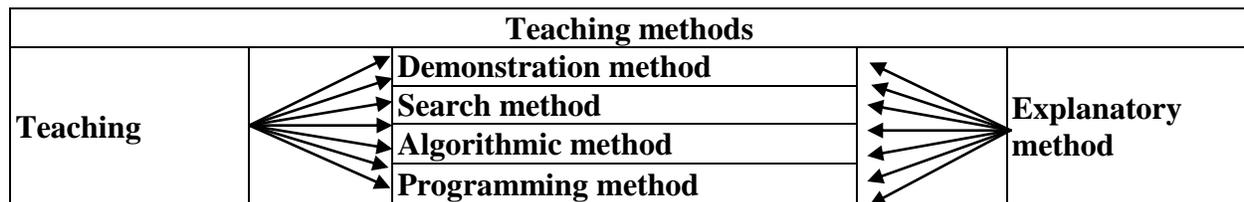
IbnSina's teaching about the results achieved through knowledge has a special place in the theory of teaching. According to him, true knowledge of things is achieved by analyzing their appearance and determining their causes. IbnSina develops the stages of development of the mind. The first stage of perception with observation is to explain the mental categories. The second stage is to perceive two different ideas. The third stage of mental development is achieved through the perception of learned ideas. Then it is called true intelligence.

Organizing the use of historical materials in the teaching of mathematics, according to its own system, serves two purposes in parallel. When mathematical laws, proofs, formulas, and mathematical interpretations are implemented, these laws, proofs, and formulas are demonstrated not only in mathematics but also in other disciplines, resulting in deeper students' knowledge in the field. Therefore, the interdependence of the methods used in the teaching process, as well as the pedagogical and psychological aspects of teaching mathematics in high school, especially in the primary grades, combined with historical materials, also differs in the didactic sequence. It is known that in pedagogy, along with teaching methods, there are teaching methods.

Especially since teaching methods are structured as a sum of an effective sequence of teaching or learning methods in terms of their structure, it is formed and applied to each teacher individually. Therefore, because each teacher's teaching method is unique, there are two ways to use the same methods, for example, teachers who teach in a problem-based way, and those who use teaching methods in between lessons. In particular, they differ slightly from each other. However, the diversity of the results obtained also confirms this idea.

It serves to achieve the set goal and bring it to the required level. There are methods of teaching mathematics that can be the basis of each of the above methods in terms of their epistemology, namely: observation and experiment, analysis and synthesis, induction and deduction, comparison, analogy, generalization, there are methods of abstraction and concretization. These techniques not only help to achieve the goal of the structure, but also to achieve it.

The data show that the correct use of a set of methods in the teaching of historical materials in the primary grades can be an important factor in the mastery of students. It is well known that the process of teaching historical materials in the primary grades is a link between the problem-based method and the explanatory method, which, by their very nature, are linked to teaching methods in the following order.



The use of this type of teaching method has its own characteristics, which depend on the structure of the content of the teaching material. For example, in a class that introduces students to units of measurement such as "time," "calendar," "mass," and "fraction," the process of teaching history is a little different than other classes. As you know, the types of lessons are divided into learning new learning material, improving students' knowledge and skills, generalizing systems, and combining, controlling, and correcting knowledge, skills, and competencies. Each of these general divisions, according to its function, has its own structure, and in the process of pedagogical development, the types and forms of lessons are interpreted differently by scholars.

We have described the didactic and methodological structure of teaching in the appendix. One student understands the cognitive task, the other comprehends and understands the material being studied, and the third develops skills and competencies. The teaching of historical materials in mathematics is based on practical experience in relation to life experiences:

1. Forming students' consciousness based on demonstration in the process of teaching mathematics;
2. Methods, rules, factors, interconnectedness, complementarity and organization used in teaching historical materials while helping to develop students' abstract thinking. developing students' thinking skills;
3. Each lesson has its own methodological structure and technology, as well as to help students develop their talents;
4. The application of historical materials used in the lesson in accordance with the laws and rules of didactics in terms of their purpose and content, not only contributes to the formation and development of mathematical logic, skills and abilities, but also contributes to the education of students. should also be affected.

The success of a student's learning depends on the following factors:

1. Theoretical studies have shown that the teacher plays a leading role in enhancing the active learning activity of students in the process of using historical materials in mathematics lessons.
2. The process of cognitive activity when using historical materials in mathematics lessons in order to increase the effectiveness of the lesson is based on the formation of knowledge, skills and competencies.
3. In the early stages of primary education, the general characteristics of all activities are modeled. Therefore, the formation of cognitive activity is considered in the unity of its components, as well as the didactic basis of this process. The developed theory of activity is an activity in which the learning process is organized by studying the methods of obtaining, processing and applying knowledge (problematic and reproductive).

Research methods used in teaching mathematics

1. Information on research and observation methods. It is impossible to develop pedagogy without studying and generalizing the experience of pedagogical education and without in-depth study of the pedagogical process. Modern education equips pedagogy with a general method of scientific knowledge, but like any other discipline, pedagogy has its own research methods.
2. Study of experiments and school documents. Experiments are also observations, which are conducted in a specially organized, supervised and systematically modified environment by the researcher. Pedagogical Experience is used to study the effectiveness of a particular method of teaching and education, instruction manuals.
3. Interview and questionnaire method. Interview method is also used in pedagogical research. The use of this method allows to obtain materials that complement and clarify the data obtained from the observation, to perform assignments. The key to the success of this method is the ability to communicate with children, to communicate freely with them.

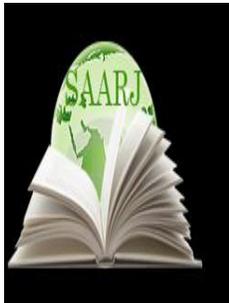
CONCLUSION

The conclusion of the article is that the study of mathematics and its methods and techniques is important for every future generation. Relying on the methods of our scientists and modern technology in the study of its methods, the study will ensure that the ways of comprehensive

study will be less tedious and boring. If every educator learns these methods perfectly, he will make a great contribution to the development of the next generation.

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NATIONAL-MENTAL REASONS FOR THE ORIGIN OF SOME KINDS OF LATENT CRIMES

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ABSTRACT

The article discusses the content, types and causes of latent crime. The importance of national features in the emergence of certain types of latent crimes is discussed. Published under the editorship of U Tadzhihkanov[5], in the legal encyclopedia. the term "latency means crimes not identified and not reported to the state authorities carrying out the investigation of criminal cases." It means crimes which have not been identified and which have not been reported to the State authorities investigating criminal cases.

KEYWORDS: *Latency, Latent Crime, Types Of Latent Crime And Methods Of Struggle, National Mentality.*

INTRODUCTION

A lot of work is being undertaken in our country to ensure the rule of law and suppress crime. More than 80 statutory acts in this direction have been created and adopted. The composition of the internal affairs bodies was updated: 65% of the workers transferred to service houses to function closer to the public, situated at the locations where the service was launched. A great deal of public attention is paid to the problem of crime in the makalls, where most of the population lives, and this is yielding positive results.

Owing to the successful work of law enforcement officers and near public interest, the national crime rate has declined in recent years. At the same time, there are some shifts in latent (hidden) crime forms and classification features, which are the most dangerous for society.

According to the criminal statistics report of the Office of the Prosecutor General of the Republic of Uzbekistan, 3256 crimes were reported as latent crimes in 2018, and this number increased by

719 to 3975 in 2019. The emergence of new forms of latent crimes is another task that needs to be tackled, as can be seen in the statistical study. New forms of latent corruption in recent years crimes have appeared in the economic sector, public administration, computer technology, finance and banking, and in 2019 their number reached 98.

Based on the above, it can be inferred that the most urgent cause of occurrence is the study of latent offences and their forms.

Details about its true scale, information about the actual state of the crime, and not just its registered component, is a required prerequisite for an effective battle against a criminal phenomenon.

More and more residents are discussing problems of registration and consideration of criminal cases and the operations of law enforcement agencies at the People's Reception Offices of the President of the Republic. President of the Republic of Uzbekistan Sh.M. Mirziyoyev, paying attention to this, noted: "To briefly outline our goal in this area, we must create a truly popular one in the future." One of the reasons calling into question the state power in general, and the activities of law enforcement agencies in particular, is latent crime, in legal terms, latent crime.

Latent in different branches of knowledge, this concept is commonly used to describe phenomena and processes that do not appear to be observable.

The concept of "latency" is not given in the National Encyclopedia of Uzbekistan, but the meaning of "latency period" is given. Latent time "Latent period: 1) physiologically - the time period from the moment of exposure of any stimulus to the body (organ, tissue, cell, etc.) until a response is received is called the latency period. 2) in medicine - the latent period of the development of the disease [2] (eg: the latent period of the disease COVID (Covid-19) is 14 days).

In social sciences, a researcher deals with four kinds of latent systems, as I.P Ruschenko writes,[2] ". The first category is the demand phenomena, the actual processes and problems of society, which momentarily fall out of the realm of science due to artificial external obstacles, perceptions, constraints, but can be important in the process of political and cultural changes. The second type is virtual latency, which is associated with the specifics of the process of scientific thinking. This refers to the right to a hypothesis, a bold and paradoxical assumption, that is, to a "thing" entirely born of the consciousness of the researcher. The concept of "latent" entered legal science during the period of careful research of all forms of criminal manifestations in order to designate that part of the crime that took place in reality,

In the works of A.J Kettle, E. Ferry, F. Zakharevich [3], the first mentions of latency are identified. The renowned Belgian criminologist A.J Kettle, who was one of the first to measure the importance of latency, pointed out that we may also conclude that all we know about criminal statistics would not be of any value if it were not believed that the ratio between the crimes committed and the crimes recorded is almost unchanged and the whole unknown amount of crimes committed to us. This attitude is necessary, and, I repeat, if it did not exist in reality, then everything that has been established so far on the basis of criminal statistics data would be false and meaningless. The study of issues related to hidden crime in Russia began in the late 60s of the XX century. The works of A.A. Gertzenon, N.N. Kondrashkov, A.SShlyapochnikov, R.Z

Akutayeva, X.D Alikiperova, A.A. Koneva, V.V. Ponkratova were devoted to the analysis of latent crime.

Published under the editorship of U Tadzhi Khanov[5], in the legal encyclopedia. the term "latency means crimes not identified and not reported to the state authorities carrying out the investigation of criminal cases." It means crimes which have not been identified and which have not been reported to the State authorities investigating criminal cases.

Latent crime, according to V.V Pankratova, is a mixture of offenses not disclosed by the police, the prosecutor's office and the court. This means that these crimes were not reflected in the accounting of criminally punishable acts. She determined that latent criminality is common criminal acts committed in a particular region for a given period, which are not reflected in criminal statistics.[6].

The most acceptable explanation of latent crime, in our opinion, was given by A.A Kavalkin, in his opinion, latent crime is a set of crimes and persons who committed them, which in specific conditions of place and time were not identified or not registered by criminal statistics [6].

"In addition, the concept of latent crime was described in more detail and correctly in the "Instructions on the procedure for establishing a unified electronic criminal law statistics information system"[7] "Latent crimes - socially dangerous actions All indicators of corpus delicacy are inherent, but not recognized or known to have been selfishly shielded from registration by law enforcement agencies, previously unregistered or registered, but incorrectly qualified as a result of which are not recognized as a crime. "

The classifications of latent criminality have been studied quite well, this problem was dealt with by I.V.Shakhanov [8], A.M. Alekseev and A.N.Rosha [9], G.A. Avanesov [10]

Latent crime at the suggestion of I.V.Shikhanov can be divided into two types:

- normal delay - in the absence of information from the competent authority on the criminal offense committed, it is thus not included in the statistical reporting and, as a consequence, no legal (procedural) decision is made as to the facts of its commission;
- artificial latency - when there is no detail in the statistical reporting on the criminal crime committed, which is caused by the violation by law enforcement agencies of the established rules for registering and recording crimes.

Some researchers propose to highlight also the borderline latency. Is a set of crimes that is formed due to the erroneous or deliberately false qualification of a more serious crime as less serious, or due to the negligence or low competence of law enforcement officials, or when not one, but several crimes were committed against the victim, but were recorded just one thing.

The ratio of natural and artificial latency is governed in practice by naturally latent offenses. Since the human element, which is the explanation for the artificial delay of crimes, is gradually omitted when crime is registered in the modern world. Registration of a crime can be carried out through IT technologies (if an authorized employee refuses to register a crime, then the victim can contact a virtual receptionist or report the crime online). In this regard, in this article, more attention is paid to the problem of studying naturally latent crimes.

Four classes of natural-latent offences are differentiated in the legal literature. [11].

The first group includes crimes that no one may know about the commission, including the offender himself. These are crimes committed through negligence, or situations when, due to legal incompetence, the participants in legal relations allow the substitution of one norm of criminal law for another (moral or administrative).

Many violations of budgetary and staffing and budget discipline (Art. 1841 of the Criminal Code of the Republic of Uzbekistan) are committed by accountants for the first time carrying out budgetary operations, that part of the violation that is currently a criminal offense they often take as a violation of administrative, budget or tax legislation. This picture can be found in the commission of crimes under Art. 148 of the Criminal Code of the Republic of Uzbekistan "violation of the right to work" where often the employer does not realize his actions and thinks that he is violating the norms of the labor code and commits an administrative offense.

The second category covers offences where no specifically stated injured person is involved, so no one is expected to report the crime to the competent authorities. These offences are linked to violation of the rights of the state or the public. Especially if such crimes are committed by officials entrusted with or under the administration of state property. The one charged with guarding steals.

The third group consists of crimes where the fact of its commission is known to a narrow circle of persons or only to the guilty person. Such crimes include disguised theft, bribery, murder followed by hiding the corpse, possession of narcotic substances, attacks on persons with mental disorders, which makes it difficult to adequately assess what happened, some others.

And the fourth category - naturally latent - offenses, where victims do not disclose them due to lack of interest in identifying them, i.e. public disclosure, are the most common in our Republic. There may also be sexual freedom-related offences. As you know, victims of rape do not always report a crime based on a national mindset. If they do not want to be the object of compromising materials, or the injured party succumbs to persuasion to "settle the matter peacefully".

Likewise, and in family and domestic crimes, for example, causing bodily harm (Articles 109, 105 of the Criminal Code of the Republic of Uzbekistan) by the spouse. The national mentality also plays an important role here. The injured party, in most cases, women are persuaded not to report their husband's crimes. Exposing national sayings as an argument, "er-khotinurushidoka-rumolkurishi" (a quarrel between a husband and wife will be solved until the material gets wet), "er-hotinningo'rtasigaesiketgantushadi" (only an insane person interferes in marital disputes), "uydagi gap bozorgato'g'rikelmaydi" (household outfits do not coincide with bazaar affairs).

It should be noted that in recent years, this specificity of the national mentality of our people has been given special attention by the state authorities and the President of the Republic.

In order to radically improve the system of social rehabilitation and adaptation, prevention of family and domestic violence, as well as taking into account the tasks identified Action strategy on five priority areas of development of the Republic of Uzbekistan in 2017-2021, the Resolution of the President of the Republic of Uzbekistan dated 02.06.2018 "On measures to improve the system of social rehabilitation and adaptation, as well as the prevention of domestic violence" No. PP-3827[12]...

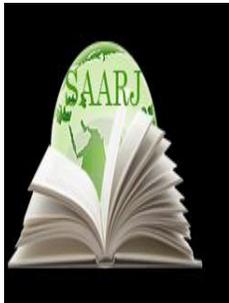
One of the objectives of this Decree is to establish an atmosphere of intolerance in society towards any manifestations of domestic violence, primarily from close relatives, including by ensuring the inevitability of punishment, and support for persons in a difficult social situation.

In addition, features of the national mentality can also be found in crimes related to bodily harm (Articles 105, 109, 277 of the Criminal Code of the Republic of Uzbekistan). Often victims, mostly middle-aged men, do not go to law enforcement agencies, they associate this with the so-called national aspect “g’urur”, “oriyat”, “uyat” (pride, honor, shame). On the one hand, this may be a positive moment, but on the other hand, people with such an opinion often feel offended and try to take revenge on the offender in the same way that pushes them onto the path of crime.

Based on the above, one can argue that the national mentality in many areas of public life has a positive impact. To preserve the family, to warn against making hasty decisions, etc. But, on the other hand, it should be noted that all kinds of latent crimes, regardless of their severity, entail a “spirit of impunity” and, naturally, repetition of the act.

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HOW TO IMPROVE THE ABILITY OF LISTENING AND SPEAKING SKILLS IN THE COURSE OF COMMUNICATIONS BY INNOVATION TECHNOLOGIES

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ABSTRACT

The teacher in the modern environment is not only a source of the information and the academic facts - he helps students to understand process of training, helps to find the information necessary for them, whether it corresponds to the set requirements, and also to understand, how to use this information for the answer to the put questions and decisions of challenges. The teacher is compelled to raise regularly today the qualification in the field of innovational technologies of training.

KEYWORDS: *Audition, Audiovisual Means, Accelerates, Presentations, Pictures, Films, Gestures And A Mimicry, Listening, Speaking, Pronunciation, Communications Processes, Sounding Speech, TV And Radio Reports, Public Statements, Activities.*

INTRODUCTION

The great influence on audition renders duration of sounding of the speech message, quantity of its presentations, presence or absence of a visual support. Pictures enter into concept of a visual support and films, and also such paralinguistic means, as gestures and a mimicry. Use of audiovisual means accelerates process of formation of strong communications between a word, concept, image or the phenomenon. Speech is understood better if listening clearly sees the person speaking. The visual support at acoustical perception can have various forms.

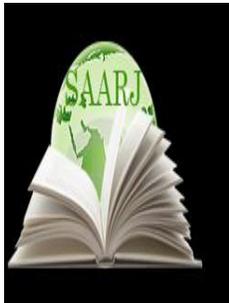
Presence of a visual support considerably facilitates perception of the information as visual canal possesses much throughput, than unvoiced. Misunderstanding and "information distortion arises more often if students only listen to it, and listening and seeing (audiovisual) they perceive more. For example factors characterizing conditions of a presentation of the information and degree of participation listening in communications processes. The perception of speech messages is

influenced essentially by distinctness and loudness of a pronunciation telling, its ability by intonation to allocate semantic parts of speech and logic chains of the statement, and also tempo of speech. The understanding of the messages shown in certain tempo of speech, is one of indicators generated skills and abilities of audition. Integrity of process of audition is provided with work of speech mechanisms (operative memory, likelihood forecasting, long-term memory, comprehension) which are necessary for developing at training to a foreign language. At audition of the long message to the dress. c. Process of storing which is accompanied by semantic grouping of the perceived information occurs understanding also. Students should be able will isolate from-text the main thing, to direct the attention to the basic thoughts of the statement. Thus, audition process depends on degree forming of skills. And abilities of students in the given kind of speech activity. Indicators forming skills and abilities of audition, are depth and accuracy of understanding of the maintenance, logic structure of the statements shown unitary and in rate, characteristic for native speakers. Proceeding from it, at training of students it is considered the main methodical requirement to audition ability to understand the maintenance and sense of speech messages. At perception and understanding of sounding speech students are compelled to overcome the various difficulties connected with action of some factors. For example factors characterizing conditions of a presentation of the information and degree of participation listening in communications processes. How to develop the ability of listening and speaking skills in the course of communications. Audition is a difficult thought process of perception and understanding of sounding speech in which result listening comes to certain conclusions. Proceeding from it, at training of students it is considered the main methodical requirement to audition ability to understand the maintenance and sense of speech messages. At perception and understanding of sounding speech students are compelled to overcome the various difficulties connected with action of some factors. Selective character is inherent, for example, in audition TV and radio reports, public statements. At hearing of lectures on a specialty there is a necessity of profound understanding. The received information with installation on its further use in practical activities. In this connection written fixing heard is required: drawing up of the developed plan, consecutive record of lectures, etc. In interactive technologies of training roles training and trainees, and also an information role essentially change. We will stop short on the characteristic of some technologies of interactive training and we will result examples of their use in the course of teaching of pedagogical disciplines. Discussion - all-round discussion of a question at issue in public meeting, in private conversation, dispute. In other words, discussion consists in collective discussion of any question, a problem or comparison of the information, ideas, opinions, offers. The perception of speech messages is influenced essentially by distinctness and loudness of a pronunciation telling, its ability by intonation to allocate semantic parts of speech and logic chains of the statement, and also tempo of speech. Defining requirements to educational audio texts it is necessary to characterize them from the point of view of the maintenance, the language form and presentation conditions. So, texts for listening are under construction taking into account style, genre, those structural features speech the message which students meet both in educational process, and during dialogue with native speakers, at audition of monologues, in time film viewing. At training it is necessary for audition to formulate at students a habit to ponder upon sense of the received information, to switch attention depending on a purpose, i.e. as much as possible to approach them to those natural conditions of dialogue which characterize communications in a native language. Realization of this problem will give the chance to pupils to participate actively in educational process,

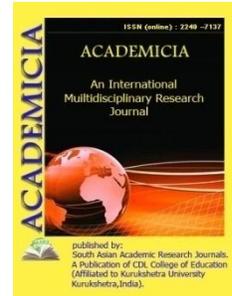
successfully to seize the future specialty, to communicate with the native speaker. Conditions of reception of the information depend on roles listening and speaking in the course of communications. If the student participating in dialogue has insufficiently well understood the interlocutor can ask again it and. To specify sense of the statement. In life we differently perceive the heard statements in a native language and differently we react to them. In one cases us the general maintenance of the text, the basic idea of the message, new data on the given theme interests, and in others it is important to us to understand message details, to establish logic connection between them and to draw certain conclusions.

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DEVELOPING INTEREST AND ATTENTION TO THE APPLICATION OF INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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ABSTRACT

Numerous teaching methods have been created on the basis of the various forms and that are used and practiced in practice, and this process continues. The way that the way, the way a particular ACT of learning is shaped, is a form of self-study that serves to achieve that goal. Here are some of the paths that can be used for the activity that is required to be performed as a means of action, and the path chosen according to the intended purpose.

KEYWORDS: *Family Education, Schooling, Preschool Education, Teacher Training, Books, Computers, Exhibition Aids, Student, Teacher, Technology, Vocabulary.*

INTRODUCTION

Teaching methods involve a variety of working methods and forms that can be used to achieve the objectives of a specific pedagogical process. The introduction of modern communication technologies in the educational process is one of the most important issues, namely targeted and accurate use of them, increasing the interest of students in the foreign language through them. This creates opportunities for the use of innovative technologies in education and the demand increases.

For example, education can be taught through: family education, schooling, preschool education, teacher training, books, computers, exhibition aids, announce Similar tracks can also be used to teach a similar number, arithmetic meanings. By using these methods, different techniques are used to perform the action. For example, after selecting any of the foregoing methods to teach the doctrine, each of these methods is used for the purpose that is considered appropriate. These are the methods used by a teacher, a teacher in a family, a preschool education institution, and the school education; computer, books and other educational tools. Each path chosen by the same number to teach arithmetical acts implies using specific techniques. Each action is carried out in a specific way and in the appropriate method. Thus, the use of interactive methods in teaching

subjects is unique. Careful learning and practical application of each interactive method used in education can extend student thinking and have a positive impact on the problem's solving. Increase creativity and activity of students. When analyzing different theoretical and practical problems through interactive methods, the students' knowledge, skills, qualifications are expanded and extended. Below you will find general comments on this issue. Classification of the techniques can be divided into interactive learning strategies, interactive graphic organizers. "Last man standing" game. This game is a fast game. But it gives some time to think. This game encourages learning together, that is, when other students say, the rest of the students are thinking about themselves. You will need a little to play. And all students should be in a circle. You need to choose a theme. For example, things found in a kitchen, food, profession and so on. The game begins by throwing a ball to student. The reader speaks an English word on the subject and throws the ball to the next reader. Anyone who accepts the ball must make a statement on that subject. If they repeat the words or if they cannot find a word within a few seconds, they will quit the game and watch the game. Do not worry, they're still learning. You can change this game in a slightly different way. Instead of speeches on a subject, every student can say something different to the next reader.

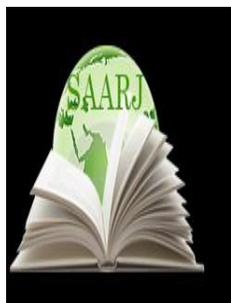
Numerous teaching methods have been created on the basis of the various forms and that are used and practiced in practice, and this process continues. The way that the way, the way a particular ACT of learning is shaped, is a form of self-study that serves to achieve that goal. Here are some of the paths that can be used for the activity that is required to be performed as a means of action, and the path chosen according to the intended purpose. For example, you can start the game by saying "say something red". The first reader who holds the Copter can then "strawberry" and the drop a topic and throw it to the other. This makes the game somewhat challenging, since the reader should know what the subject should look like before thinking about a word. "Pictionary" game. Many English speakers Pictionary are familiar with the drawing game. For illustration purposes, you can use simple whiteboard or white magnetic card. Divide the class into 2 groups and draw the table on the side of the board for each team. You write scores here. A team of the team will be released. And the chooses one of the many reversible words and draws that word on a board. And others will have to find. The score will be awarded to the team that won 10 points is the winner.

In the process of teaching foreign language courses, advanced pedagogical technologies are required to use interactive, innovative methods and communication methods. Foreign language teaching in the Republic of Uzbekistan is based on the recommendations of the European Commonwealth of Independent States (CEFR) to assess the knowledge and skills of foreign language teacher's new methods and requirements are being developed. Nowadays, interest and attention to the application of innovative technologies in the educational process is intensifying and one of the reasons for this that, in the current educational system, modern technology will help them to search for their knowledge, to independently analyze, and even make conclusions.

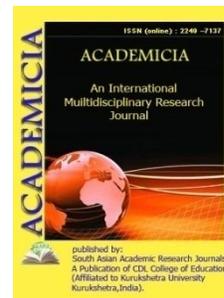
In this process, the teacher creates conditions for personal development, formation education and upbringing, and at the same time, fulfills the functions of management, guidance. In the course of the course the student becomes the main figure. Knowledge, experience, and interactive methods of pedagogical technology and pedagogical skills provide students with skillful, advanced skills.

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**THE DETERMINATION OF RADON VOLUMETRIC ACTIVITY IN
 ATMOSPHERIC AIR AND IN SOIL OF SAMARKAND AND NAVOI
 REGIONS**

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ABSTRACT

This article presents the results of a study of the concentration and specific activity of various radionuclides, such as ^{222}Rn , ^{220}Tn and their variations in the form of the exposure dose rate-EDR, equivalent equilibrium volume activity of radon -EEVAR, long-lived alpha nuclides-LAN in the atmospheric air of the Samarkand and Navoi regions.

KEYWORDS: *Uranium, Equivalent, Volumetric Activity, Radiation Factors, Activity, Radionuclide, Exposure Dose, Equivalent Dose, Gamma Radiation, Error Rate, Migration.*

INTRODUCTION

In the Republic of Uzbekistan, in 2000, the law "On Radiation Safety" was adopted, and in 2006, the Radiation Safety Standards (RSS-2006) and the Basic Sanitary Rules for Ensuring Radiation Safety (BSRERS-2006) were adopted, the purpose of which is to control radioactivity and reduce the level of public exposure from natural and man-made sources of ionizing radiation (Vozjhenikov et al., 2006; BSRER, 2006; Rafalsky, 2013; Muzaffarov et al., 2013; Muzaffarov et al., 2016).

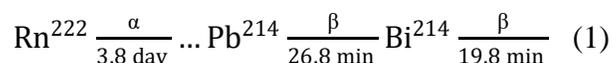
In atmospheric air, there are various radionuclides- ^{222}Rn , ^{220}Tn and their varieties in the form of the exposure dose rate-EDR, equivalent equilibrium volume activity of radon -EEVAR and long-lived alpha nuclides-LAN, and so on. Among radioactive radionuclides – ^{222}Rn is considered one of the most dangerous natural radionuclides. In the decay chain of uranium from radon, nonvolatile radioactive radionuclides - ^{218}Po , ^{214}Pb , ^{214}Bi - are formed, which, when they enter the body, are removed from it with great difficulty. In uranium-bearing regions, which in the republic are the territories of Samarkand and Navoi regions, the increased content of radionuclides requires determination of their concentration in the atmospheric air of settlements.

Based on the above, the development of a method for determining the values of radionuclides in atmospheric air of the Samarkand and Navoi regions is an urgent task of applied nuclear physics, analytical chemistry and radioecology (Jurakulov et al., 2020 a; Jurakulov et al., 2020 b; Muzaffarov et al., 2011; Muzaffarov et al., 2013).

Technique and methodology of physical experiment

The measurements of the volumetric activity of radon were carried out by the measuring complex "Alfarad plus", designed to determine the density of radon flux from the soil surface, express measurements and continuous monitoring of the volumetric activity - (VA) of radon-222 (^{222}Rn) and the amount of Po^{218} (^{230}Th) decays. The limit of permissible relative error when measuring VA of ^{222}Rn in soil is $\pm 30\%$.

The amount of radon is determined by the «Alfarad plus» installation complex based on the following reaction:



Measurements of the specific activity of radionuclides in the selected solid samples were carried out on a gamma radiometer "PROGRESS-GAMMA", the limit of the permissible relative error of which is $\pm 10\%$. The value of the specific effective activity – A_{eff} of natural radionuclides - (NRN) is calculated by the formula:

$$A_{\text{eff}} = A_{\text{Ra}} + 1,31A_{\text{Th}} + 0,09A_{\text{K}}; \quad (2)$$

where, A_{Ra} , A_{Tn} , A_{K} – are the specific activities of ^{226}Ra , ^{232}Tn and ^{40}K , respectively.

The value of the absolute error in measuring the specific activity – $A_{\text{eff}i}$ – of the radionuclide and the absolute error of determination (Δ_{eff}) are calculated by the formula:

$$\Delta_{eff} = \sqrt{\Delta_{Ra}^2 + (1,31 \times \Delta_{Th})^2 + (0,09 \times \Delta_K)^2} \quad (3)$$

The value of the specific effective activity - A_{eff} of NRN is calculated by the formula (1):

Basics of radiation monitoring and the study of the behavior of radon, based on experimental studies of the physicochemical properties of monitored radionuclides. Based on the results obtained, a conclusion can be drawn that makes it possible to predict their migration activity in the atmospheric air of Samarkand and Navoi regions.

Results and their discussion. More than 120 measurements of the values - DER, EROA and DAN were carried out at the observation sites of the Samarkand region and more than 100 measurements of the values - EDR, EEVAR and LAN at the observation points of the Navoi region. Of these, some of the results of the values of the volumetric activity of radon, the specific activity of radionuclides, the effective specific activity - A_{eff} and the physical parameters of the environment are given in table. 1.

TABLE 1 MEASUREMENT RESULTS FOR ON DETERMINATION OF VAR, SPECIFIC ACTIVITY OF RADIONUCLIDES, EFFECTIVE SPECIFIC ACTIVITY AND PHYSICAL PARAMETERS OF THE ENVIRONMENT

№	VAR mBq/cm ³	Air temper ature °C	Humi dity %	Pressure mm. Hg	Specific activity in the soil			
					K ⁴⁰ Bq/kg	Ra ²²⁶ Bq/kg	Th ²³² Bq/kg	A _{φφ} Bq/kg
Samarkand region								
1	11234 ± 323,2	30	36	727	496	260	126	388
2	9931 ± 312,2	30	37	728	485	285	116	391
3	7712 ± 313,3	24	31	729	397	209	149	368
4	9211 ± 332,4	28	33	729	477	240	185	393
5	8833 ± 223,3	33	38	729	458	211	158	302
6	4432 ± 148,4	31	32	730	399	198	107	304
Navoi region								
7	4421 ± 332,4	25	22	730	397	289	149	399
8	4441 ± 198,4	23	29	730	477	264	185	393
9	3882 ± 288,5	24	31	731	458	243	158	372
10	3332 ± 285,9	28	30	732	399	231	107	334

From the results obtained in table 1, it can be seen that the VAR values for the Samarkand region varies from 4432 mBq/cm³ to 11234 mBq/cm³, the specific activity of radionuclides - K⁴⁰ varies from 397 Bq/kg to 496 Bq/kg, - Th²³² varies from 107 Bq/kg to 185 Bq/kg and - Ra²²⁶ varies from 198 Bq/kg to 285 Bq/kg, and effective specific activity - A_{eff} varies from 302 Bq/kg to 393 Bq/kg, and in the Navoi region, the VAR values vary from 3332 mBq/cm³ to 4441 mBq/cm³, the specific activity of radionuclides - K⁴⁰ varies from 397 Bq/kg to 477 Bq/kg, - Th²³² varies from 107 Bq/kg to 185 Bq/kg and - Ra²²⁶ ranges from 231 Bq/kg to 289 Bq/kg. Effective specific activity - A_{eff} varies from 334 Bq/kg to 399 Bq/kg.

Although the volumetric activity of radon in the atmospheric air and soil in some areas of the Samarkand region reaches up to 11234 mBq/cm³, in some urban-type dwellings the VAR is 55000 mBq/cm³, and in the lower floors and basements it is three times higher (150,000

mBq/cm³); nevertheless, the average VAR value is not more than 3650 mBq/cm³. The results obtained show that the value of the volumetric activity for other radionuclides, ²²⁶Ra, ²³²Th and ⁴⁰K, as well as for the Samarkand and Navoi regions are similar. Also, for these areas, the values of effective specific activity are almost the same. As for radon-222, this radionuclide is the main source of radioactive isotopes in terrestrial space, and therefore high radon activity is observed in air and water, as well as in soil.

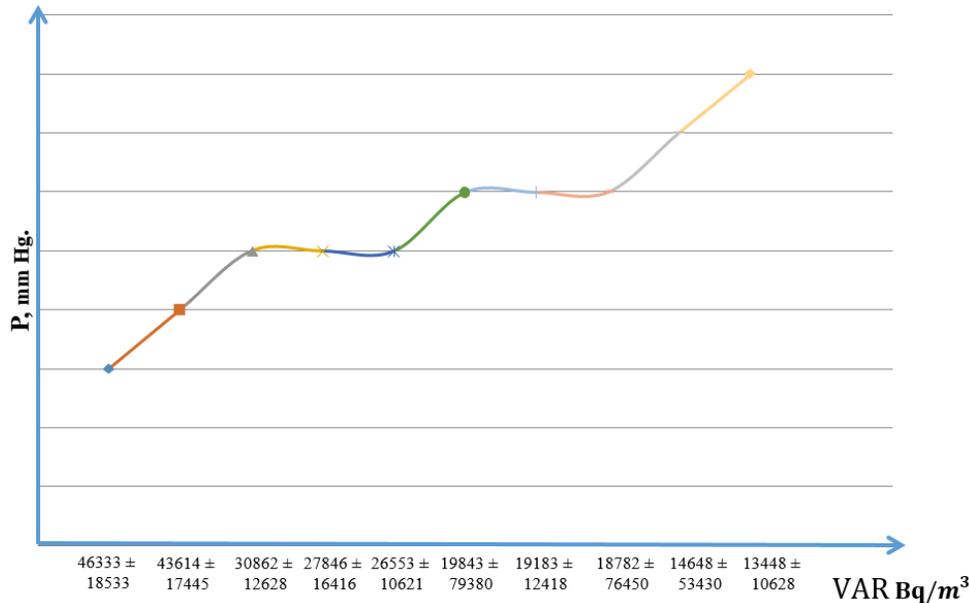


FIG. 1 GRAPH OF THE DEPENDENCE OF THE VAR ON THE ATMOSPHERIC AIR PRESSURE

Based on the results obtained, it was established that VAR depends on the specific activity of Ra²²⁶ and the effective specific activity - A_{eff}. In fig. 1.a graph of the dependence of the VAR on atmospheric pressure is shown. It follows from the figure that in the denser layers of the atmosphere (730 - 735 mm Hg), the value of VAR decreases significantly and varies from 46333 Bq/m³ to 13448 Bq/m³. In less dense layers of the atmosphere, the VAR is much higher. Such a numerical anomaly of radon in different layers of the atmosphere is due to the fact that radon gas is unevenly distributed at different heights of the atmosphere. On the surface layers of the atmosphere, the density of radon is much higher, especially 0-5 km from the Earth's surface, the relative concentration of radon is almost 3-5 times higher than in the upper atmosphere.

On the basis of the studies carried out, the change in the value of VAR was found, depending on the pressure of atmospheric air, the value of the specific activity of radionuclides - K⁴⁰, Th²³², Ra²²⁶ and the effective specific activity - (A_{eff}) were determined.

Based on the conducted studies of measurements, the values of EDR, EEVAR and LAN in the observation sites of the Samarkand and Navoi regions, the annual technogenic effective dose, which is up to 0.83 mSv/year for the population of the Samarkand region, and up to 0.89 mSv/year for the population of the Navoi region were calculated. Both values are less than the values of the established norm.

CONCLUSION

The experimental results obtained on the determination the specific activity of natural radionuclides K^{40} , Th^{232} , Ra^{226} , ^{222}Rn in atmospheric air and in the soil of the Samarkand and Navoi regions reveal that the specific activity of radionuclides in the studied regions corresponds to the established standards, and the effective annual dose of radon-222 for settlements does not exceed the values established in Sanitation Rules and Standards (SanRaS)-0193-06 (BSRER, 2006).

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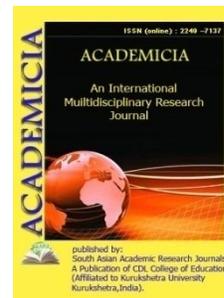
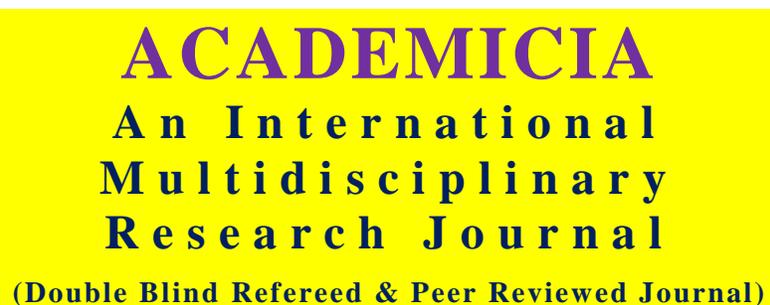
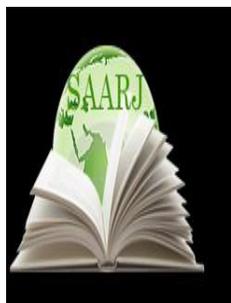
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TECHNOLOGIES FOR DEVELOPING OF FUTURE PHYSICAL EDUCATION TEACHERS THROUGH MEDIA EDUCATION TOOLS

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ABSTRACT

During the writing of this article, I looked at a lot of physical activity, as well as the organization of physical education classes, the attitude to this science, their study, to get acquainted with its peculiarities. In this article, I have tried to shed light on what we need to focus on in order to develop physical education teachers through professional competencies. They are short and limited in size, rich in content, and written in prose.

KEYWORDS: *Subject Matter, Physical, Standards, Accomplished, Educator, Experienced, Inclusive Teaching, Develop Skills.*

INTRODUCTION

This article describes what accomplished teachers should know and be able to do. It examines the deep and profound knowledge they have of their students and their subject matter. It discusses how this knowledge informs the meaningful curricular choices accomplished teachers make, the inclusive learning environments they create, and the effective instructional strategies they employ. More specifically, the standards within this article address how accomplished physical education teachers convey the concepts and principles their students need to maintain personal well-being through lifelong physical activity and healthy lifestyle practices.

Quality physical education programs empower young people to realize their fullest potential. The role that physical educators play is thus vital to the development of strong, capable, confident

adults. Scientific evidence continues to demonstrate a close connection between physical and intellectual maturation, indicating ever increasingly that physical movement directly impacts academic performance and professional achievement. Accomplished educators across all fields and disciplines thus understand the critical responsibility that physical education teachers have and the significance of the mission they undertake. Accomplished physical educators nurture their students' ability to learn. As professionals, they are uniquely trained to incorporate cognitive and psychomotor demands into activities that exercise thinking and motor skills concurrently. These teachers require their pupils to think flexibly and act within the moment. They create lessons that challenge students to analyze their objectives in dynamic situations and determine the best utilization of resources to achieve their goals. Whether working alone or in teams to perfect movement forms, devise sports strategies, or perform real-world tasks, the pupils of accomplished physical educators strengthen their agility holistically by using their minds as well as their bodies to solve problems. Accomplished physical educators teach their students that seemingly insurmountable conditions can be mastered. Acting as mentors, they encourage their students to acknowledge the capabilities they possess and persevere in the goals they pursue. These teachers foster a love of physical movement that compels students to become independent learners. When pupils experience success, they gain confidence in themselves and the people with whom they interact. They also acquire respect for their bodies and begin to assume responsibility for their well-being. These dispositions motivate students to challenge themselves in all aspects of their lives. The affective benefits of a quality physical education program are exponential. Physical education is an essential component of educational plans from early childhood through young adulthood. The classroom objectives of accomplished physical educators support local, state, and national learning standards as part of a comprehensive approach to the instruction of our students. Physical education teachers optimize their practice in various ways to meet and exceed their learning objectives. The committee responsible for the second edition of these standards does not claim this document to be definitive in its exploration of accomplished teaching, nor does the committee wish to be prescriptive in the endorsement of any specific method or technique. The committee would, however, like to direct the reader's attention to a set of common themes uniting the twelve interrelated standards appearing in this article. Physical fitness, health and body awareness, spiritual well-being, and meaningful social engagement represent the cornerstones of a sound physical education, each supporting and strengthening the others within a balanced approach to living. In the classroom and throughout the community, accomplished physical educators continuously strive to help their pupils embody wellness in the pursuit of an active, healthy life. Accomplished physical educators are dedicated to teaching every student in their classrooms. They understand their students represent diverse groups and backgrounds, each with a unique set of needs and abilities, and they know how to modify instructional strategies to engage every student. Accomplished physical education teachers respect their students' individual qualities, address biases that arise in the learning environment, and nurture feelings of mutual respect among their students. The examples of accomplished teaching that appear in Standard VI—Diversity and Inclusion, as well as those included throughout the standards, demonstrate this fundamental understanding of multiculturalism while stressing a steadfast commitment to inclusive teaching practices. The learning environment of accomplished physical education teachers extends well beyond the classroom. These educators continually seek opportunities to reinforce student learning through team teaching, interdisciplinary instruction, school activities, family outreach, and community

involvement. To address the whole child, they strive to ensure that physical activity and wellness concepts permeate all aspects of their students' lives. Accomplished teachers inspire people to join their mission for quality physical education and act as resources to create a culture of learning. Sharing ideas and exchanging best practices down the hall or across the world is thus a common theme in this document, as well as the subject of Standard X—Collaboration and Partnerships. Accomplished teachers stay in touch with current technology and its applications in the field of physical education. They utilize technology to augment various aspects of their instruction, from researching developments in the field to assessing student performance; tracking student progress; and communicating with students, families, and colleagues in virtual classrooms. Technology helps accomplished physical educators motivate their students by providing them with exciting learning experiences using media they find relevant. Effective uses of technology are illustrated throughout these standards. Accomplished physical education teachers use assessment to support the learning objectives of their students and promote the educational objectives of their programs. They administer assessments strategically to establish curricular goals, guide classroom instruction, monitor student progress, and adjust teaching strategies as needed. By making students active participants in this process, teachers encourage them to take ownership of their physical well-being. The aggregate data that teachers acquire help them advocate for student learning by demonstrating the measurable benefits of physical education to colleagues and administrators. Accomplished physical educators achieve these goals through the creativity of their teaching practice. Examples of accomplished teaching throughout the standards demonstrate this quality in different contexts and applications, such as lesson design or task modification. The addition of numerous dance examples in particular reinforces the understanding that this document is intended for a broad audience of practitioners with a wide variety of expertise. Accomplished physical education teachers come to the classroom with unique backgrounds and experiences, and they use their imaginations to immerse their students in learning experiences. Creativity and imagination help accomplished physical educators overcome obstacles as well. Every teacher has difficulties with which to contend, be they class size, budget constraints, or resource deficiencies. Accomplished physical educators recognize how serious these challenges can be, but they refuse to be disempowered by them. They instead face seemingly insurmountable situations with the same determination they encourage in their students. Through innovation, outreach, and persistent advocacy, accomplished physical education teachers transcend any limitations that threaten to impede student learning. What follows is a list of the structural revisions inherent within the second edition of Physical Education Standards. The committee responsible for the second edition of Physical Education Standards hopes this document will engage and inspire teachers throughout the profession. Whether educators are new to the classroom, in the process of applying for National Board Certification, or advancing their careers otherwise, the committee invites them to read these standards and reflect on their mission as teachers. Each of us has an impact on our students, our colleagues, and our communities. Accomplished physical educators channel their energy positively to improve their practice as teachers, assert their strength as leaders, and transform the well-being of those around them. Passionate about promoting quality physical education programs, accomplished teachers advocate persistently for their students and their profession. This committee shares their dedication and challenges other physical educators to join their movement. The standards are meant to reflect the current professional consensus about the essential aspects of accomplished practice. The deliberations of the Physical Education

Standards Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of National Board Standards. As the understanding of teaching and learning continues to evolve over the next several years, these standards will be updated again. An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the classroom, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity. Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape learning. Teaching frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings, and it is subject to revision on the basis of continuing developments in the classroom. Accomplished teachers attain knowledge of their students' unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness. Accomplished physical education teachers are committed to the belief that all students can learn and benefit from a healthy, active lifestyle. Physical education teachers are dedicated to knowing their students as individuals, and they utilize this knowledge to improve teaching and learning. They nurture positive relationships that help students feel valued, build their self-confidence, and motivate them to learn. An appreciation of the unique qualities and characteristics of students informs the instructional choices and teaching practices of accomplished teachers. They combine their knowledge of students with their expertise in physical education to determine how they can best meet the needs of single students as well as groups of learners. Physical education teachers know that developing strong relationships with students can inspire a passion for physical activity and wellness by promoting trust and encouraging a disposition for lifelong learning.

Accomplished teachers embrace their students' unique traits. They understand that students possess a wide array of similarities and differences, and they respect each student's ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, and primary language. For example, a teacher who knows that a student will be fasting as part of a religious observation may plan modifications with the student and monitor the student's activity. Accomplished physical education teachers are attuned to their students' attitudes, abilities, personal interests, motivations, and prior learning experiences, as well as their learning styles. A teacher may thus have students journal about an upcoming activity to reflect on what they know, what they want to learn, how they hope to learn it, and what they believe they might gain from the experience. Physical education teachers obtain knowledge about their students intentionally and use this information carefully to build productive relationships and shape instructional decisions.

To learn how students express themselves and demonstrate their abilities, accomplished physical education teachers observe their students in different settings and listen to them in various contexts. Teachers create opportunities for purposeful dialogue so they can become better acquainted with their students and build trusting relationships. To this end, a teacher may watch a student at an afterschool event to learn about other aspects of that student's personal interests and social interactions and then use the information to work more effectively with the student.

Physical education teachers forge meaningful connections with students by remaining alert and attentive to significant developments in their daily lives.

Accomplished physical education teachers enhance their understanding of students by collaborating with colleagues and family members. Within the school environment, teachers exchange information in meetings and conferences to gain insight about their students. They have similar conversations with parents and families. For instance, when creating a behavioral plan, a physical education teacher may visit a student's home or speak with a parent to obtain an understanding of the student's life outside the educational setting. Physical education teachers implement a variety of methods to learn about their students and the individual needs they have.

Accomplished teachers contextualize the knowledge they gain through a careful study of their students over time. For example, a physical education teacher may use a district database system to acquire information about one student's health status, another student's academic progress, and yet another student's language growth. Researching pertinent information about students provides teachers with further insight to their students' social, emotional, and physical development. The broad and deep understanding that accomplished teachers have of their students helps them determine how best to support and extend their students' learning experiences. Accomplished physical education teachers consider multiple perspectives diligently when evaluating the needs of their students.

Accomplished physical education teachers reflect on their knowledge of individual students to create positive learning experiences. Teachers enhance student learning by utilizing different grouping strategies, teaching cues, management techniques, transitions, progressions, and modifications to equipment and space based on the awareness they gain about their students. When preparing for instruction, accomplished teachers consider variables such as class size, skill levels, and developmental levels relative to students' physical, emotional, cognitive, and social characteristics. Teachers adapt lessons for each class to meet their students' individual needs. They understand the importance of responding to their students in positive, personal ways, and they celebrate their students' efforts and accomplishments to build effective, supportive relationships with them. Accomplished physical education teachers strive to become trusted partners within their students' support systems. They create opportunities for students to develop their skills in emotionally, physically, and socially safe environments. Recognizing their important place in the lives of students, teachers cultivate learning experiences that allow students to interact with one another and express themselves in ways that are not readily available in other academic areas. Physical education teachers communicate enthusiasm for their subject matter in a positive, caring manner that demonstrates the respect and appreciation they have for the skills, abilities, qualities, and characteristics of each student. Accomplished teachers believe that knowing students is vital to shaping meaningful relationships with them and fostering beneficial attitudes toward lifelong physical activity.

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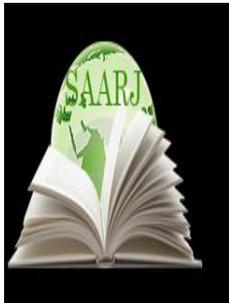
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SIMILARITY ASPECTS OF ENGLISH AND RUSSIAN LANGUAGES

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ABSTRACT

During the writing of this article, I wrote about which language family Russian and English come from, and their different aspects. They are short and limited in size, rich in content, and written in prose. I wrote about the grammar of English and Russian and their similarities, similarities of the alphabet, phonetics, word structure, prepositions and similarities of pronunciation.

KEYWORDS: *Slavonic Branch, Cyrillic, Alphabet, Grammar, Phonology, Sentence Structure, Spelling, Specific Words.*

INTRODUCTION

English and Russian are parts of the huge Indo-European language family. However, the two languages have distinct differences because they belong to different branches. English is from the Germanic branch while Russian is from the Slavonic branch. Therefore, Russian is more related to Serbo-Croatian, Czech and Polish languages, which belong to the Slav languages. Languages naturally evolve and the theory goes that at some point in time, as groups of people went their separate ways, their languages evolved and changed over time in different ways. Eventually, the languages of the various communities of people evolved differently enough that they became different languages. Most languages share common factors and can be divided into language families. For example, modern languages like English, Dutch and German are part of the Germanic language family, and share a common ancestor called Proto-Germanic. Russian is part of the Slavonic branch of the Indo-European language family. It is closely related to other

Slav languages such as Polish, Czech and Serbo-Croatian. English and Russian are very different in many important aspects. The chief difference is that Russian is a synthetic language, whereas English is an analytical language. In particular the grammar systems show significant variations. English has a fairly fixed word order. Meaning is expressed through the addition of words (for example auxiliaries) and movement of words within limited boundaries. Russian, on the other hand, conveys meaning largely through changes in the composition of words (e.g., by inflections or the addition of prefixes and suffixes). Its word order is very fluid. Because of these differences Russians often find learning English a serious challenge. Alphabet. Russian language uses Cyrillic alphabet, some of whose letters are similar to letters in the Latin alphabet used by English. There are some unique letters that are not present in any other language. Decades back, when the region was still called the USSR, Russian was the first language spoken by more than 150 million people in Russia alone. Today, Russian is the eighth most spoken language in the world, still spoken as a first language in 19 countries by about [154 million](#), according to Ethnologue. Worldwide, Russian is spoken by 258.2 million people. The Russian language is one of the official languages of the United Nations. It is the official language in the Russian Federation as well as in Kyrgyzstan, Kazakhstan and Belarus and used in official and public capacity in Mongolia and Israel. Aside from the aforementioned countries, Russian is also spoken widely in the following locations: Azerbaijan, China, Estonia, Georgia, Latvia, Lithuania, Moldova, Poland, Romania, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. Russian is unique as it has so many features that are inherent to the language. Among the European languages, Russian is one of the most difficult to learn if you are an English speaker. But its distinct features are what make the language truly fascinating

-For one thing, did you know that astronauts today have to learn Russian before they can go into space?

-Did you also know that Russians could differentiate more shades of blue than people who speak English?

-The verb "to be" has many forms in Spanish. However, it is not present in Arabic. Surprisingly, the verb exists in Russian, but it is only used in the past tense and future tense, but never in the present tense constructions of sentences.

-While all Russian adjectives consist of two or more syllables, the term злой (angry) is the only exception.

-Russian is an inflected language. This means that the meaning of the word changes depending on the stress placed on a particular syllable.

-This one is definitely unique. Since the earliest times, native words in Russia do

-not start with the letter **A**. Two of the very few exceptions are the Russian

-equivalent of *perhaps* and If there are Russian words that start with **A**, it is very

-likely that these are borrowed words.

-Russian surnames have a gender. All Russian names have a **patronymic name**.

-Thus, all male children will have their father's last name followed by – **ovich**. If

-the child is female, she will have her father's surname followed by – **ovna**.

-Now, don't you find Russian intriguing?

Many aspects of the two languages are dissimilar. However, the main differences are found in their alphabets and grammar systems.

Grammar

The word order in English is fixed, whereby the meaning is established via the addition of auxiliaries and other words. The words move within a specified boundary. In Russian, the meaning is conveyed by the changes made on the constitution of the words such as by adding suffixes or prefixes or through inflection. For an English speaker, you have to forget verb conjugation if you're studying Russian. There are fewer tenses in Russian compared to English but Russian has many more cases.

A noun's case determines the role that it will play within the sentence.

This involves the changes made on the words' endings based on their functions in the context of the sentences. In Modern English, you'll find three

cases subjective (her/him), possessive (hers/his) and objective (her/him). The Russian grammar has six cases:

-Nominative case – also called the dictionary form or the initial form. It responds to the questions what or

-Genitive case – somebody or something refers or belongs to something or somebody.

-Dative case – shows that something is addressed or given to an object or a person.

-Accusative case – describes the action's object.

-Instrumental case – defines an instrument used to make something

-Prepositional case – used to indicate an object, person or place is an object of thought and speech. This particular case uses a preposition all the time.

The Russian grammar system is based on the concept that an action is either completed or not completed. It is shown by the addition of affixes to the verb stem since they do not have too many auxiliary verbs. Thus, English has no need to inflect or affix because of the existence of various auxiliary verbs as well as perfect tense and progressive forms. The Russian language has articles but often omits them. Instead, Russian nouns have gender. Three genders are used – masculine, feminine and neutral (neuter). It is easy if the words refer to physical gender, such as mother or father. Objects are trickier since the user has to know the object's gender to form the word correctly. It's a good thing that the noun's spelling denotes its gender. If the noun is the subject of the sentence, it will be in the nominative case (or dictionary form), which means it is easier to know its gender. If the noun is found in a different part of the sentence, the ending is changed to fit the case, using the following guidelines:

Check the word's last letter:

1. Masculine – ends with *й* or a consonant

2. Feminine – ends with *я* or *а*

3. Neuter – if the word ends in *е* or *о*

4. Either feminine or masculine – if the word ends in the soft sign, ъ

For Russian language learners, it is vital to memorize the words and the genders, since the assignation of the gender is often arbitrary. There will be times when the noun's gender is related directly to the gender of the object or thing it refers to.

Alphabet

English uses the Latin alphabet. On the other hand, Russian uses the Cyrillic script to form the Russian alphabet, which consists of 33 letters. Some of them have the same sounds as the letters in the English alphabet but the way they are written can be confusing because it is an entirely new alphabet.

Phonology

The Russian language has five vowel sounds. It does not differentiate between long and short vowel sounds. English has 12 vowel sounds, distinguishing the 7 short sounds, 5 long sounds and the 8 diphthongs. Russians find it difficult to pronounce the *cur* and *her* sounds, especially with words that start with the letter *W* such as *worth*, *work* and *were*. Russians are also not able to differentiate between the sounds created by words like *sit* and *seat* or *set* and *sat*. In terms of consonants, English and Russian have the same number but they are not similar in sounds. The Russian language does not have the /ð/ and /θ/ sounds, so they find it difficult to pronounce words like *clothes*, *then* and *thin*. And like the Germans, they have difficulty when pronouncing English words with /v/ and /w/. Russians also find it hard to produce the *ng* sound at the end of some words such as *thing*, *bang*, *belong*, *oblong* and so on. Russian is phonetic therefore the pronunciation is determined by the spelling. How the word is spelled defines how it is pronounced.

Sentence structure

Several rules apply when English sentences are structured. Moreover, English allows word order to be shifted. Russian sentences are more free flowing. Similar to English, words can be placed at different locations within a sentence to emphasize specific elements. However, this is different from English in that the point of the sentence is not lost even if the words are moved within the sentence. English speakers find it difficult to understand this rule when they first encounter it.

Specific words to stress a point

English and Russian are similar in that they both have words with several meanings and several words whose meanings are the same. However, the Russian language has specific words that are only used in a sentence to make a point. They do not have equivalents in English. These tricky words make translation difficult, since what they have to *translate are not the words* but the intent.

Fewer prepositions

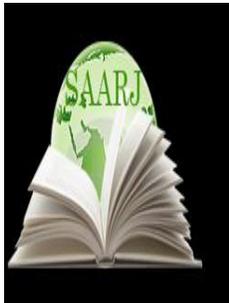
It is a good thing that there are only a few prepositions in Russian since they have various meanings. Otherwise it would be very difficult to translate them effectively. English speakers find this very difficult to understand because they are more used to specific orientation in space and time. It's customary for English speakers to be more precise when describing locations, thus prepositions are typically used.

Russian spelling is easier

Irregular spellings and homonyms are part of English grammar, which cause confusion among English language learners. Russian spelling on the other hand is simpler and easier as it's phonetic and intuitive. What you have to learn is the Russian alphabet and the distinct sound each letter makes. Once you have mastered this, it is very easy to spell words in Russian. These are the major differences between these two distant cousins – English and Russian. The differences are so great that learners of either language will find initial difficulty when they first encounter the language. As usual, everything will depend on the determination of the student to learn Russian or vice-versa. Russian is not an easy language to learn if you are an English speaker. If you need help with proper communication for whatever purpose, get in touch with us at Day Translations, Inc. We are a professional language services company that offers a full suite of services, including Russian interpreting and Russian translation services. Our native-speaking translators live in-country, assuring you that they understand the right nuances of the language.

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STYLISTIC FEATURES OF THE USE OF ASINETONE IN LANGUAGES OF DIFFERENT SYSTEMS

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ABSTRACT

The role of stilemmas associated with different levels in a particular speech system, their structural-semantic and communicative-pragmatic aspects, their role and importance in the implementation of communication is taught by a separate branch of linguistics - stylistics. The problems of syntactic stylistics have long been studied with great interest by scholars in general linguistics. In Turkic studies, a number of articles and monographs on the problems of syntactic stylistics were created, it was included in textbooks, and some dissertations were defended.

KEYWORDS: *Comparative , Stilema , Asineton, Polisineton, The Antithesis Of Xiazm, Structural, And Semantic Translation, Communicativ- Pragmatic Analysis Of Description, It Seems, The Equivalent Translation, Complex Relationships.*

INTRODUCTION

Existing national resources in languages - it is natural that units have a direct stylistic color, which indicates that language units are directly related to a particular functional style. Thus, any language resource carries some stylistic load, so it is appropriate to call it a "stilema" .

Styles serve to make communication in a language more colorful, expressive, colorful, and understandable, and are inextricably linked to functional styles in languages with the presence of such stylistic loads on them.

Associated with the various layers stilemas' talk to their structural role in the system - semantic and communicative-pragmatic aspects of the dialogue, the role and importance of the implementation of a separate branch of linguistics - teaching stylistics.

Stylistics is divided into phonetic, lexical, morphological, syntactic stylistics, etc., based on language layers. Stylistic departments have their own objects of examination. Our study is

devoted to the stylistic features of compound sentences, and this issue is one of the most complex problems of syntactic stylistics (see Mamajonov, 1990, 1993).

The problems of syntactic stylistics have long been studied with great interest by scholars in general linguistics.

In Turkic studies, a number of articles and monographs on the problems of syntactic stylistics were created, it was included in textbooks, and some dissertations were defended.

The study of the problems of stylistics of linguistic units in Uzbek linguistics has been in the focus of attention of our linguists since the 60s of the last century. As a result, articles, monographs, textbooks and manuals on the stylistics of the Uzbek language were published.

Given the paucity of work on compound sentence stylistics in comparative and general linguistics, and the lack of complex research work, we aimed to provide a systematic coverage of comparative stylistic issues of compound sentences, a problem of general syntactic stylistics relevant to our time.

In this paper, we present the results of our observations on the following issues related to the comparative and general stylistics of conjunctions:

1. Stylistic means, expressed at the syntactic level by means of joint sentences - definition of a separate layer, system of stilemmas; Identify structural-semantic types of stilemmas expressed through compound sentences;
2. Identify communicative-pragmatic types of stilemmas expressed through compound sentences;
3. Development of principles and methods of comparative analysis of stilemmas expressed by compound sentences;
4. To give a comparative analysis of stilemmas expressed in compound sentences in English, Uzbek and Russian;
 1. To reveal the similarities (isomorphic) and dissimilar (allomorphic) aspects of stilemmas expressed by compound sentences in comparable languages and to identify, highlight and draw appropriate conclusions on the factors that require such aspects;
 2. Development of recommendations for solving linguodidactical and translational problems of stilems expressed through compound sentences;
 3. To create the basis of the general stylistic theory of stilemmas expressed by compound sentences on the basis of comparative-typological analysis.

Given that there are 5 functional styles in any language, including English, Russian, and Uzbek, it makes sense to limit the research to syntactic-stylistic figures used in compound sentences and their function and use of compound sentences in speech styles. therefore, when studying the above-mentioned problems of compound sentence stylistics, it is not enough to look at only one or two speech appearances, but to try to refer to all speech styles equally for factual evidence and directly to the method of comparing language and speech units, which is the main method of stylistics. relies on.

It is known that any speech unit has at least two participants:

1) the author of the speech, i.e. the addressee.

2) the recipient, i.e. the addressee. The existence of these participants requires that there be a specific organic relationship between them, and that this relationship is reflected in an appropriate legal form. The existence of such a connection, which is made through the text of any speech, has been emphasized by many scholars.

Each published book or manual "addresses the reader on his behalf as a speaker and expects an appropriate response from him." It follows that any unit of speech, that is, a unit of communication, has at least two functions:

1) express an opinion about a particular event

2) to demand or cite an attitude to that idea. These two ministers of speech units are inextricably linked, and one cannot perform any function without the other - there is no communication without their interdependence. The first task is performed by the author of the speech. As a result of the realization of the attitude to the thought expressed through the unity of speech to one degree or another, the decisive third function of speech - the influence, "awakening" or "arousal" - is observed. This is a stylistic task and is the ultimate goal of speech - communication.

The stylistic task is characterized by the awakening and manifestation of feelings and moods such as contentment or impression, pleasure or excitement, sadness or joy, from the thought expressed by the writer in the reader.

The stylistic function, expressiveness and figurative possibilities of large linguistic units, including syntactic units and constructions, have not been studied in detail in linguistics.

The joint sentence is characterized by the breadth of the scope of content, the diversity of the means of binding, their richness in different stylistic colors. In such constructions, there is a unity of ideas that is one with each other and requires each other, through which different pieces of meaning and content, as the author intends, clearly and fully express the purpose of his communication.

The formation of compound sentences is directly related to the possibilities and achievements of thinking. As a result of the diversity of natural and social phenomena, the identification of complex relationships between them, the process of interpreting these phenomena expands, and advances in science and technology begin to have an impact on speech styles. In this way, different types of compound sentences begin to be used in different speech styles (Mamajonov, 1991, pp. 11-16).

Syntactic units, including compound sentences, are constructed based on specific constructive and communicative requirements. These requirements are primarily related to the logical and grammatical aspects of the language. As a result of their combination, a definite goal is achieved, the purpose of the communication is realized, a joint sentence is formed. Russian scientist MV Lomonosov explained the formation of compound sentences as follows:

Simple ideas (sentences) become compound sentences as a result of connecting the subject through one connector or their semantic connection. (Bogoroditsky, 1935, p. 354; Askarova, 1960, pp. 5-6).

The formation and emergence of types of compound sentences occurs according to their stylistic nature, based on the principle of selection of compound sentences related to any particular functional style. The following syntactic constructions

Let's compare compound sentences: For example:

- 1) In the evening, people started coming home from work (in English: The dusk fell, the people began to flow into their homes. In Russian: Вечер наступил, люди начали расходиться по домам).
- 2) It was evening and people started coming home from work. (In English: The dusk fell and the people began to flow into their homes; in Russian: Вечер наступил и люди начали расходиться по домам).
- 3) In the evening, people started coming home from work. (In English: As the dusk fell, the people began to flow into their homes; in Russian: Так как вечер наступил, люди начали расходиться по домам).
- 4) In the evening, people started coming home from work. (In English: The dusk having fallen, the people began to flow into their homes; in Russian: С наступлением (после наступления) вечера люди начали расходиться по домам).
- 5) As the evening fell, people started coming home from work. (In English: Because of the falling dusk, the people began to flow into their homes; in Russian: Связи с наступлением вечера люди начали расходиться по домам).

Conjunctions in modern Uzbek. Tashkent. 1960. Pages 5-6.

When we compare the above syntactic constructions, we see that they are very close to each other in terms of general content, i.e. there is a cause-and-effect relationship between the components of a compound sentence. However, each of the above syntactic constructions is characterized by the fact that the compound sentence type has specific semantic and grammatical features, including the absence of a connective in sentence 1, the presence of an equal connector in sentence 2, the presence of a follower in sentence 3, the specific intonation of components, 4 - The presence of followers in English and Russian in 5 sentences, and the presence of a common syntactic construction in Uzbek as a joint sentence, as well as a direct reflection of reality of different capacities.

The fact that the above types of conjunctions and other devices close to them express a common idea of the content and differ from each other shows that we are able to select and apply the desired type in a particular speech situation, as well as to achieve the desired stylistic load.

Adherence to the principle of choice is based on the semantic and stylistic side of syntactic constructions, a specific contextual requirement, or rather a communicative intention - emerges inextricably linked with the subject. This is primarily due to both the constructive and communicative appearance of the text and the nature of the speech style.

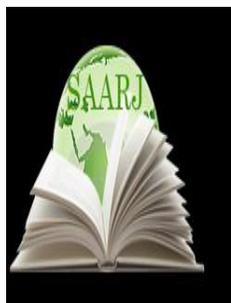
In languages, conjunctions are a very necessary and most convenient means of expression, not only for written but also for oral speech. Invariant types of compound sentences are syntactic constructions specific to all languages. Such constructions are large syntactic constructions resulting from the development, refinement, and complication of linguistic phenomena. A

compound sentence is the result of a set of important stylistic possibilities that can fully express the essence of language as a means of communication.

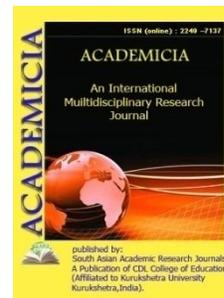
The possibilities of expressing ideas and communication in languages are not limited. These possibilities expand in direct connection with the level of development of human thinking, because the deeper and broader the thinking of the speaker (writer), the more different types of conjunctions are used in his speech, or vice versa, that is, conjunctions in the speech of people with disabilities diversity and diversity may also be somewhat limited.

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TO THE QUESTION OF MODELING THE PROCESS OF COMPACTING A BRIQUETTED MATERIAL IN A PRESSING PLANT

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ABSTRACT

On the basis of systems thinking, intelligent research methods have been developed for pressing briquette material by constructing a mathematical and computer model of the material compaction process. The apparatus of the installation for studying the process of pressing the material (fine coal fractions) has been developed. The first level of the pressing process deals with the production line for preparing and compacting the material. The second level of the hierarchy includes devices of the technological line, including the device for pressing the material. Starting from the second level of the hierarchy, a material compaction apparatus is considered, in the form of a material compaction plant, where one of the abstract indicators is the material compaction coefficient. The technique of the experiment in the apparatus of the material pressing plant is presented. On the basis of the main parameters of the process of pressing the briquette material revealed during the experiment, a mathematical model was developed in the form of a system of equations. On the basis of the developed mathematical model, the starting characteristic of the material compaction apparatus is studied, which characterizes changes in the relative density of the compressed material. The change in the density of the briquette during the compaction of the material for the installation is equal to 0.25, while the density of the material increases from 600 to 724 kg / m³.

KEYWORDS: *Briquette, Pressing, Fractions, Solution, Briquette Strength, Productivity, Molding, Strength, Drum, Body, Shaft.*

INTRODUCTION

On the basis of systems thinking [1,3], the technological line and apparatus for obtaining briquettes from a mixture of coal waste have been studied. A multilevel hierarchical structure of system analysis [4,6] of the apparatus for compacting briquette material has been developed. At the same time, each level of the hierarchy encompasses elements - quasi-devices and the processes occurring in them. According to the proposed method [4], the indicators are initially determined - the input, output parameters of the object - the pressing apparatus, consisting of the system and the process occurring in the system. Then, the considered system (element) is divided into constituent elements, the parameters for each selected element - quasi-apparatus - are specified.

We have developed an apparatus for the installation for studying the process of pressing material (fine coal fractions).

In this machine, the first level of the pressing process deals with the process line for the preparation and compaction of the material.

The second level of the hierarchy includes the apparatuses of the technological line, including the apparatus for pressing the material, they have their own input and output technological parameters, in the next hierarchical level are the elements of the apparatus and the material; in the next hierarchical level, material elements are components.

Starting from the second level of the hierarchy, a material compaction apparatus is considered, in the form of a material compaction plant, where one of the abstract indicators is the material compaction coefficient.

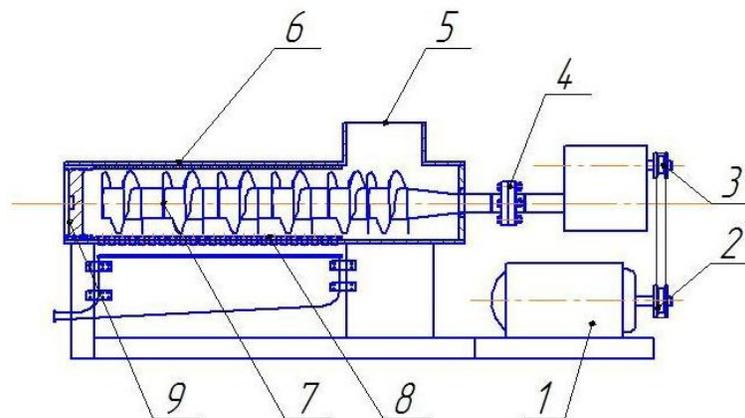


FIG. 1 APPARATUS FOR THE STUDY OF THE COMPACTION PROCESS BY PRESSING THE MATERIAL

1-electric motor, 2-driven pulley, 3-driving pulley, 4-clutch, 5-product inlet hopper, 6-cylindrical casing, 7-auger, 8-pulley devices, 9-intermediate dispenser.

Main section

On a semi-industrial installation for studying the process of compaction of a material mixture.

The apparatus of the installation for studying the process of pressing and compaction of a material mixture is shown in Fig. 1.

The experimental setup consists of an apparatus and a drive part.

The working chamber of the apparatus is made in the form of a cylinder with an annular surface. A shaft is installed inside, on which the auger is put on, with sealing dimensions of the pitch of the turns and diameters. At the end of the cylinder there is a bearing and seals for sealing the auger shaft. There is a washer on the other end of the shaft to keep the shaft centered. The initial part of the cylinder has a branch pipe for feeding raw materials coming from the tray, at the other end of the inner part of the cylinder there is a meter thread, where a ring with a handle is installed. The ring has an external one-meter thread to provide a gap between the last turn of the auger and the horizontal cylinder.

The experiment in the installation was carried out as follows: when loading the goods, the gap between the horizontal cylinder and the auger was maximized. By twisting the cutting ring towards the augers, the gap between the auger and the conical surface is reduced until a briquette is obtained with a thickness of 3-4 mm after pressing. At the exit from the press, the density of the briquette was $724 \text{ kg} / \text{m}^3$.

In this case, at the first level of the hierarchy, a semi-industrial apparatus for compacting briquette material is considered. Continuing the previous systemic thinking [2], in this work, the apparatus for pressing briquette material itself is brought to the fore, its input and output parameters are determined. The main parameters of the object of compaction of briquette material are the input parameters: consumption G_{in} of material for bracketing with a certain ratio of components, energy N ; outgoing parameters: consumption G of the outgoing briquette material and its compaction, when calculating the change in the volume of briquette material in quasi-compaction devices, the influence of the material compaction ratio is taken into account. The coefficient is expressed in a unit of measurement in $\text{kg} / \text{m}^3 \cdot \text{s}$.

In the second hierarchical stage, the working area of the apparatus is considered. In the third hierarchical stage, the main quasi-devices of the working area of the apparatus are specified in the form of a cylindrical conical body, a screw shaft and a briquette material.

In the fourth hierarchical level, the briquette material can be represented by quasi-apparatuses, these are the components of the material.

On experiments in the apparatus of a semi-industrial installation for pressing briquette material:

The experiments in the installation were carried out as follows: at the beginning of loading the goods, adjusting the gap between the inner surface of the cylinder and the auger, a cake petal with a thickness of 3-4 mm was obtained after pressing. After establishing stable operation of the installation, the consumption of briquette material was $160 \text{ kg} / \text{h}$. Basic measurements were taken. In a series of experiments at the exit from the press, the voidness of the briquette material decreased from 25% to an average value of 8%. The temperature of the cylinder was within the normal range ($40 - 70 \text{ }^\circ\text{C}$), the cylinder was cooled by air convection.

Let us consider the construction of mathematical and computer models of the process of pressing briquette material in the apparatus of a semi-industrial installation.

By analyzing quasidevices on the basis of systems thinking, considering the balance equations of the process and characteristics of the material and the apparatus, mathematical and computer models of the material compaction process are built

For the process at the hierarchical level of the briquette material, taking into account the research carried out in [2,3], a mathematical description of the influence of the supplied energy in the form of pressure exerted by the screw shaft of the apparatus on the briquette material located in the space between the tapered tube with the screw shaft is written. The supplied energy influences the compaction coefficient k , this is an independent work and will be studied separately. The equation for changing the void in the composition of the volume of the briquette material is written in the form:

$$\frac{dV_1}{d\tau} = k \cdot V \cdot X_1 \quad (1)$$

It is shown here that the mass of the material volume depends on the residual concentration of leakage X in the material and the coefficient k due to the compression of the material volume. Taking into account this dependence (1), the material balance equation for the compressible volume of the material in the pressing apparatus is written in the following form:

$$\frac{dV}{d\tau} = (G_0 \cdot X_0 - G \cdot X - k \cdot V \cdot X) \quad (2)$$

Here, G_0 is the flow rate of the incoming material, G is the flow rate of the outgoing material, X_0 is the initial concentration of leakage in the material, X is the concentration of leakage in the outgoing material.

The volume V of the material in the working area of the apparatus can be written by the equation, as multiplying the volume of the material V_0 to the density concentration $(1-X)$ in it, in the form:

$$V = V_0 \cdot (1 - X) \quad (3)$$

Then, equation (2) is transformed to characterize the concentration of leakage in the output material, in the form

$$\frac{dX}{d\tau} = \frac{1}{m_0} (G_0 \cdot X - G \cdot X - k \cdot V \cdot X) \quad (4)$$

Also written are equations for determining the volumetric flow rate of the outgoing pressed material G and the equation for determining the volumetric flow rate G_m of the outgoing briquette.

The equation for the volume of dry material is written as

$$V_c = V_0 \cdot (1 - X_0) \quad (5)$$

Considering that the mass flow rate of dry material at the beginning and end of the apparatus will be the same, you can write the equation

$$G_0 \cdot (1 - X_0) = G \cdot (1 - X) \quad (6)$$

then the equation of the volumetric flow rate of the material at the outlet of the apparatus has the form

$$G = G_0 \frac{1-X_0}{1-X} \quad (7)$$

or the equation of the volumetric flow rate of the material at the beginning of the process.

$$G_0 = G \frac{1-X}{1-X_0} \quad (8)$$

Taking into account equations (5-8), rewrite equation (4) in the form:

$$\frac{dX}{d\tau} = \frac{1}{m_0} (G_0 (X_0 - \frac{(1-X_0)}{1-X} X) - k \cdot V \cdot X) \quad (9)$$

As a result, a mathematical model of the briquette material pressing process was obtained in the form of a system of equations:

$$\begin{cases} \frac{dX}{d\tau} = \frac{1}{m_0} (G_0 (X_0 - X) - k \cdot V \cdot X) \\ G = G_0 \frac{1-X_0}{1-X} \\ G_m = G_0 \frac{X_0 - X}{1-X} \\ k = f(N, d, l, S, G_m, G_{cm} \dots) \end{cases} \quad (13)$$

Computer equations have been compiled using the MATLAB application program, in particular, for example, for the material balance equation for the material pressing process in the form,

$$(u(4) * (u(5) - ((1-u(5))/(1-u(1))) * u(1))) - u(3) * V * u(1)) / u(2) \quad (14)$$

A computer model of the entire material pressing process, obtained on the basis of a mathematical model (13), has the following form:

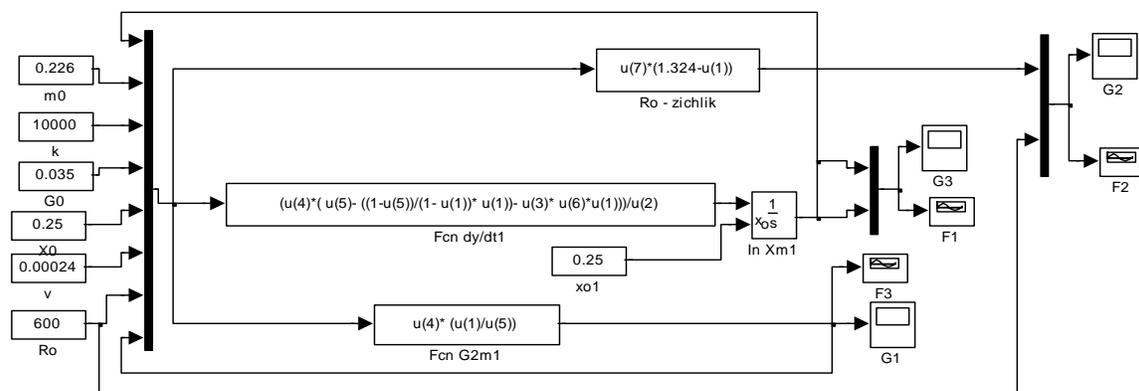


FIGURE: 2 COMPUTER MODEL OF THE COMPACTION PROCESS OF BRIQUETTE MATERIAL IN THE APPARATUS

In fig. 2. presents a computer model of the compaction process of briquette material in the pressing apparatus. The computer model consists of several blocks, on the left side are shown blocks for the introduction of the main input parameters. As you can see, this is the mass of briquette material. The mixture of the volume of the briquette material had a mass of 0.226 kg, the material consumption was in the range of 100 - 160 kg / h. Or translating it into a second

expression, 0.0035 kg / sec. A mixture of material with an average looseness of 0.25 or 25 percent of the mass of the material is found at the input summarization block. The values of the calculated indicators of the density of the outgoing material and the flow rate of the outgoing material returning from the integration side also come here, all these 6 parameters are included in the calculation unit under the integral expression presented by equation (13), the integration calculates the concentration of leakage in the outgoing material, above is the block for determining the density of the outgoing pressed material, below there is a block for determining the volumetric flow rate of the outgoing pressed material, and even below the block for calculating the volumetric flow rate of the outgoing squeezing air. The signals from these blocks go to the signal generalization block and they - the output parameters are fixed in the blocks of indicating and recording elements.

These are blocks A3 and block f1. The computer model works as follows. Input parameters are entered into the computer through input parameter blocks. Including, in the input parameters is the coefficient of pressing of the material characterizing the degree of reduction in the density of the material. This is, on a computer model, an equation expressed by multiplying the compression ratio by the concentration of leakage in the output material. Given the values of the compression ratio of the material mixture, it is possible to analyze the changes in the outlet concentration of its looseness using the method of directed random search. By varying the value of the compaction ratio, and comparing the values of the outgoing leakage concentration on a computer model to the result of an experiment obtained in a semi-industrial installation. The results of computational experiments on a computer model are shown in the following figures.

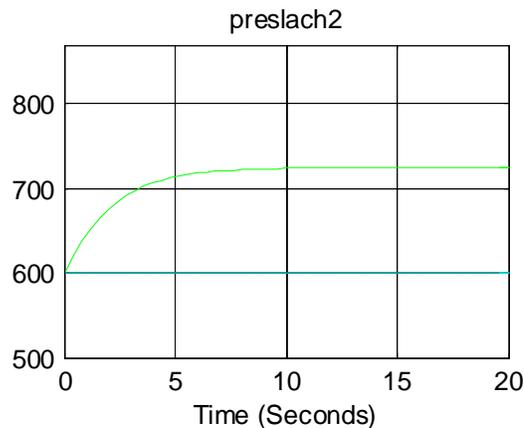


FIGURE: 3. CHANGE IN THE DENSITY OF THE BRIQUETTE ACCORDING TO THE START-UP TIME OF THE PRESSING APPARATUS, WITH A PRESSING RATIO EQUAL TO 10000 KG / M³ · S.

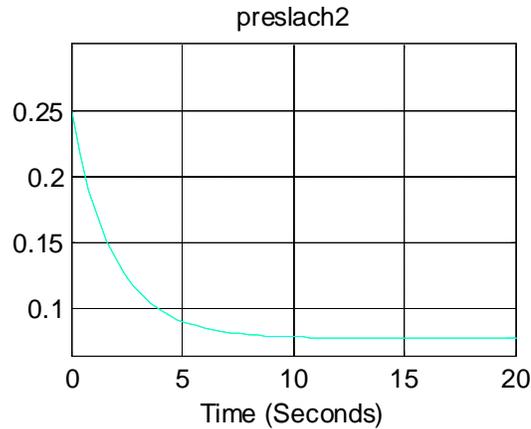


FIGURE: 4. CHANGE IN THE RELATIVE DECREASE IN THE LOOSENESS OF THE MATERIAL BY PRESSING TIME AT A PRESSING RATIO EQUAL TO 10,000 KG / $M^3 \cdot S$.

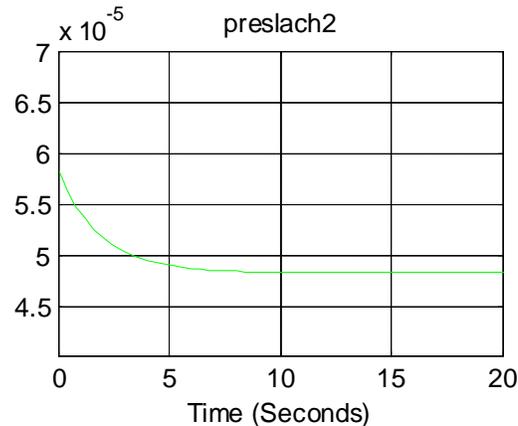


FIGURE: 5. CHANGE IN THE DECREASE IN VOLUMETRIC FLOW RATE, STARTING OUTPUT OF BRIQUETTE MATERIAL, IN TERMS OF PRESSING TIME AT A PRESSING RATIO OF 10,000 KG / $M^3 \cdot S$.

Figure 3 shows the change in the starting characteristic of the pressing device, which characterizes the changes in the density of the briquette according to the start-up time of the pressing device, with a pressing ratio of 7100 kg / $m^3 \cdot s$. In fig. 4 the relative decrease in the looseness of the outgoing material by pressing time. Figure 5 shows changes in the volumetric flow rate of the outgoing material. As can be seen from Figure 5, with the recovery factor k equal to 10,000 kg / $m^3 \cdot s$, the flow rate of the outgoing material from the initial value of $5.88 \cdot 10^{-5} m^3 / s$ decreases to $4.88 \cdot 10^{-5} m^3 / s$. The volumetric consumption of material gradually decreases and stops. As you can see, according to the results of experiments on a computer model of the pressed object, according to the change in all parameters of the material, the system mode is stable.

CONCLUSION

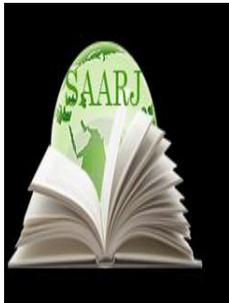
The apparatus of pressing the material of a semi-industrial installation is analyzed by systems thinking. A computer model of the process of pressing the volume of material made it possible to analyze the starting characteristics of the pressing apparatus, changes in the density of the outgoing material up to 0.08, volumetric flow rate of the material, etc. Experiments on a computer model and comparing them with the results of experiments on a semi-industrial plant determined the value of 0.06 of the density extraction coefficients for an industrial plant for pressing the volume of material. In this case, the material consumption decreases from 0.0035 kg / s to 0.00136 kg / s. The consumption of the obtained density is 0.00214 kg / s.

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SYNONYMOUS PAIRS OF LEXICAL UNITS

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ABSTRACT

In the article, the author considers pairs of such vocabulary units, which in lexicology are usually defined as doublet forms, absolute or complete synonyms. The main idea of the publication is that, by examining such lexical pairs, to show such functional properties of their members, which would make it possible to abandon the characterization of such units as absolutely identical, doublet. On the material of English nouns, marked in special publications and dictionaries as absolute synonyms, we show that in many cases there is a differentiation of members of lexical pairs, leading them beyond the limits of doublet units. It turns out that in the process of functioning, many absolute synonyms not only do not disintegrate, as linguists predict, due to the semantic and formal redundancy of such linguistic forms, but exist for a long time without experiencing a desire for transformation. Apparently, there are factors (reasons) in the language that contribute to the functioning of absolute synonyms. Analysis shows that the set of doublet forms of factors supporting the existence is specific for units of a terminological character, on the one hand, and for absolute synonyms of a commonly used character, on the other.

KEYWORDS: *Absolute Synonym, Lexical Doublet, Functional Characteristics, Lexical Unit.*

INTRODUCTION

As you know, characterizing the specifics of lexical synonymy, experts, noting some discrepancy in the properties of synonyms (the presence of semantic and expressive-stylistic "shades" in their use), also distinguish such lexemes in which there are no such shades, and call them absolute or complete synonyms, lexical doublets. Researchers usually accompany the analysis of such units with remarks that with the passage of time they either disappear (more precisely, one of the

members of a doublet, sometimes a triplet disappears) or differentiate both semantically and expressively stylistically.

However, literally hundreds of complete synonyms cited in special studies indicate that lexical doublets have existed for a long time and do not experience any desire for transformation. Apparently, there are factors (reasons) in the language that contribute to the functioning of absolute synonyms. Analysis shows that the set of factors supporting the existence of doublet forms is specific for units of a terminological character, on the one hand, and for absolute synonyms of a common character, on the other. Terms-doublets based on the material of linguistic terminology from the point of view of functional properties were considered by us earlier [1]. Here, attention will be paid to the common nouns, presented in scientific research and dictionaries as absolute synonyms.

So, the factors supporting the functioning of doublet forms among non-terminological nouns include: 1. The presence of an internal form perceived by native speakers as opposed to a joint of either a foreign language origin, or native English, but in which the internal form (motivation) is obscured. For example: advance - prepayment, applause - applause, bibliophile - book lover - book people, argument - proof - justification, strike - strike, cannibal - cannibal, column - column (numbers), Muslim - Mohammedan, octopus - octopus - lamprey, situation - setting, century - century and so on. 2. Articulation-acoustic advantage of one of the joints. This reason generally fits into the principle of saving labor energy in speech processes. For example, one of the doublet units has a noticeably smaller number of phonemes, and sometimes even whole syllables: applause - applause, advance - prepayment, strike - strike, octopus, argument - proof - justification, century - century, sweet tooth - sweet, marvel - a curiosity, mackerel - mackerel, layering - bedding, navigator - navigator, family - family, base - foundation (theories), hippopotamus - hippopotamus, darkness (flies) - abyss, silence - silence, boundary - border, a sorcerer is a magician, a Latvian is a Latvian, a puma is a cougar.

In the last pair there is a gaping of vowels, which is not pronounced for the English language, and in the pair hippopotamus - hippopotamus, the second word is generally cacophonous and clearly needs hapology. Wed very convenient in pronunciation, opposed to the forms of cougar and hippos, their doublet joints: puma, hippopotamus. 3. Limitations in valence (compatibility, environment). Family is a family. Explanatory dictionaries of the English language define the word family by reference: the same as family in the meaning of 'a group of close relatives'. But members of this lexical pair can appear in mutually exclusive environments. Thus, a family cannot function in official documents, where the family is normal: Large families will receive subsidies. The head of the family. Family members. Cannibal is a cannibal. In the contexts of English fairy tales, Koschey the Immortal is not a cannibal, but cannibal. Astronaut is an astronaut. American astronauts and English cosmonauts. But not vice versa .. The lesson is science (something from which conclusions can be drawn). Got a lesson for life; life lesson, learn from the event a lesson; lessons from the past are useful. It is impossible to replace a lesson with science in these environments. However, the reverse replacement is quite natural: his example is a lesson for others; this is a lesson for you; the lesson did not go for the future. Octopus is an octopus. The word octopus has an explicit context limitation: it is not used with culinary lexemes. Canned, pickled, boiled, fried, dried, etc. octopus. However, don't say canned etc. octopus. The moon is a month. Wed interpretation of these words in [2]: Moon ... 1. Heavenly body, satellite of the Earth ... Month ... 2. Heavenly body, moon. Let's note the main

limitations in compatibility: fell from the moon (but not from the month); tides are a consequence of the attraction of the moon (but not the month). Also, the designations in the following combinations are not subject to duplication: lunar calendar, astronauts landing on the moon, flight to the moon, etc.

4. Different word-formation activity and word-formation function of the years. So, according to the Word-Formation Dictionary of the English Language A.N. Tikhonov [3], cf. for example, the derivational activity of the members of the doctor-doctor pairs: the nest with the original doctor contains five derivatives (doctor, doctor, doctorate, doctoral, doctoral), and the nest with the word doctor contains twenty-nine; As can be seen, the member of the doublet doctor, together with his nest, serves a very insignificant part of the semantic field "health care specialist". The entire main body of the nomination in this field rests with its physician articulation; mackerel - mackerel: the first word in the given pair has four derivatives as derivatives - mackerel, mackerel, mackerel, mackerel. From mackerel - only two derived units: mackerel and mackerel; rebellion - rebellion: from rebellion twenty words are formed, from rebellion - ten. Moreover, not a single verb is formed from rebellion, and eight verbs with seven prefixes from rebellion. However, the rebellion makes it possible to form units with a negative and metaphorical meaning, which is not in the nest rebellion: serene, serenity, serenity, serenity. Nonsense is nonsense: if the second word here has no derivatives at all, then nonsense results from nonsense: fool, fool, absurd, foolish, foolishness, fool, fool, fool; border - border: border - six derivatives, border - eleven.

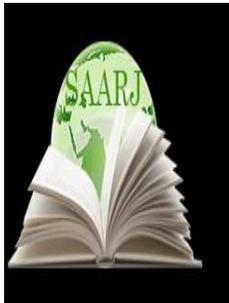
Here it is appropriate to say about one more type of derivational activity: the participation of doublets in the formation of phraseological units. The participation of doublet forms in such processes certainly contributes to the preservation of one or another element of the doublet pair in a static state. For example, lexemes: abyss - darkness (meaning 'a lot') are involved in the formation of phraseological units to the abyss, darkness is so (obsolete), darkness is dark. According to the data of the Phraseological Dictionary of the English Literary Language [4], in a couple of centuries - century the first term is found in twenty-three phraseological units, the second component of phraseological units is not. The doublet form border (border - border) forms eight phraseological units, road - path articulated for two participate in the derivation of ten idiomatic units. 5. Different implementation of the possibility of metaphorical and other semantic transfers. If a polysemantic word contains a doublet joint as one of its meanings, then other meanings "hold" it, according to the laws of association, not allowing the speaker to leave the consciousness of the native speaker, even if the doublet is ready for this departure for various reasons. So, in a couple of centuries - a century the first word has six meanings [5], the second only two [2]. In the following pairs, doublets also have a different number of meanings: original - original, situation - setting, steeplejack - high-altitude, abyss - darkness, twist - meandering, cannibal - cannibal, border - border, road - path, column - column (numbers), advance payment - prepayment, etc.

The analysis of the given doublet units, as we see, shows that none of the members of the pairs of complete synonyms possesses all the listed properties and functions. The exception here is the need to diversify the text in order to avoid tautology. Of course, all synonymous language means have this function. However, this reason, contributing to a more or less stable existence of absolute synonyms, we did not consider in this work because of its obviousness. But in fact, in

each case, we observe the intersection in more or less of several functional characteristics, which creates a certain margin of safety for the preservation of doublet pairs in the language.

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**TO DEVELOP STUDENTS' KNOWLEDGE, SKILLS AND
 COMPETENCIES IN THE ORGANIZATIONAL AND TECHNICAL
 ASPECTS OF ESSAY**

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ABSTRACT

There is a constant need for knowledge, skills, competencies and competencies to teach the content and structure of a text. They can be grouped as follows. It is expedient to divide them into four large groups: a) external organizational and technical aspects of the essay; b) aspects of semantic-logical description of the written work (essay); d) knowledge, skills, competencies and competencies related to the functional and spiritual types of paragraphs in the text; e) writing skills, competencies and competencies.

KEYWORDS: *Epigraph, Typographical Errors, Elementary Grades.*

INTRODUCTION

Theoretical foundations that help to understand text errors and their causes, prevent and correct text errors – provide ample opportunities to allocate relevant knowledge, skills, competencies and competencies for each situation and to plan work on them.

When working on textual and non-textual errors, the principle of a different approach to describing the knowledge related to the structure of the text intended for students is derived: some errors are common, some are one or two of ensure that the student meets only in written work, to consider whether it is present in the curriculum and textbooks, to determine on this basis some theoretical information to be given to young people, some in class and out of class, in other work-related processes practical training measures should also be taken. This arrangement allows you to manage your time and avoid duplication. Numerous sources have been consulted in order to understand the errors in textual errors and their causes, and to study the theoretical foundations that help to prevent and eliminate textual errors. Analysis of sources showed that we have

witnessed A.Aliyev, S. Dolimov, S.Ismatov, Q.Ahmedov, B.Turdiyev, O.Madayev, K.Kasimova, R.Abdulahatova, N.Shukurullayeva, R.Inogomova, and N.Sattorova's dissertations and manuals cover some aspects of teaching students to write essays.

O.Madayev, A.Sobirov, Z.Kholmonova, Sh.Tashmirzayeva, G.Ziyodullayeva, M.Shamsiyeva's textbook "Types of written work: essay, statement, dictation" as a consistent guide to the essay can be cited. It covers the types of written work, theoretical information about the essay, the formation and selection of the topic of the essay, the design of the essay plan and thesis, the selection of the epigraph to the essay, the collection of material, recommendations for writing the essay, the organization of the essay writing process [4]. However, there is almost no information about the nature of typographical errors, their classification and causes.

At the N.Sattorova's dissertation "Improving essay writing skills in students" aims to analyze and make recommendations on teaching 5th class students to write essays [6].

It became clear that the topic, which we want to analyze and develop our recommendations, is studied in more depth in the methodological manual of R.Yuldashev and M. Rixsiyeva "Textual errors in essays, methods of their correction". This manual identifies, classifies, explains, defines the content of knowledge that must be known in the process of writing an essay (text creation), identifies textual errors in the creative writing of high school students, the methodology of work in this area illuminated [1]. This handbook is a great resource for teachers in organizing, conducting, and evaluating not only essays but also other creative work (creative texts, essays, essays).

There is a constant need for knowledge, skills, competencies and competencies to teach the content and structure of a text. They can be grouped as follows. It is expedient to divide them into four large groups: a) external organizational and technical aspects of the essay; b) aspects of semantic-logical description of the written work (essay); d) knowledge, skills, competencies and competencies related to the functional and spiritual types of paragraphs in the text; e) writing skills, competencies and competencies.

When it comes to the *organizational and technical aspects of an essay*, the first thing to consider is the *indention*. Do students have an idea of the indention? The question naturally arises. In response, we cite the following requirements set out in the new edition of the State Education Standard for Primary Education: "*Speech and text, text structure: topic, event details, main idea, conclusion, title, indention, dialogue, monologue, statement, short essay, oral and written work*" [2; 6-p.]. Apparently, the information about the paragraph was studied to some extent by the students up to the 5th class. So, in terms of standards and curriculum requirements, it can be said that students are taught textual knowledge from the elementary grades, and knowledge and skills are formed. The following can be seen about the paragraph of general secondary education in the section "Mother (first) tongue" of the "Integrated state educational standard and curriculum": in the section "Skills" of 7th class noted that [3; 11-p.]. According to the analysis of the programs, the necessary knowledge about the paragraphs did not play a key role in them. This means that in such a case, the teacher should take into account the textual errors that students will make in developing the knowledge, skills, competencies, and competencies they need for the indention. This requires practical work on knowledge, skills, competencies and competencies. First of all, it is important to explain to students the following as knowledge: a) any essay (written work) begins with a indention, b) separates the paragraphs,

they express a specific sub-topic, d) before the dialogue e) start the indentation with a hyphen, e) where the first line (line) of the poem begins on the page, the next lines should be written from the same place, f) if they are classified within the paragraph, each of them should be written from the indentation, g) paragraph if poetic verses are quoted in it and it ends with the author's sentence, it is necessary to make the reader understand as a necessary knowledge that this sentence is not written from the indentation. As a result of this necessary knowledge, the student ***develops the following skills***: a) to determine the inner boundaries of each sub-topic, depending on the points of the plan; b) on this basis, write the first sentence related to the next sub-topic from the indentation. These 2 skills are developed based on 6 concepts that are accepted as knowledge by the student. As a result of these skills, the student develops the ability to start the first sentence of the essay (written work), to write the relevant statements from each indentation, feeling the inner boundaries of each sub-topic and imagining the content based on the points indicated in the plan.

When students are introduced to the knowledge of the indentation, it is important to understand that a sentence cannot be a complete statement. G.Urumbayeva also said that "... monologue is an organized system of ideas wrapped in the form of words", that in a monologue sometimes the whole idea does not fit into one sentence, and therefore a group of interconnected sentences to express and emphasizes the need for it. [7]. In monologue, the theoretical knowledge that sometimes the whole idea does not fit into a sentence and that a group of interconnected sentences is required to express it is typical of 5-6th classes. We recommend that this theoretical and practical knowledge be distributed in a coherent and consistent manner throughout the school year and academic stages, and that it be presented to students in small increments. In the upper grades, the order in which classifications, dialogues and poetic materials are included in the text within the paragraph should be considered as special knowledge, skills, competencies and competencies. We recommend that you use appropriate texts to illustrate these materials.

In the elementary classes, students are given the necessary knowledge about the indentation, a small topic, which they have developed, both theoretically and practically. Therefore, in the upper classes, these theoretical and practical concepts must be restored in memory. To do this, it is advisable to choose one of the texts of 2-3 paragraphs in the textbook and analyze it on the basis of questions aimed at clarifying concepts such as *paragraph, sub-topic*.

In our opinion, in order to clarify this, we must first pay attention to two cases: a) classifications; b) dialogic sentences. We see that the same classification is given in the methodical manual of R.Yuldashev and M.Rixsiyeva "Textual errors in essays, methods of their correction" [1]. We also like this classification, because on the basis of these conditions students have the opportunity to develop skills, competencies and competencies in the organizational and technical aspects of the essay (written work). Of course, in the upper classes, on the basis of texts consisting of paragraphs 2-3, 3-5, 4-7, taking into account the age and level of mastery of students in each class, the concepts of small topics and indentation are restored in memory with the help of questions and answers and practical work. It is also important that the texts are in the genre of prose and poetry, and the theme is colorful. The number of indentation in the text is determined and numbered. Numbers, on the other hand, are named with topics that define what the same paragraph is about. For example, it is possible to work on texts about spring, summer, autumn, winter according to the period. In it, we know that the characters specific to this chapter are reflected in detail in separate paragraphs. It is classified by number and subject based on its

characteristic features. This means that the teacher-student collaboration will help the student to master the technical aspects of the written work and gain practical skills.

When thinking about the organizational and technical aspects of the essay (written work), attention should be paid to another issue - *the development of an essay (written work) plan*. Of course, it is important to focus on small topics when planning an essay. In this process, the following knowledge, skills, competencies and competencies must be developed. First of all, *it is necessary to know* the function of the essay plan, to understand that the topic of the essay is the main topic and that small topics should not go beyond the content of the big topic. Students develop thinking and reasoning skills based on the same topics, imagining what they want to talk about in the essay, and following the logical sequence of ideas in the plan points.

It is a good idea to give students at least 3-4 topics, rather than just make one topic' plan. This is because the student will be able to choose a topic that is more informative and imaginative in the planning process, and will be more free and active in creating the writing plan. They also try not to take advantage of each other. This is an important part of developing independent thinking and individual work skills. In this process, *knowledge* of the function of the essay plan, knowledge that the topic of the essay is the title, the points (parts) of the plan serve the scope and consistency of coverage of the main topic, what the essay (written work) wants to talk about (in each paragraph) to develop *skills* such as imagination and the ability to describe parts of the plan without deviating from the main topic, the ability to independently compose an essay plan and its parts, and the *ability* need to correctly describe-determined.

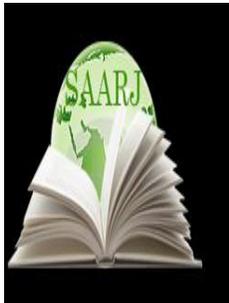
Another organizational and technical aspect of the essay (written work) is *the choice of epigraph for the essay*. Students should choose a wise word, proverb, or piece of fiction for the epigraph according to the topic and idea of the essay, and write it in the right corner before the main text, put the appropriate punctuation mark, and put the author of the piece in parentheses. They will develop *skills* such as the selection of a wise word, proverb and piece of art for the epigraph from the relevant sources as a practical work, from which the process of selecting the topic and the idea of the essay and placing it on the page, while *skills* are being formed. The process of quoting, narrating, or narrating a hadith is the same as choosing an epigraph. This teacher is required to provide students with additional information on how to place them in the text. To do this, the teacher must observe, study, analyze, interpret, and apply the theoretical material studied in literature classes, that is, information about the work, information about the life and creative activity of the writer or poet, take steps to create awareness.

So, when it comes to *organizational and technical aspects of the essay* (written work), first the *indentation*, then *the essay plan*, and finally *the choice of epigraph* for the essay are given to students theoretically and practically, skills are formed, the ability to perform these tasks independently. Students' understanding of and adherence to the organizational and technical aspects of the essay (written work) will help to ensure that the essay is well covered, both technically and in terms of content.

For the student who has mastered the external organizational and technical aspects of the essay, it is necessary to master the rest of its aspects, *the semantic-logical aspects of the essay (written work)*, *functional and spiritual types of indentation in the text and text creation* are facilitated the formation of skills, abilities, and competencies.

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DETERMINATION OF THE LEVEL OF PEPSINOGENS IN PATIENTS WITH CHRONIC H. PYLORI ASSOCIATED GASTRITIS

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ABSTRACT

The association between HP infection and CAH development suggested by the Correa cascade is supported by several cohort studies. To diagnose and determine the severity of atrophy at the Center, patients underwent a serological analysis by ELISA method in the clinical and biochemical laboratory of the State Institution "RSNPMCT and MR". Analyzes were taken in 69 (58.5%) patients, including 35 (50.7%) with CAH, 34 (49.3%) with CNG. Analysis of the non-invasive indicator of the level of pepsinogens in patients with CAH determined that severe atrophy was detected in 20%, moderate atrophy - 42.9%, weak atrophy - 34.3%, and no atrophy was found in 2.9% of patients. The pepsinogen parameters in patients with CNG were also as follows: PG I was within $95.4 \pm 7.2 \mu\text{g} / \text{L}$, PG II 14.5 ± 1.3 and PGI / PGII 6.6 ± 0.2 . Pepsinogen values were more pronounced in patients with CAH: with a pronounced degree of atrophy, PGI was $8.7 \pm 0.1 \mu\text{g} / \text{l}$ and PGI / PGII was 1.1 ± 0.1 ; with moderate atrophy $16.6 \pm 0.9 \mu\text{g} / \text{l}$ and 1.6 ± 0.1 ; with mild atrophy 27.2 ± 1.5 and 2.3 ± 0.2 , respectively.

KEYWORDS: *Chronic Atrophic Gastritis, Chronic Non-Atrophic Gastritis, Pepsinogen, Helicobacter Pylori, Gastric Mucosa.*

INTRODUCTION

Helicobacter pylori (HP) is the main etiological factor for chronic gastritis worldwide, and long-term infection can lead to progressive destruction of gastric glandular patches throughout the stomach, described as multifocal atrophic gastritis, which is characterized mainly by macular lesions of the mucous membrane of the antrum and body stomach [2, 3, 7]. The relationship between HP infection and the development of chronic atrophic gastritis (CAG), suggested by the Correa cascade [10], is supported by several cohort studies [13] and the beneficial effect of HP

eradication in body atrophy, but without intestinal metaplasia, this latter presumably went beyond the "point of no return" [12, 13].

Epidemiological data on the prevalence of CAG in different parts of the world are scarce, and the results are difficult to compare due to methodological differences between studies in terms of the definition and diagnosis of CAG and the studied populations. In studies from Asian countries, the diagnosis of CAG included all atrophic lesions, regardless of the localization of atrophy in the gastric mucosa (GM); In most of the studies conducted in Western countries, the diagnosis of CAG included only patients with atrophic corpus lesions, such as atrophic gastritis with limited corpus or multifocal atrophic gastritis. In addition, various diagnostic methods for the diagnosis of CAG, that is, surrogate serologic markers of gastric function pepsinogen I (PGI) or pepsinogen I / II ratio (PGI / PGII) or histopathology of endoscopic biopsy specimens, make common data incomparable [1, 4, 5]. Serological studies carried out in different parts of the world have shown the prevalence of CAG up to 27% [6, 8]. According to a systematic review [11], estimates of the prevalence of CAG worldwide were 23.9% and 27.0% in the general population and in individual groups, respectively, using serology, and 33.4% in the general population, and 31.6 % in selected groups based on biopsies. An increase in the prevalence of CAG with age was shown in serological studies [9, 11], which was confirmed by an extensive histological study [2, 13].

MATERIALS AND METHODS

To diagnose and determine the severity of atrophy at the Center, patients underwent serological analysis by ELISA method in the clinical and biochemical laboratory of the State Institution "RSNPMCT and MR" using the ELISA apparatus Humareader HS (Human, Germany) using a set of reagents for PGI - IFA-BEST - D- 3762 and for PGII - IFA-BEST - D-3764 (Novosibirsk).

To determine the level of PGI and PGII, a fasting blood sample was taken. The blood was centrifuged at 1500 xg for ten minutes, after which the centrifugate was stored at a temperature of -20°C and further analyzed in the laboratory.

According to the manufacturer's instructions, a PGI $<30 \mu\text{g} / \text{L}$ was taken as a positive marker of gastric atrophy; for inflammation of the coolant, the amount of PGII was considered above $22 \mu\text{g} / \text{l}$; a PGI to PGII ratio (PGI / PGII) less than 2.5 was considered positive for atrophy.

RESULTS

Analyzes were taken in 69 (58.5%) patients, of which 35 (50.7%) patients with CAG, 34 (49.3%) with chronic non-atrophic gastritis (CNG). The prevalence of severe atrophic gastritis of the gastric corpus, determined by the content of PGI and the ratio of pepsinogens PGI / PGII in the blood serum, was 20% in the examined patients. For a weak atrophy of the mucous membrane of the body of the stomach, this figure was 34.3% (table 1.). No obvious fluctuations in the prevalence of atrophic gastritis in men and women were found.

The frequency of severe atrophic gastritis in the group of patients from 45 to 54 years old was 14.3%, 55-64 years old - 18.7% and over 65 years old - 25%. Moderate atrophy was diagnosed at the age of 45-54 years - 42.8%, 55-64 years old - 43.8% and over 65 years old in 41.7% of patients. Mild atrophy was detected at the age of 45-54 years - 42.9%, 55-64 years - 31.3% and over 65 years in 33.3% of patients. In total, severe atrophy was detected in 20%, moderate atrophy - 42.9%, mild atrophy - 34.3%, and in 2.8% of patients, atrophy was not observed. Age

55 to 64 and over 65 years was a risk factor for moderate to mild atrophy of the gastric corpus. The increase in the incidence of atrophy in older age groups did not have gender differences.

TABLE 1 FREQUENCY OF DIAGNOSIS OF COOLANT ATROPHY BY SEROLOGICAL METHOD IN PATIENTS WITH CAG

Age	Atrophy							
	Severe atrophy		Moderate atrophy		Weak atrophy		No atrophy	
	(PGI <9 µg / L), n=7		(PGI =19-10 µg / L), n=15		(PGI =29-20 µg / L), n=12		(PGI>30 µg / L), n=1	
	ābc	%	ābc	%	ābc	%	ābc	%
45-54 years old n=7	1	14,3**	3	42,9***	3	42,9***	0	0
55-64 years old n=16	3	18,8	7	43,8***	5	31,3***	1	6,3
Over 65 years old n=12	3	25.0***	5	41.7**	4	33.3***	0	0
Total (n=35)	7	20.0**	15	42.9***	12	34.3***	1	2,9

Note: * - differences relative to data without atrophy are significant (* - P <0.05, ** - P <0.01 *** - P <0.001)

We investigated the average level of PGI, PGII in the blood serum and their ratio in the examined patients with CNG (n = 34) (Table 2.). At the same time, we found almost no gender differences. Moreover, in all patients with CNG, PG I was within $95.4 \pm 7.2 \mu\text{g} / \text{L}$, PG II was 14.5 ± 1.3 , and PGI / PGII was 6.6 ± 0.2 .

TABLE 2 SERUM PEPSINOGEN LEVELS IN PATIENTS WITH CNG

Gender	PGI (µg / L) M±m	PGII (µg / L) M±m	PGI / PGII M±m
Men, n= 15 (44,1%)	98,5±7,3	15,9±1,1	6,9±0,4
Women, n=19 (55,9%)	92,7±6,1	13,2±0,9	6,2±0,3
Total, n=34 (100%)	95,8±7,2	14,5±0,1	6,7±0,1

Further analysis of the obtained data showed that the content of pepsinogens and their ratio significantly decreased in patients with atrophy of the coolant in comparison with those without atrophy (Table 3). Since the degree of atrophy was assessed by the indicators of pepsinogens, with a pronounced degree of atrophy, the PGI was $8.7 \pm 0.1 \mu\text{g} / \text{l}$ and the PGI / PGII was 1.1 ± 0.1 , respectively; with moderate atrophy $16.6 \pm 0.9 \mu\text{g} / \text{l}$ and 1.6 ± 0.1 ; with mild atrophy 27.2 ± 1.5 and 2.3 ± 0.2 , respectively.

TABLE 3 AVERAGE LEVEL OF PEPSINOGENS IN BLOOD SERUM IN PATIENTS WITH CAG.

Degree of atrophy	PGI ($\mu\text{g} / \text{L}$) M \pm m	PGII ($\mu\text{g} / \text{L}$) M \pm m	PGI / PGII M \pm m
1. Severe atrophy, n = 7	8,7 \pm 0,1	8,3 \pm 0,3	1,1 \pm 0,1
2. Moderate atrophy, n = 15	16,6 \pm 0,9	10,6 \pm 0,4	1,6 \pm 0,1
3. Weak atrophy, n = 12	27,2 \pm 1,5	12,1 \pm 1,1	2,3 \pm 0,2
4. No atrophy, n = 1	70,8	17,4	4

Thus, we can say that the risk factor for both severe atrophic gastritis of the gastric corpus and of a mild and moderate degree was age over 55 years.

DISCUSSION

To date, the world has already developed a certain idea of the serological diagnosis of ARS. Studies by various authors, conducted over two decades, have confirmed that atrophic fundic gastritis can be successfully diagnosed by measuring the serum content of PGI or PGI / PGII (U. Peitz, T. Wex, M. Vieth - 2011). Recent studies show that serological screening using a set of biomarkers can serve as a reliable indicator of precancerous pathology and early noncardiac gastric cancer (NGC) (M. Rugge, 2016; F. Ikeda, 2016; S. Saito, 2017; T. Kotachi, 2017 ; H. Yoon, 2015). Thanks to the national cancer control programs adopted in Japan and mass screening, including serological methods, there is the highest survival rate for NGC in the world, at 53%. In other countries, this figure does not exceed 20%. At the same time, the proportion of detected early cancer in the general structure of NGC patients increases (Zheng, H. 2007).

In studies conducted in the world to study the early diagnosis of atrophic processes of the gastric mucosa, a number of results were obtained, including: it was found that the low PGI level and the PGI / PGII ratio are prognostically significant for the risk of NGC (Belkovets A.V., 2018) ; it was found that the method of early detection of atrophic gastritis by the level of pepsinogens allows to reliably establish the presence of atrophy of the gastric body and assess the degree of its severity (KatchievaP.Kh., 2018); it has been proven that mass screening of serological markers of gastrin - 17 and PGI makes it possible to characterize the risk of formation of coolant atrophy (Khubieva M.M., 2014); it has been shown that chronic gastritis with or without HP infection is a variable process in which mild atrophy of the mucous membrane of the body may appear or disappear, and moderate to severe atrophy rarely regresses, it has also been proven that risk factors for the development of atrophy are age and the degree of chronic inflammation of the gastric mucosa (Stefan Redéen, 2010); It has been found that the use of serum biomarkers such as IgG to HP levels, pepsinogens can reduce the cost and public health burden of screening for HNGC (SomeeJeong, 2017).

In recent years, Uzbekistan has been the subject of many scientific works in the field of gastroenterology. Among them, the prevalence and molecular genetic characteristics of HP in Uzbekistan are shown (Karimov M.M., 2019). The results of the study showed that among patients with diseases of the gastrointestinal tract associated with HP, the degree of infection with Cag-positive strains up to 80% was found in patients with CAG and CNG.

CONCLUSIONS

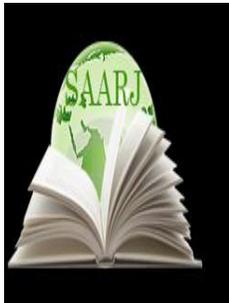
Analysis of the non-invasive indicator of the level of pepsinogens in patients with CAH determined that severe atrophy was detected in 20%, moderate atrophy - 42.9%, weak atrophy - 34.3%, and no atrophy was found in 2.9% of patients. The pepsinogen parameters in patients with CNG were also as follows: PG I was within $95.4 \pm 7.2 \mu\text{g} / \text{L}$, PG II 14.5 ± 1.3 and PGI / PGII 6.6 ± 0.2 . Pepsinogen values were more pronounced in patients with CAH: with a pronounced degree of atrophy, PGI was $8.7 \pm 0.1 \mu\text{g} / \text{l}$ and PGI / PGII was 1.1 ± 0.1 ; with moderate atrophy $16.6 \pm 0.9 \mu\text{g} / \text{l}$ and 1.6 ± 0.1 ; with mild atrophy 27.2 ± 1.5 and 2.3 ± 0.2 , respectively. It was also noted that the frequency of severe atrophy is more common in persons over 65 years of age. No gender differences were found.

Thus, it must be stated that we have revealed a rather high frequency of atrophic gastritis of the gastric corpus in the examined patients. The experience of using serological diagnostics of atrophic gastritis allows us to conclude about the adequacy of the methodological level used for the task. Undoubtedly, serological studies of atrophic gastritis deserve wide application in practical medicine and can undoubtedly replace the morphological diagnosis of the GM.

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EXPORT COMPETITIVENESS OF ONION FROM INDIA

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ABSTRACT

Onion is one of the most important vegetable cum condiment crops of liliaceae family grown in India. India is a traditional exporter of Onion. In 1951-52, the country has exported 5000 tons of onion. India exported 1783820MT of onion during 2008-09 with total value of 283428 ` lakh which is record quantity after the export was canalized through NAFED. The major export destination of onion are Bangladesh, Malaysia, UAE, Srilanka and Nepal.

KEYWORDS: *Liliaceae, Canalized, Competitiveness.*

INTRODUCTION

Onion is one of the most important vegetable cum condiment crops of liliaceae family grown in India. The onion is cultivated and is available to domestic consumer as well as for export, throughout the year. In agriculture year 2008-09, onion accounted for 10.5 percent of the total production of vegetable in country. Around 13565 thousand tones production has been notified during 2008-09 with productivity of 16.3MT/HA. India is a traditional exporter of Onion. Over the years there has been a progressive increase in the export of onion. India exported 1783820MT of onion during 2008-09 with total value of 283428 ` lakh which is record quantity after the export was canalized through NAFED.

TABLE NO 1: MAJOR ONION GROWING STATE, EXPORTING VARIETIES AND EXPORT DESTINATION COUNTRIES.

Major onion growing states	Major exporting varieties	Major export destination countries
Andhra Pradesh, Bihar, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orisa Tamil nadu and Uttar Pradesh.	Big - Pusa Red, Agrifound Light Red, N-2-4-1 Agrifound Dark Red, N-53, Nasik Local, Bellary Red, etc. Small – Agrifound Rose, Bangalore Rose, Podisa, Multore, Nattu etc.	Bangladesh ,Malaysia, UAE, Srilanka and Nepal

MATERIALS AND METHODS

Export is key factor to accelerate the economic development as it earns not only foreign exchange but also important for employment generation. The main objectives of the present study was to analyze the export competitiveness of onion. The study was based on the secondary data, collected for the period of last 20 years. The data collected for the period of 1990-91 to 2009-10. divided into two sub periods (i. e. 1990-91 to 1999-2000 and 2000-01 to 2009-10). Data on different aspects required for the present study were collected from the APEDA, NHRDF, NHB, FAO, USDA publications and Directorate General of Commercial Intelligence and Statistics, Government of India.

The export competitiveness was studied using:

$$NPC = \frac{P_d}{P_b}$$

Where, NPC = Nominal protection coefficient

P_d = Domestic price of commodity

P_b = International price or Border price or reference price

The Wholesale price of Bombay market was taken for onion as a domestic price.

When there is no protection given to the commodity its domestic price is equal to its border price and NPC is equal to 1. NPC more than one indicates that protection is given to the commodity and there for trade liberalization would reduce the domestic price: conversely NPC is less than one indicates that commodity is taxed and liberalization would raise the domestic price.

RESULT AND DISCUSSION

In the study, NPC as a measure of assess in competitiveness was used as it measures the degree of protection to the domestically produced commodities NPC is generally estimated and presented in Table No 2.

TABLE NO 2: NOMINAL PROTECTION COEFFICIENT (NPC) OF INDIAN VEGETABLES (2001 TO 2010)

Sr. No.	Year	Onion
1.	2001	0.71

2.	2002	0.33
3.	2003	0.38
4.	2004	0.61
5.	2005	0.33
6.	2006	0.40
7.	2007	0.85
8.	2008	0.53
9.	2009	0.90
10.	2010	0.65
	Average	0.57

Table no 2. revealed that nominal protection coefficient for onion average was much below than unity (0.57%). The result showed that Indian onion prices were about 43 % per cent lower than world prices depicting moderate competitiveness of onion in international market. The nominal protection coefficient ranges from 0.33 % to 0.90%. The NPC highest in 2009(0.90%) and lowest in 2002 and 2005(0.33%).

SUMMARY AND CONCLUSION

The average NPC for onion was less than 1 (0.57) means the crop was export competitive. The export competitiveness of onion (0.57) indicated that there is wide scope for increasing the export.

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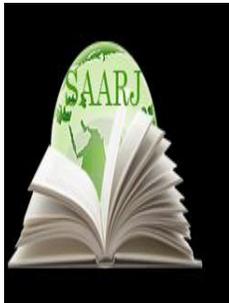
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PROSPECTS FOR THE INTRODUCTION OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN HIGHER EDUCATION

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ABSTRACT

At present, comprehensive research, from various points of view (social, economic, ethical, legal), devoted to the implementation of artificial intelligence technologies in various spheres of society, is of particular relevance. It is important to identify opportunities and threats, to determine the limits of the use of artificial intelligence in practice. The article is devoted to the implementation of artificial intelligence technologies in the field of higher education. The perspective directions of using artificial intelligence in the field of higher education are considered and analyzed. The authors come to the conclusion that artificial intelligence is not at all a competitor to the teaching staff, either in teaching or in evaluating students' knowledge. Artificial intelligence is an auxiliary, but valuable tool that can perform and improve a large number of different operations carried out at the university, help in organizing an effective educational process and building the necessary communications. The effective use of AI technologies in higher education will allow the selection of the most optimal learning strategy, adapted to the individual abilities and needs of students and the needs of the labor market.

KEYWORDS: *Information Technology, Artificial Intelligence, Education, Information.*

INTRODUCTION

In recent decades, the domestic higher education is in a state of constant transformation, caused by the need to integrate into the global educational space, improve the quality of educational services provided, increase the competitiveness of Russian universities in the international arena, as well as the general changes in the socio-economic nature that have occurred in the country. Modern education is being transformed into a mobile and open system. The introduction of information and communication technologies and electronic educational resources into the educational process contributed to the formation of a new paradigm of education.

Currently, there are many artificial intelligence (AI) programs that help in education, thanks to which students, schoolchildren and teachers receive huge benefits. A huge advantage is that the educational platform adapts according to the needs of students. The AI software development system helps scientists work on their weaknesses. During the process, the program detects where the student is having difficulties and sends the necessary materials to improve the skills. Adaptive learning uses a basic artificial intelligence algorithm. In addition, education at any convenient time is undoubtedly a huge plus for the student. Now such programs based on AI are already known.

The essence of digital transformation of education is reflected in the achievement of each learner the necessary educational results through personalization of the educational process based on the use of the growing potential of digital technologies, including the application of methods of artificial intelligence, virtual reality, development in schools digital learning environment; provide public broadband Internet access, big data. The term "artificial intelligence" (AI) was introduced by the American computer scientist John McCarthy in 1956. Artificial intelligence (AI) refers to the ability of intelligent systems and algorithms to perform creative functions traditionally performed by humans. The key task of AI is to intelligently model achievable cognitive processes.

METHODOLOGY

Artificial intelligence (AI) is a scientific field whose tasks are related to the development of methods for modeling individual functions of intelligence using software and hardware. Currently, there are several main areas of research in artificial intelligence.

1. Knowledge representation. In this direction, problems related to the representation and formalization of knowledge in the memory of the AI system are solved.
2. The manipulation of knowledge. Within the framework of this direction, methods of plausible and reliable inference are created on the basis of already known knowledge, methods of replenishing knowledge based on their incomplete descriptions are developed, methods of reasoning are proposed, which in turn rely on knowledge and recreate the features of human reasoning.
3. Communication. The range of tasks in this area includes: understanding and synthesis of speech, the problem of recognition and synthesis of coherent texts in natural language, as well as the theory of models of communication between a person and an AI system.
4. Perception. This direction includes the development of ways to represent visual scenes in their text description and methods of reverse transition, the development of techniques for presenting

information about visual images in the knowledge base, the creation of tools that create visual elements based on internal representations in AI systems.

5. Training. To develop the ability of AI systems to learn, we develop methods for moving from the known solution of particular problems (examples) to the solution of a general problem, methods for forming task conditions for describing a problem situation or observing it, and creating techniques for dividing the original problem into smaller ones that are already known for AI systems.

6. Behavior. Since AI systems must operate in a specific environment, it becomes necessary to develop behavioral procedures that would help them interact with the environment, as well as with other AI systems and people.

Artificial intelligence in education is used in several aspects: in the presentation of information, in solving problems, in the control of students' knowledge, as well as in the modeling of professional and educational situations. Further development and improvement of artificial intelligence technologies will inevitably lead to the substitution of the values of education in favor of e-learning.

Artificial intelligence technologies can be used in a wide variety of industries and areas: industry, construction, transport, communications, education, science, healthcare, finance, trade, culture, tourism, housing and utilities, etc. The use of AI can lead to significant changes in the field of education, creating new opportunities to restructure the work of the entire industry. The introduction of AI technologies in the field of education will increase the efficiency of the educational process and the resources spent on its organization.

The system of artificial intelligence of the educational process should include the following elements:

- A search information system that provides the formation of a database of the educational process from various sources;
- Automatically updated library of electronic textbooks, manuals and guidelines;
- A system for monitoring the level of knowledge of students, which includes a subsystem for continuous monitoring of their progress, activity and results;
- A library of control tasks, automatically adjusted to the level of training of each student, depending on their results;
- An automated system for scheduling and distributing the training load;
- A service system that provides communication between the student and the educational organization.

The use of technology in education can also play an important role in human learning and development throughout life. As the advanced technologies of Industry 4.0 in the content and means of modern education, we can distinguish:

- Internet of things (remote access training laboratories; remote laboratory stands);

- Additive manufacturing (3D printers in training workshops; 3D modeling (in the disciplines of computer science, mathematics); manufacturing of robot parts, technical devices in additional education of students);
- Machine learning and robotics (the use of avatars and chatbots in the educational process for consulting, testing and designing individual educational routes of students; the use of presence robots in distance learning);
- Big data, blockchain and cloud computing (creating a secure portfolio of students and teachers; fixing the formation of educational and professional competencies; using cloud technologies in the educational process);
- Virtual and augmented reality (the use of simulation laboratory stands and laboratory installations with elements of augmented reality in the educational process).

Universities are not only carriers of academic tradition and system-wide efficiency, but also have an incredible potential for innovation and innovative initiatives. Only by understanding this truth, it is possible to realize the potential of transformations, the system of higher education. The use of AI technologies by universities facilitates the process of providing educational services, contributes to improving their quality. AI allows you to create an individual educational trajectory for each student to successfully study at a university and further professional growth.

Let's present some promising areas of AI use:

Adaptive and personalized learning involves the selection of the necessary training content for the needs of each student with different levels of academic performance, with the ability to track progress in learning and change its trajectory depending on the results.

The automatic assessment system allows you to perform an automated, unbiased assessment of the level of knowledge of students, analyze information about the results of training, make recommendations, and develop effective individual training plans.

Intermediate training - a specialized computer program allows the student to consolidate the material passed, determines when he can forget it and gives recommendations for repetition.

The possibility of learning in a game form (gamification) is expressed in the use of game technologies and training simulators in the educational process.

It should be noted that the promising directions of using artificial intelligence in the field of higher education are not limited to the above-mentioned ones. In our opinion, it is not at all a competitor to the teaching staff either in teaching or in evaluating students' knowledge. AI is an auxiliary, but valuable tool that can perform and improve a large number of different operations carried out at the university, help in organizing an effective educational process and building the necessary communications.

CONCLUSION

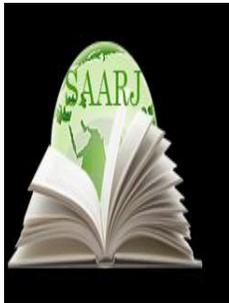
Artificial intelligence in education is used in several aspects: in the presentation of information, in solving problems, in the control of students' knowledge, as well as in the modeling of professional and educational situations. Further development and improvement of artificial intelligence technologies will inevitably lead to the substitution of the values of education in favor of e-learning.

Thus, as a result of the conducted research, promising areas of the use of artificial intelligence in higher education are identified and analyzed, the effective implementation of which will allow selecting the most optimal learning strategy adapted to the individual abilities and needs of students and the needs of the labor market, performing and improving a large number of different operations carried out in universities, helping to organize an effective educational process and building the necessary communications.

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MORPHOMETRIC CHARACTERISTICS OF GIRLS 7-8 YEARS OLD

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ABSTRACT

On the basis of our studies, it was revealed that female gymnasts are less well-fed and shorter in stature than their peers who do not go in for sports. They are more plump and significantly taller than the girls doing rhythmic gymnastics. Girls who do gymnastics are longer-legged than those who do not play sports. Pelvic parameters tend to increase with age.

KEYWORDS: *Physical Development, Morphological Characteristics, Anthropometric Parameters, Rhythmic Gymnastics, Body Weight, Body Size.*

INTRODUCTION

The life cycle of human development undergoes stages of maturation, maturity and aging. [1]

Development and growth are complementary aspects of the same process. Physical development is a leading indicator of children's health. It is considered especially important to sit out the anthropometric parameters of a person, from the first days of life, when insignificant morphological and functional changes are found, to begin corrective treatment. Anthropometric examination associated examination helps to fill the clinical picture with the signs that characterize the disease. To date, there is a huge number of works that have reliable relationships between anthropometric indicators and the state of all body systems in children and adults. There is no opinion on the relationship between the development of physical health and the course of the disease, the processes of growth and formation of the human body, directly depends on the state of physical health, because the presence of a disease can significantly affect the process of physical development, this largely determines the course and outcome of this disease. [6]

Physical health is one of the criteria for indicators of the health of the child population. Assessment of the state of physical development is not possible without the data of anthropometric indicators of various children's age groups [2,4].

Anthropometry, which helps to assess the characteristics and condition of the human body, is actively used in medicine today. The variability in the size of the human body has led to a great need for anthropometric research. An important purpose of anthropometric methods lies in identifying the characteristics of human development, and is also the cause of certain diseases at the initial stage. Assessment of the state of physical health is possible with the help of individual calculations and comparison of their results with the generally accepted formed norms for the development of the human body [3].

The morphological typology of anthropometric measurements, body size and proportionality has been studied in the disciplines of rhythmic gymnastics such as artistic gymnastics and rhythmic gymnastics [7, 10,11].

Gymnastic exercise involves a combination of individual and group elements, synchronized with music, which is the essence of this discipline. In pairs and groups, two main functions are distinguished: groups, which play the role of support and support, and tops, which explain flexibility, balance and their combination or large acrobatic jumps in the air phase, movement, which then catch them again or on the ground [2] Gymnasts compete in different categories: groups (female trios or four).

Research in this area attracts the attention of representatives of various professions, including neuropathologists, traumatologists, pediatricians, gynecologists, physiotherapists, etc. In turn, the study of this problem can be helped by a detailed study of the processes of growth and development of children and youth, aimed at the formation of ways to improve physical health indicators [5,8].

As important factors determining the assessment of competitions in rhythmic gymnastics, such anthropometric indicators as weight, size of the upper and lower extremities and thigh circumference were proposed [9,13]. Physical fitness parameters such as flexibility and texture index were the determining factors contributing to the increase in performance [12,14,15].

The aim of the study was to study and compare the features of the anthropometric parameters of body parts of gymnasts engaged in rhythmic gymnastics and indicators of physical development of girls who do not go in for sports of the corresponding age.

MATERIALS AND METHODS

Almost healthy 80 girls of 7 and 8 years of age of Uzbek nationality took part in the survey. Of these, 40 girls were engaged in gymnastic centers in the city of Bukhara, and the remaining 40 were girls of school №7 in the city of Bukhara, who are not involved in gymnastics. The research was carried out on the basis of a bilateral agreement with secondary school No. 7 (protocol No. 5 of December 26, 2019), gymnastics centers (protocol No. 7 of February 17, 2020 and protocol No. 8 of March 6, 2020) of the city of Bukhara and Bukhara State Medical Institute.

Anthropometric indicators were assessed with the method of anthropometric studies of children according to the methodological recommendations of N.Kh.Shomirzaev, S.A. Ten and I. Tukhtanazarova, 1998 (Morphometric characteristics of assessing the physical development of children and adolescents.). Anthropometric studies included measurement of body length and weight, chest circumference, upper and lower limbs in accordance with generally accepted methods using standard measuring instruments (floor scales, floor height meter, centimeter tape, pelvimeter).

Anthropometric indicators of the observed contingent were assessed according to the following indicators: body length (cm), body weight (kg), chest circumference (cm), length of the upper and lower limbs (cm), pelvic dimensions (cm).

RESEARCH RESULTS

Our studies have shown that the body weight of 7-year-old female gymnasts varied from 19.3 to 38.4, on average $22.7 + 1.18$, and for girls of the same age, but not gymnasts, this indicator ranged from 22.5 to 25.6, on average $24.4 + 0.19$. For 8-year-old girls-gymnasts, weight indices ranged from 19.2 to 29.3, on average $23.6 + 0.62$, and among those who did not train, it varied from 18.5 to 41.8, on average $24.9 + 1.46$.

Indicators of growth of standing gymnasts of 7 years of age 113.2 to 129.4, on average $120.0 + 1.0$, for girls not doing gymnastics, the data varied within 114.3 to 127.1, on average $123.5 + 0.79$. The standing height of 8-year-old gymnasts varied from 110.0 to 133.0, on average $121.3 + 1.43$, and for girls not doing gymnastics this indicator ranged from 119.0 to 137.2, on average $127.5 + 1.12$. Changes in the parameters of the chest circumference in girls who do and do not do gymnastics are presented in Table 1.

TABLE 1. COMPARATIVE PARAMETERS CHEST CIRCUMFERENCE

Indicators	Girls not in rhythmic gymnastics		Girls in rhythmic gymnastics	
	7 years	8 years	7 years	8 years
chest circumference in a pause	60,0±0,74*	61,2±0,99*	58,5±0,62	57,5±0,49
chest circumference at inspiratory height	61,8±0,68*	64,5±0,93*	61,6±0,81	59,9±0,62
chest circumference with full expiration	59,9±0,62*	59,9±1,05*	57,4±0,62	56,9±0,49

Note: * - significant differences $p < 0.05$ were noted in relation to the previous group.

The size of the chest circumference in both girls not engaged in rhythmic gymnastics and girls-gymnasts increased unevenly with age, and the chest circumference of a girl who did not practice rhythmic gymnastics was 7–8 years old more than that of girls of the corresponding ages.

The length of the upper limb of 7-year-old female gymnasts varied from 52.0-63.0, on average $57.6 + 0.68$, among those who did not go in for gymnastics it ranged from 52.1-60.0, on average $56.8 + 0.49$. Measurements of these indicators in 8-year-old girls involved in gymnastics showed fluctuations in the range from 56.1 to 63.0, on average $59.7 + 0.43$. Girls, not going in for sports, had indicators of the length of the upper limb in the range from 53.0 to 67.1, on average $59.2 + 0.87$. The shoulder length of 7-year-old female gymnasts varied from 22.3 to 27.4, on average $23.9 + 0.31$, and for girls of the same age, but not gymnasts, this indicator ranged from 22.1 to 26.2, on average $23.8 + 0.25$. For 8-year-old girls-gymnasts, the shoulder length ranged from 22.2 to 27.3, on average $24.8 + 0.31$, and among those who did not train, it varied from 21.2 to 27.1, on average $24.5 + 0.37$. Indicators forearm length of 7-year-old gymnasts 16.2 to 22.4, on average $18.9 + 0.37$, in girls not doing gymnastics, the data varied within 17.3 to 20.1, on average $18.5 + 0.19$. The forearm length of 8-year-old gymnasts varied from 17.0 to 22.0, on average $19.6 + 0.31$, and for girls not doing gymnastics, this indicator ranged from 17.0 to 22.5, on average $19.3 + 0.34$.

The hand length of 7-year-old female gymnasts varied from 13.5-16.0, on average $14.7 + 0.16$, among those who did not go in for gymnastics it varied within 13.1-15.0, on average $14.5 + 0.12$. Measurements of these indicators in 8-year-old girls going in for gymnastics showed fluctuations in the range from 14.1 to 17.0, on average $15.4 + 0.19$. Girls, who were not involved in sports, had hand lengths ranging from 13.0 to 18.5, on average $15.4 + 0.34$.

Our results show that in 7-year-old girls-gymnasts, the length of the lower limb ranged from 64.2 to 77.4 cm, on average 69.2 ± 0.81 cm, girls who were not gymnasts ranged from 60.1 to 71.0, on average $66.2 + 0.68$. 8 year old girls doing gymnastics had a lower limb length in the range of 70.2 to 76.0, on average $72.6 + 0.37$, girls who were not gymnasts in the range of 64.1 to 79.0, on average $69.9 + 0.93$.

The hip length of 7-year-old female gymnasts varied from 33.0-39.0, on average $36.1 + 0.37$, among those who did not go in for gymnastics it varied within 32.1-39.0, on average $35.9 + 0.43$. Measurements of these indicators in 8-year-old girls doing gymnastics showed fluctuations in the range from 35.1 to 44.0, on average $39.0 + 0.56$, and in those who did not go in for gymnastics, it varied in the range from 34.0 to 46.1, on average $37.5 + 0.74$. The leg length of 7-year-old female gymnasts varied from 28.5 to 39.0, on average $33.2 + 0.65$, and in girls of the same age, but not gymnasts, this indicator ranged from 24.1 to 33.2, on average $30.5 + 0.56$. In 8-year-old girls-gymnasts, the shin length ranged from 30.2 to 39.3, on average $33.7 + 0.56$, and among those who did not train, it varied from 30.1 to 35.1, on average $32.5 + 0.31$.

When studying the size of the pelvis, it was found that in 7-year-old girls-gymnasts, the pelvic indicators varied from 18.2 to 25.3, on average $20.5 + 0.41$, and in girls of the same age, but not gymnasts, this indicator ranged from 18.1 to 21.2, on average $19.9 + 0.19$. For 8-year-old female gymnasts it ranged from 18.1 to 27.2, on average $22.4 + 0.56$, and among those who did not practice it varied from 18.0 to 28.1, on average $22.1 + 0.62$.

Discussion of research results

The aim of this study was to determine the anthropometric profile, body size and proportionality in rhythmic gymnastics, since there are only a few scientific studies that have analyzed these characteristics, and even fewer by event categories in accordance with the rules for selecting gymnasts. Our data are consistent with other studies that have shown that gymnasts have a lag in body length parameters compared to girls who do not go in for rhythmic gymnastics, which cannot be said about weight indicators. Gymnasts are lighter in weight compared to their non-athletic peers.

Low body weight is typical for rhythmic gymnastics athletes; Y. Taboada-Iglesias et al. (2017) indicated that the body weight of Spanish gymnasts was 38 kg, and the established body weight for high-class gymnasts was 35.60 kg.

The chest circumference at the height of inspiration among gymnasts involved in sports lags behind girls who do not do gymnastics due to their low weight. The size of the chest depends on the child's body weight and physical development.

The length of the upper limbs in girls doing gymnastics is almost the same as in girls who are not gymnasts of the same age. But the length of the lower limbs in girls doing gymnastics is greater than in girls who do not go in for sports.

Differences in the size of the pelvis in both groups are not significant, but with age, there is a tendency to their increase in female gymnasts.

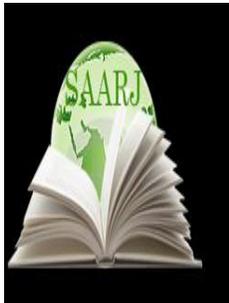
CONCLUSION

Thus, the study of anthropometric data allows us to conclude that girls doing gymnastics are less well-fed and shorter than their peers who do not go in for sports. Girls who do gymnastics are distinguished by their long legs than those who do not go in for sports. Pelvic parameters tend to increase with age. The texture of the gymnasts depends on the frequency of training loads, taking into account the requirements of gymnastic exercises, in this regard, the most appropriate seems to be the optimization of the training process, as well as the development of specific approaches to the correction of hormonal disorders in the body of athletes.

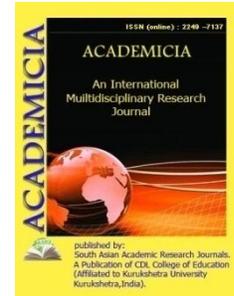
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IMMUNOLOGICAL CHANGES IN THE COMORBID COURSE OF ATOPIC DERMATITIS

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ABSTRACT

Clinical Features Of Atopic Dermatitis In Children With Bronchial Asthma Include: Atopic Dermatitis With Bronchial Asthma Occurs Mainly In Boys Up To 5 Years Of Age. 60,9% Of Young Children Had Severe Atopic Dermatitis With Bronchial Asthma. In The Comorbid Course Of Atopic Dermatitis With Bronchial Asthma, A High Diagnostic Concentration Of Specific Ige To Food Allergens Was Detected In 72, 5% Of Children.

KEYWORDS: *Dermatitis, Co morbid, Children, Age, Eosinophils, Immunology.*

INTRODUCTION

In recent years, the combined course of allergic diseases, especially atopic dermatitis with bronchial asthma, has increasingly come to be called the "global problem of mankind" because of their high prevalence in children and adults [4,6,13]. About 40% of the inhabitants of our planet suffer from allergic diseases. Among them, bronchial asthma (BA) occupies a special place - one of the most common diseases. BA still refers to life-threatening conditions. Thanks to the efforts of many specialists, it has now been possible to achieve certain success in the

treatment and decrease in the frequency of asthma exacerbations [1,2,10]. At the same time, the issues of preventing severe forms of the disease, as well as its prevention continue to expand the minds. In this regard, studies aimed at elucidating risk factors for the development and causes of allergic diseases, including asthma, are becoming relevant. Atopic dermatitis, which can be considered the first (in terms of onset) allergic disease, as well as the initial stage of the "atopic march": atopic dermatitis - allergic rhinitis - BA or atopic dermatitis - BA - allergic rhinitis / BA. It is atopic dermatitis that is one of the most common allergic (somatic) diseases in young children (the first year of life) [3,5,8]. According to our data, the peak incidence occurs in the first year of a child's life.

As a rule, in the vast majority (70–85%) of children, atopic dermatitis manifests itself in the first 6 months of life, and only in 10–15% of young patients it can begin at an older age. Numerous studies indicate that atopic dermatitis predisposes to the development of allergic rhinitis and AD [2,7,9]. Several prospective studies have obtained data on the development of the "allergic march" - from atopic dermatitis to allergic rhinitis and asthma. It is noted that wheezing occurs more often in children with atopic dermatitis; they are most common in the first years of a child's life, increasing from 5% - in the first year of life - to 40% of 60 patients who remained under observation by the end of monitoring (by age 22) [2,11,12]. In older children, there is a close relationship between atopic dermatitis and bronchial hyperreactivity. Considering atopic dermatitis as the initial manifestation of allergic pathology, have shown that 30–76% of children with asthma have symptoms of atopic dermatitis.

Purpose: Comparative analysis of clinical and immunological examination of 50 children with a comorbid course of atopic dermatitis during our observation in 2017-2019. With an indicator of children with atopic dermatitis (n = 30).

Material and methods: The scientific work presents the results of anamnestic, clinical, allergic and immunological studies. The determination of total IgE (HB / ml) in the blood by the immunochemiluminant method (COBAS E 411, Russia), serum-specific IgE (HB / ml) by the solid-phase ELISA method (CARLA, System, Russia) was carried out at TMA scientific laboratory. We used the SCORAD (Atopic Dermatitis Severity) Index to measure the severity of asthma in children. This index is calculated using the following formula:

$SCORAD = A / 5 + 7 * B / 2 + C$, here

A - area of skin lesions (%); B - the sum of points of objective signs (erythema, edema, hydration, excretion, lichenification, dehydration); S- is the sum of subjective signs in points (itching, sleep disturbances); Mild BP - up to 20 points (1-2 times a year, long-term remission, good response to therapy). BP of moderate severity - 20-40 points (relapses 3-4 times a year, remission no more than 4 months, there is no clear response to therapy); Severe blood pressure - more than 40 points (duration of symptoms, remission no more than 2 months, therapy is ineffective). Each subjective assessment is rated on a scale from 0 to 10 points; then the points are added up. The overall score for subjective characters can range from 0 to 20. Statistical processing of the results was carried out using the program for practical mathematical and statistical analysis Microsoft Exell Version 7.0.

Results and analysis: Analysis of data in children with suspected concomitant course of atopic dermatitis with bronchial asthma showed that 61.8% of respondents complained of an allergic rash during the last year, and these rashes were more common in children under three years of

age. Comorbid BA with atopic dermatitis in children under 5 years of age was detected 2.1 times more often than in other age groups. The common location of the rash, that is, on the skin of the elbows, ankles, neck, eyes and ears, is more common at the age of 5. With comorbid atopic dermatitis, 9.2% of children experienced a period of complete clinical remission, the rash completely disappeared, and no nighttime awakenings due to itching and shortness of breath were observed, which was higher in children aged 5–12 years (43.5%). Nocturnal sleep disturbances due to itching and shortness of breath were observed in 35.7% of children less than one day a week and 49.2% of children more than once a week and these data were higher in children under 5 years of age. The results show that the prevalence of asthma with bronchial asthma was 60.9% in boys under the age of 5 years and when distributed by sex ($r < 0.001$). Sensitivity to atopic dermatitis in the first 2 years is sensitivity to food proteins [5], and in our study, the symptoms of atopic dermatitis were observed in children under 5 years old, mainly due to food proteins. In our study, this was shown by studying these children with suspected comorbid course of atopic dermatitis with BA. 49.4% of mothers answered positively to the question "Was it noticed that when your child eats red food and eats a lot of sweets, skin rashes are accompanied by shortness of breath?" In our study, etiologically significant allergens in the development of atopic dermatitis in children under 5 years of age with BA: cow's milk - 67.2%, eggs - 31.9%, cereals - 30.5%, soy - 15.4%, fish - 29.4%, vegetables and fruits - 41.3%.

The study of the anamnesis showed that 89.5% of children had a complex heredity for allergic diseases, which generally corresponded to the results of studies by many authors [2]. Thus, one of the patients' parents had bronchial asthma in 39.6% of cases, allergic rhinitis in 29.5%, hay fever in 18.3%, food allergy in 19.5%, and 18.3% - atopic dermatitis and in 12.2% - drug allergy. All groups were dominated by mothers aged 20 to 30 (70.3%). Most of the children were born from a second pregnancy (51.8%). The study of gestational age showed that in the second half of pregnancy, mothers with gestosis (49.5%), anemia (63.5%) and allergies (69.8%) prevailed. It was noted that the presence of allergic and somatic diseases in most mothers during pregnancy led to the coexistence of AD and BA in their children.

Psych emotional disorders, especially in children before going to kindergarten and school, during school exams, were expressed in the form of sleep disorders, anxiety and emotional lability, and these indicators were manifested in comorbid BA.

In 42% of young children, the appearance of an erythematous rash, shortness of breath, recurrence of cough, skin syndrome was observed as a result of a violation of a hypoallergenic diet or the use of antibacterial drugs in the treatment of observed acute respiratory diseases. During the observation period, the recurrence of skin rashes and wheezing in 19.8% of children persisted as a result of a violation of hypoallergenic nutrition. In our study, the severity of asthma according to the SCORAD index: mild - 50%, medium - 30%, severe - 20% in children, 65% severe - occurred mainly in children under five years of age with comorbid BA.

The study of peripheral blood parameters in sick children during our observation showed the following changes. The data indicate that no significant changes in peripheral blood were found during the outbreak, with the exception of the number of eosinophil's in all children examined. In healthy children, the number of eosinophil's was 7.9 ± 0.23 and AD was 6.2 ± 0.1 higher in the comorbid course of atopic dermatitis compared to 1.31 ± 0.1 ($r < 0.001$). According to the literature, the number of eosinophil's in the peripheral blood in healthy children is 1-5%. In the comorbid course of atopic dermatitis BA, the range of indicators ranged from 2 to 15%. One of

the traditional markers used to diagnose and compare the inflammatory processes of BA and AD is the determination of the level of total IgE in the blood serum. In the comorbid course of BA atopic dermatitis, this indicator averaged 890.5 IU / ml in the range of 140.1-1890 IU / ml and 679.2 IU / ml in atopic dermatitis (Table 1).

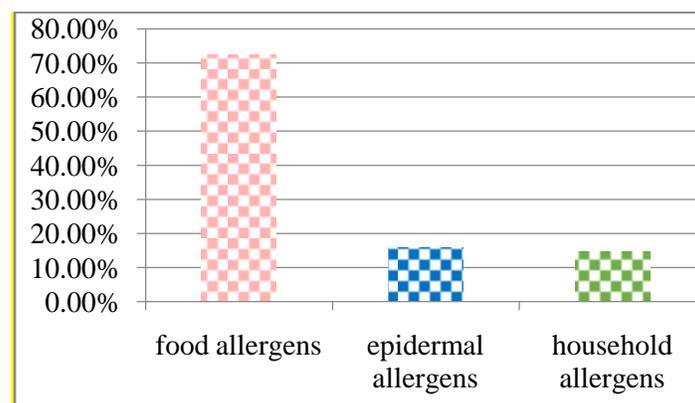
TABLE 1 DIFFERENCES IN PERFORMANCE IN GROUPS

Indicators	A Dcomorbidn=50	AD n =30	Healthy children n=20
Eosinophils%	7,9±0,23*	6,2±0,1*	1,31±0,1*
IgE,IU/ml	890,5±56,4**	679,2±34,2**	53,8±12,4**

Thenote: $p < 0,05-0,001$ compared with healthy children and children with AD.

In our opinion, a high level of eosinophil's and IgE in the comorbid course of AD indicates a relatively severe course of AD disease. Total IgE levels significantly differed ($p = 0.001$) compared to sick children in the group of healthy children (53.8 IU / ml).

One of the important factors contributing to the comorbid course of AD atopic dermatitis is genetically confirmed allergens, which are observed through an allergic reaction. It develops as a result of the body's sensitivity to allergens, which leads to an allergen-specific inflammatory reaction, that is, tissue damage and the appearance of clinical signs of allergic diseases. A special allergological examination was performed in 50 children with a confirmed comorbid course of atopic dermatitis BA. Collecting anamnesis of allergies and detecting allergen-specific IgE antibodies in the blood serum of the examined children revealed their sensitivity to household, epidermal, dust and food allergens. Diagnostically significant concentrations of allergen-specific IgE in blood serum were found in 92.5% of children. Diagnostically significant concentrations of allergen-specific IgE in blood serum for food allergens were found in 72.5% of children. Diagnostically significant concentrations of allergen-specific IgE in blood serum to household allergens were found in 14.8% of children with comorbid BA. Diagnostically significant concentrations of specific IgE in blood serum to epidermal allergens were detected in 19.7%. Diagnostically significant concentrations of IgE specific to dust allergens were found in the serum of 15.9% of children.



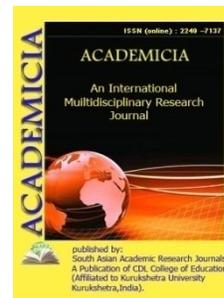
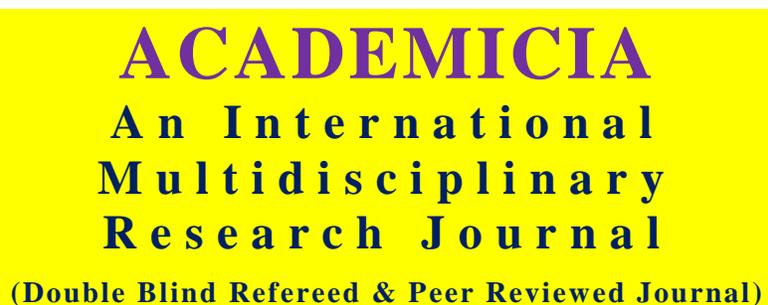
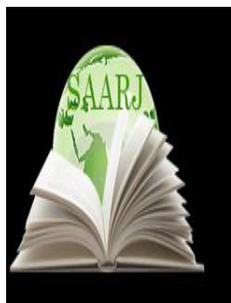
PICTURE 1 DISTRIBUTION OF ALLERGENS BY FORMS.

Findings: The clinical features of the comorbid course of atopic dermatitis with BA in children under 5 years of age are as follows: According to the SCORAD index, 65% of severe patients had

mainly comorbid BA in children under five years of age; High diagnostic concentrations of food-specific IgE were detected in 72.5% of patients with comorbid BA - at the onset of the disease.

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SOME CHARACTERISTICS OF THE SEMANTIC STRUCTURE OF THE PHRASEOLOGICAL UNITS OF THE ENGLISH LANGUAGE

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ABSTRACT

This article reveals some features of the semantic structure of phraseological units of the English language. So, it is determined that the meaning of a phraseological unit is integral, and it does not follow from the meaning of the components that make up this unit. The author also notes that the human factor plays a huge role in phrase formation, because for the most part the overwhelming number of phraseological units is associated with a person, with various fields of his activity.

KEYWORDS: *Phraseological Units, Components Of A Phraseological Unit, Practical Skills, Semantics, Phraseology, Component From The Concept "Person".*

INTRODUCTION

A special way of transmitting evaluative knowledge, reflecting the value orientations of society, is a phraseological unit. Phraseological units as a product of an indirectly derived nomination is a verbalized result of a three-stage process of the subject's cognition of the surrounding reality: empirical perception of the world, conceptual understanding of reality and its interpretive and evaluative comprehension.

Empirical knowledge is based on sensory perception and accompanying practical activity. They allow the subject of cognition to conceptualize concrete-subject entities within the framework of their ontological features. At the level of conceptual comprehension, basic conceptual-

categorical meanings are created, which ensure the integrity and success of the cognition process. [1:58]

The means of the empirical and basic conceptual levels are used to verbalize the assessment with phraseological units characterizing professional activity at the level of interpretive and evaluative comprehension. Hierarchically completing the general process of cognition, interpretive-evaluative comprehension acts as a leading one in the general speech-thinking activity, since within the framework of communication, it provides focusing of attention on a certain fragment of reality, its participants and their individual features. [3: 390].

Phraseological units as a specific means of conceptualizing evaluation is the result of the qualifying activity of consciousness. Evaluative conceptualization refers to the evaluative comprehension of concepts in our minds. Evaluative categorization is a grouping of objects and phenomena by the nature of their evaluation into the corresponding classes and categories, i.e. a system of evaluative categories (static aspect), or mental correlation of an object or phenomenon with a certain evaluative category (dynamic aspect).

The process of categorizing a person's professional activity by means of indirectly derived nomination is carried out at the basic level using the everyday knowledge of the subject of assessment and at the subordinate level with the involvement of elements of the subject's professional experience.

The internal form of evaluative phraseological units, reflecting the characteristics of professional activity, serves as a source of activation of metalinguistic knowledge of all representatives of linguistic culture. In the acts of phraseological nomination, first of all, those fragments of human experience or knowledge that are important for both professionals and non-professionals are designated.

The semantics of phraseological units is a more complex phenomenon in comparison with the lexical meaning of a word. It can be distinguished in it:

- 1) denotative-significative element (subject-logical part of the meaning);
- 2) a connotative element, which indicates an idea of something and determines (motivates) the speaker's emotional-expressive assessment of a person, an object, their action, and quality. The connotative element of phraseological semantics consists of a set of components: first of all, motivational (internal form), emotive, expressive, evaluative. [4:79].

The following properties of phraseological units can be distinguished: stability, integral figurative meaning, separately-framed, permeability impermeability, productivity, imagery (characteristic of most phraseological units), and expressiveness. By the stability of a phraseological unit, we mean the presence of a strictly defined component composition, which preserves a fixed order of the components. Stability is associated: firstly, with the concept of constancy of the lexical composition of the components of the phraseological turnover; secondly, with the concept of the fixation of its structure in the language system. The meaning of a phraseological unit is integral, and it does not follow from the meaning of the components that make up this unit. Component - an integral part of a phraseological unit, devoid of the main features of the word. A component is a de-actualized word (words are de-actualized most often due to a metaphorical rethinking of free phrases). The components of a phraseological unit are de-actualized in a semantic sense, losing at the same time the subject (denotative) orientation, the

former ability to dismember into differential semantic features (which is why the eigenvalue of the components often cannot be established), etc.

For phraseological units, such a property as the permeability / impermeability of the component composition is also characteristic. Phraseological units, which have the permeability of the component composition, allow the insertion of words between their components. It should be noted that only a limited number of words can be inserted between the phraseological units and that the semantics of these words does not participate in the creation of phraseological meaning. Phraseological units, which have the impermeability of the component composition, do not allow insertions between their components. [2:26].

MATERIALS AND METHODS

An important property of phraseological units is that the meaning of a whole phraseological unit does not consist of the meanings of the words included in it, for example, the expression “ate a dog”, meaning “to be a master in some business,” is completely unrelated to the meaning of the words included in it.

Phraseology fills in the gaps in the lexical system of the language, which cannot fully provide the names of new aspects of objective reality cognized by a person, and in many cases is the only designation of objects, properties, processes, states, situations, etc.

Compare. A stable rethought turnover, which goes back to the rethought phrase: Hoist with one’s own petard (“caught in his own trap,” “suffered from his own intrigues”). Such phraseological units have predictive power, indicating the possible path of development of the prototype of another phraseological unit and its formation, which makes it possible to study the patterns of the phraseological process. It should be borne in mind that the phraseological name itself is a complex process of designating a denotation and human knowledge itself. Therefore, there are many figurative punsphraseological units.

Compare.(as) crooked as a dog’s hind leg (“dishonest”, “dishonest”, “there is nowhere to try”); there is a play on words based on two homonyms: crooked and crooked; or, for example, this phraseological unit (as) cross as two sticks (“in a bad mood”, “out of spirit”; “angry as the devil”), which reflects a pun based on two homonyms: cross (“out of spirit”, “Angry”) and cross (“crossing”), etc. [9: 368] An integrated approach to phrase formation in different languages makes it possible to establish a system of regular differences and common features. Moreover, the semantic structure of phraseological units is not limited only to their meanings. The most important elements of the semantic structure, in addition to meaning, are the construction of the entire education as a whole, its grammatical design and systemic linguistic connections.

So, a characteristic feature of the majority of substantive phraseological units with a component from the concept “person” (CCP) in modern English is the expression or concepts that cannot be conveyed in separate words, i.e. these phraseological units have no lexical synonyms. Compare: A rough diamond (“rude, but a good person”); A wolf in sheep's clothing (“a wolf in sheep's clothing”), etc. At the same time, in phraseological units (PhU), the image-building differs in breadth, conveying a very different palette of semantic content - up to the hyperbolized to the point of absurdity, as, for example, in the following case: (as) pleased as a dog with two tails (“happy as a dog with two tails”, “very happy”).

The defining in the semantic description of the phraseological fund of the language is the systematic approach. Here, an important description procedure will be the establishment of phraseosemantic groups in which certain phraseological units are used (In our case, these are phraseological units with CCP (Phraseological units with a component from the concept "person"). [3: 390].

Other synonymous (antonymic) groups are included in similar microfields "Man": a faithful Adam ("faithful old servant"); Man Friday ("Friday", "faithful, faithful servant"); b) big boy (bug, cheese, noise, shot, wheel) great gun ("biggie", "bump"); Anatomical connections between phraseological units with CCP (as an important indicator of semantic relations in phraseology) develop within individual semantic and thematic areas. For example, this is weight, strength: (as) strong as a horse ("healthy as a bull") and (as) weak as a cat (kitten or water) ("weak"); - wealth – poverty:

(as) rich as Croesus ("rich as Croesus") and (as) poor as a church mouse ("poor as a church mouse"); - beauty-ugliness: (as) pretty as a picture ("pretty as a picture") and (as) ugly as sin ("terrible as a mortal sin"); - experience - no experience: Old bird ("shot sparrow") and spring chicken ("yellow-bellied youth"); - emotional and intellectual properties: (as) gentle as a lamb ("meek as a lamb") and (as) hard as nails ("cruel", "heartless"); (as) straight as a die ("very straight, honest") and (as) crooked as a dog's hind leg ("careless", "dishonest"), etc. [6: 202] Most often for the semantic status of PhU with CCP a partial rethinking is characteristic - first of all for stable comparisons: (as) bold (or brave) as a lion ("brave as a lion"); (as) mute as a fish. All of these comparisons apply to humans. Moreover, the first component of comparison is used in its literal meaning.

Variable prototypes of robust comparisons are rare. So, if they say about a person he is as weak as a kitten ("frail", "weak"), then the comparison is phraseological unit, and if the comparison is used in relation to a puppy, then this is a variable phrase. As you can see, the role of the extra linguistic factor in such cases is obvious. [8: 270]

Phraseological units, the literal meanings of the components of which in their totality denote imaginary objects, are often based on violations of formal logic and structural semantic incompatibility of composite components.

an immediate contradiction, which consists in the fact that in this concept a sign is thought that is not characteristic of it: (as) drunk as a boiled owl ("drunk as a lord"); Walking corpse ("walking skeleton"; compare Russian "living corpse"); this phraseological unit is an oxymoron; - an absurd contradiction, which consists in combining features from different areas, which makes the concepts absurd: A hog in arm our ("a saddle goes like a cow"; compare Russian "soft-boiled boots"), etc. [7: 440]

Similar semantics - logical and structural-semantic disturbances contribute to the creation of bright, figurative phraseological units of a large evaluative characteristic.

As you can see, in all of the above cases, the semantic features of phraseological units with a component from the concept "person" (CCP) characterize such an obligatory feature as reproducibility. The second important feature is semantic integrity. In this case, the meaning of the phraseological expression has been partially or completely rethought, i.e. the meaning of phraseological units does not coincide with the meaning of its constituent individual words.

RESULT AND DISCUSSION

In phrase formation, where the dominant “Person” is played out semantically, the factor of abstraction is actualized. This is a form of cognition based on the mental separation of the essential properties and connections of the object of the name from others, its particular properties and connections.

Thus, “man in general” is an abstraction, that is, mental distractions from many people. In the objective world, there is no “man in general”, but only a specific person. Wed: a hard nut to crack (“a person who is difficult to cope with”; “tough nut”, “too tough”). Depending on the specific situation, phraseological units can receive an appropriate semantic refinement. Wed: dead to the world -1) “immune to what is happening”; 2) “unconscious”; 3) “fast asleep”. (as) sober as a judge - A large role in the expression of semantic-figurative motivation of phraseological units is assigned to the supporting components of the phrase-form, as its dominant structural element.

noun: small fry;- adjective: quick on the trigger (“quickly reacting”, “impulsive”). [6:202]

Most often these are phraseological units with CCP, in which some components are used in literal meanings, and the rest are rethought and motivated. The connection of the components with literal meanings with the rest of the phraseological units is also motivated here: (as) busy as a bee (“hardworking as a bee”); (as) silly as a goose (“stupid as a cork”); Eat like a horse (“have an excellent appetite”); nail sin mourning (“dirty nails”, “nails with a mourning border”). Among the metaphorical phraseological units, reflecting mental processes and personality traits, there is a complex metaphor based on an imaginary or unreal situation: have been in one's head; have a cobweb in one's throat (“you can't drive up on a goat”; “smart as hell”). [5: 334].

CONCLUSION

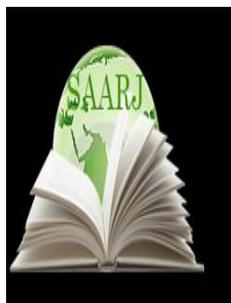
Phraseology is a treasure trove of language. Phraseological units reflects the history of the people, the originality of its culture and way of life. Therefore, PhU often have a clearly national character. They are the majority in the phraseological fund of any language. In phrase formation, the human factor plays a huge role, for in its mass the overwhelming number of phraseological units is associated with a person, with various spheres of his activity. [1:65]

Thus, rethinking means shifts in meaning, not narrowing or expanding. These are semantic processes that are associated with a change in the scope of a concept. In particular, this can be clearly seen in phraseology by analogy, based on the actualization of the visual capabilities of the original structural and semantic data of the syntactic form being played.

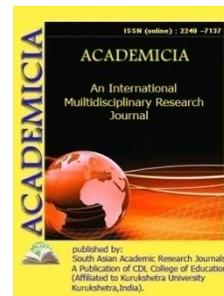
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COMPONENTS OF POLITICAL CULTURE IN POLITICAL PROCESSES

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ABSTRACT

The article analyzes the scientific approach to the study of political phenomena as components of political culture in political processes, the issues of clear classification of their components, interaction and identification of manifestations. It has been studied that in our modern society the political culture of the population is changing rapidly, there is a growing need to determine its formation, peculiarities and scientific analysis of the manifestation of its various components and changes in modern conditions. Components of political culture, such as political psychology, political consciousness, political ideology, on the one hand, the emotional attitude of members of society to politics, values, attitudes that affect political behavior, and on the other hand, the behavior, participation, norms and the rules are analyzed to form stereotypes about the political outlook.

KEYWORDS: *Civil Society, Democracy, Political Process, Political System, Political Culture, Political Behavior, Political Perception, Political Participation, Political Activity, Political Consciousness, Political Ideology, Political Psychology, Political Values.*

INTRODUCTION

One of the problems of the current stage of formation of civil society in our country is related to the formation and manifestation of political culture in political processes. After all, political culture and the political process is one of the most important events in the political life of society. Although they are separate phenomena at a glance, they are mutually compatible as a constant object of study by political scientists. Indeed, the political culture of members of society is reflected in the political system and political processes. "So the focus today is on raising the political culture of the population," he said. Political culture ensures the natural development of democracy" [1:60].

A scientific approach to the study of political phenomena requires a clear classification of their components, identification of their interaction and manifestation features. As the political culture of the population changes dramatically in the context of our changing society, it is necessary to determine the specifics of these changes. In particular, there is a growing need for a scientific analysis of the manifestation of various components of political culture and their changes in modern conditions. In connection with the above, it is important to study the structure of political culture and its main components - political consciousness and political behavior, their role in the complex process of democratization of political culture in society.

Results. An analysis of traditional political behavior has shown that the relative passivity of participation in political processes is due, firstly, to the low level of public confidence in most state and public organizations; secondly, the ineffectiveness of participation in this type of activity is related to the dominance of the idea in the social consciousness.

Assessing the socio-political situation in the country in the process of formation of civil society, the head of state said that "our society has literally awakened, and now our people are learning to directly assess the actions of various officials and express their views freely" [2].

Scientific sources emphasize that political culture consists of such components as political psychology, political consciousness, political ideology. Political culture, on the one hand, constitutes the emotional attitudes of members of society to politics, values, attitudes that affect political behavior, and on the other hand, the behavior of different political cultures, participation, norms and rules, stereotypes about the political worldview.

The Political Encyclopedia, published in Russia, states that the components of political culture are "political knowledge, political ideology and psychology, political experience and traditions, political institutions, norms, forms and means of political activity" [3:174]. If we pay more attention to the analysis of the problem, the components of political culture as a separate system consist of a set of interrelated elements and have a specific structure. The structure of political culture includes needs and interests, knowledge of politics, beliefs, directions, assessment of political events, political consciousness, the essence of thinking, political norms, symbols, traditions, norms of behavior, skills, methods of political activity. The process of formation of these components is long and, at the same time, varies depending on individual characteristics, such as education, national mentality, level of socio-cultural and religious traditions, stereotypes, everyday life, practical understanding of political reality, participation in political processes.

Political culture is a set of general views and normative decisions made by the population in relation to its political system in political science. The concept of political culture does not mean an attitude towards certain state and government leaders, such as a president or prime minister, but rather how people view the political system in general and believe in its legitimacy. American political scientist Lucian Pay describes political culture as a combination of core values, feelings, and knowledge that underlie the political process. Thus, it can be concluded that the foundations of political culture are the beliefs, positions and approaches of citizens to the form of government of the state and society.

Both political culture and political science, as one of the basic concepts of political sociology, allow the study of the mechanisms of interaction of the social environment and the political system in terms of subjective foundations. Indeed, every society has its own norms, values, customs, stereotypes and forms of political participation, which in one way or another give

specificity to objective socio-political relations and relations and play an important role in defining the essence of the political process. It can also be observed that the political development of different countries has led to the instability of the political system as a result of disregard for institutional structures, the relevant cultural content.

For a political culture to be established in a society, civil society must be formed and democratic values must be established. To do this, it is necessary to achieve the realization of such concepts in the socio-political life of society as democracy, the rule of law, civil society, public control. "Democracy is valid only if there are people in society who can live in a democratic environment, have a civic position and a high political culture, otherwise democracy will not be manifested" [1:59]. He also noted that raising the political culture of the people is an evolutionary process that requires a certain amount of time, and stressed that there is no room for haste in its implementation. tried to justify. At the same time, he noted that the improvement of democratic processes should be in line with the growth of political culture [1:65].

Indeed, these social, political, legal events reflect the level of political culture of a society. U.S. political scientist Gabriel Almond describes that if each political system has a specific structural basis for the direction of political action, this factor is political culture [5:396-397].

Although the phenomenon of political culture has a universal nature, its formation and specificity are related to the dynamics of development in the context of nation-states. In the scientific literature, political culture according to the subject of politics: universal political culture; political culture of people, ethnos, civilization; national, regional political culture, subculture [6:326]. If we look at the national features of the formation of political cultures in the modern world, the historical path of development of French, Spanish, Russian, Ukrainian or other peoples in the West, Chinese, Japanese, Uzbeks in the East, the peculiarities of national character, the development of national statehood and their influence. differs in aspects.

It should be noted that not all knowledge is related to the culture of a particular society, nor does it form spontaneously. Indeed, the political consciousness of the people, in turn, determines the political strata, the political behavior of the peoples. In this sense, political culture is the commonality of historical and political experience, political consciousness and political behavior [6:322].

It is known that political culture is manifested not only in the "historically formed, relatively stable set of political ideas, beliefs and trends, but also in the actions and models of political behavior, the actions of the subjects of political relations" [7:169]. Based on these differences, it is possible to distinguish between general and specific types of political culture on the basis of comparing not only individual features, but also its structural features.

Political behavior is a qualitative level of political activity and political participation, that is, an activity related to how a person can behave in this or that situation, in this or that political event. For example, 150 members of a country's parliament can simultaneously demonstrate different levels of political behavior. Demonstrating political and legal activism, someone is actively involved in the discussion process, paying special attention to each legal parameter in the legislative process. There may be no clear political approach or legal position in the actions of other policy actors, they may sit quietly, in other words, simply observe the process, may not be able to penetrate deeply into the political and legal essence of the adopted normative legal act [8:9].

Political behavior is also reflected in the participation of citizens in political events, including demonstrations. Such participation is, on the one hand, in the peaceful conduct of relations along the declared route in accordance with the rules established in the socio-political processes in the country, as enshrined in the Constitution and laws, and, on the other hand, in organizing riots, damage to state and public property; disruption of public order is even manifested in cases leading to bloody clashes. Such an appearance of political behavior reflects the level of political consciousness and culture of the members of society. All of these differences in the actions of political actors and participants fall within the definition of "political behavior". In other words, all the subjects and participants described are engaged in political activities or participate in political events, but each behaves differently. Hence, political behavior is a way of political participation and manifestation in political processes.

Political behavior is manifested primarily in the subject-object relationship, which is an expression of the state of the subject itself in the process of action. However, in political activity, subject-object relations come first, that is, they are manifested in relations conditioned by the type of activity.

Russian scholar Ivan Alekseevich Ilin focuses on the role of political culture in society, describing it not as the ultimate goal of human life, but as a means to achieve the main goal - the cultural development of man [10:100]. Consequently, the creation of a common cultural foundation contributes to the formation of a political culture. Based on these rules, it can be assumed that modern political culture does not influence the development of political processes, but rather helps them to be reflected in the political consciousness of citizens. Accordingly, based on reflections on the activities of the state power and its governing bodies, each person immediately creates his own political culture postulates at the subconscious level. In general, the political behavior of an individual (group) can depend on many factors. This includes:

- the individual emotional and psychological qualities of the subject or participant in the political process. The difficulty of predicting one's feelings, the sudden onset of attitudes to political reality, often leading to surprising views, and vice versa, are manifested in situations such as caution, restraint, ability to maintain a certain political balance, external calm in political processes;
- personal (group) interest of a subject or participant in political actions. For example, a policy entity is involved in the discussion of a problem of interest or a draft normative legal act in the process of exerting influence on its acceptance or non-acceptance;
- Political movement and adaptive behavior in political participation - represents the behavior associated with the need to adapt to the objective conditions of political life;
- Situational behavior of a political subject in political processes - refers to the behavior associated with a particular political situation or participation in a political reality;
- Behaviors related to certain ethical principles and moral values in the participation of a political subject in political reality - how well the subject or participant in a particular political situation or political action controls the situation, understands the essence of what is happening and adheres to the norms of political processes. The level of motivation and involvement in political life has a significant impact on the political behavior of the subject of politics. For example, for some,

participation in political processes can be a random event, for some it can be a political career, for others it can be the meaning of life, for others it can be a way to make money;

- Forcing to engage in certain types of behavior. Such methods of influencing political behavior are typical of totalitarian and authoritarian regimes of power.

Knowledge of political behavior, which is a component of political culture, plays an important role in the organization of political processes in society. Here, the participation of the subjects of the political process in politics is reflected in the national mental characteristics brought up on the basis of the cultural traditions of their country. In this process, in political culture, universal rational knowledge and the peculiarities of the national mentality are intertwined.

DISCUSSION

Analyzing the content of the components of political culture and their practical manifestation in the socio-political life of Uzbekistan at the current stage of national development, we can draw the following conclusions:

First, political culture is a set of historically established stable forms and stereotypes of political activity, which are determined by knowledge, feelings, traditions, values, beliefs, attitudes, directions, i.e. elements of the political consciousness of the subject. There are different views on the components of political culture. In most scientific sources, political consciousness and political behavior, as well as cognitive, ideological, emotional, ethical, and behavioral, are considered to be key components of political culture. From their unity and interaction, a political culture is formed in the minds of both society as a whole and a particular individual.

Second, the analysis of theoretical and methodological approaches to the study of political consciousness and political behavior, which are a key component of political culture, showed that the theoretical concepts and specific political approaches developed on their basis are interconnected in a single spiritual complex.

Third, for the majority of the population, the formation of the cognitive component of political culture is primarily seen as the most convenient way to obtain information about current socio-political events in the media, in particular, television and the Internet. In this sense, the media form the information base of political culture.

Political education determines the qualitative level of political knowledge. In other words, the features of conceptuality, integrity, consistency, objectivity, scientific character in political education represent the formation of political culture. Interest in social and political life Integrated use of all sources of socio-political information, ie television, press and radio, the Internet as a subject of influence, the formation of political views, opinions, feelings that bring to the political consciousness certain political knowledge, ideas, norms, patterns of political behavior allows.

Based on the components of political culture, interest in politics is formed, which in turn becomes an important factor in increasing their cognitive activity. Observations have shown that this interest may vary depending on international relations, the socio-political situation in certain regions and countries, the socio-economic status of citizens, the degree of their practical involvement in public and political activities, and a number of other factors.

A factor in shaping political thinking is the subject's personal political experience, which helps to put into practice the knowledge he or she has acquired from various sources of socio-political information. Today, the importance of political thinking is growing significantly. Modern political life, with all its complexity and rapid change of political events, requires a person to navigate in it, to evaluate some events from a scientific point of view, to compare and analyze political events. Socio-political reality, empirical data show that citizens have a more positive side than the negative in the current changes in modern society [11]. Some assess the political reality based on changes in the social life of the country, others on their personal lives and observations. In most cases, there is a tendency for citizens to distance themselves from politics, to be afraid to comment on it. Such an approach has created a sense of "fear" in the political consciousness and culture of the society as a result of long-term political pressures, the serious impact of closed politics. Today, the socio-political reality is changing radically. In politics, first of all, the system of human-society-state interests, not the state, has been formed. The policy of the principle "Human interests take precedence over everything" is being implemented.

CONCLUSION

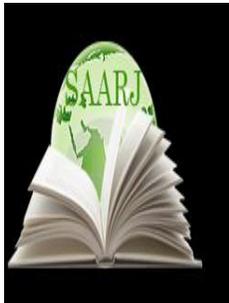
The emotional components of political culture (mood, emotions) reflect the standard and quality of life of citizens, contribute to the concentration of their attention on the issue of interest, carry important information about the state of public consciousness and appear as an important indicator of political culture. Observations show that our people are gradually adapting to changes in the economic and socio-political spheres. The number of citizens who have managed to overcome the difficulties due to the improvement of their financial situation is increasing. They began to have more hope for both their future and the positive trends in the country's development. Thus, citizens' perception of the economic and political situation in the country is becoming more optimistic.

An analysis of the components of political culture allows us to conclude that freedom and human rights, order and stability, social equality and justice are paramount to maintaining the vitality and sustainability of any socio-political system. Without them, the government will not be able to build and maintain public confidence in its legitimacy.

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METAPHORICAL SPEECH EFFICIENCY IN EDUCATION

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ABSTRACT

This article discusses pedagogical speech, which is one of the key factors in the educational process, and important aspects of the use of metaphors in it. The metaphor has been analyzed in depth as a tool to increase the effectiveness of speech in the process of training older employees from different fields, especially managers. In modern science, the reasons for the change in scientific views on the concept of metaphor and the laws of its use are revealed.

KEYWORDS: *Pedagogical Speech, Metaphor, Conceptual Metaphor, Creativity.*

INTRODUCTION

The use of metaphors in education, especially in the retraining, teaching, professional development and development of formal speaking skills of older personnel, is invaluable. Most scholars who analyze the effectiveness of speech in communication explain the increase in the number of media outlets to the extent to which every thought expressed affects the destiny of the world. However, the power of words has long been highly valued in the works of Eastern thinkers. It is noteworthy that in these sources, the use of the word in a figurative sense in relation to its original meaning plays a special role in increasing the power of thought. Although this theory has been emphasized by many philosophers, its practical proof is reflected in the fiction. The change of the essence of a word in the process of communication, the expansion of meaning through the transfer of nouns, i.e. metaphors are widely used in speech and its place in fiction determines its original value.

One of the primary features of the activity of the human mind is the creation of new ideas from existing things and events, that is, the formation of metaphors [1]. Indeed, metaphor has been of interest to a number of scholars since antiquity, and as its scope expands, so does interest in this phenomenon. The history of the study of metaphor is connected with the name of the great philosopher Aristotle, which shows that the above ideas are a valid emphasis. In his work *Poetics*, devoted to the science of poetry, the philosopher first dwells on the concepts of metaphors and describes them as portable words expressed in poetic speech [2]. The scholar also explains the metaphor as “a concept used in the comparative analogy of the name of one species to the description of another species”.

The research of the French philosopher N. Charbonel plays an important role in the identification of metaphors. His theory focuses more on the semantic descriptions of metaphor in modern philosophy. Analyzing the philosophical research on metaphor written from antiquity to recent years, the scientist divides these theories and their generalizing conclusions into four groups:

- The first theory: metaphor is not language, but speech, as well as a phenomenon of thinking;
- The second theory: the process of metaphorization occurs only when there is a comparison, approximation between words of different types (heterogeneous);
- The third theory: all metaphorical expressions should be evaluated according to their semantic properties, i.e. expressive and cognitive semantic aspects;
- The fourth theory: the presence of praxéologique or praxéoprescriptive semantic features of the metaphor [3].

Exactly the fourth theory, i.e. the praxiological features of metaphor, is a novelty of Nanin Sharbonel's study. He explains this concept as follows:

“Ces énoncés ne se contentent pas de porter un acte de langage’ expressivité. Ils font autre chose : par l’appel à un comparant (toujours hétérogène) et valorisé (comme dans le régime sémantique expressif) ils enjoignent aucteur, à l’interlocuteur, quelque chose à faire, dans la praxis extralinguistique. Dire : « L’enfant est une plante qui a besoin de beaucoup de soleil» (Michelet)c’est enjoindre au parent de donner à l’enfant de l’affection” [3].

In this commentary, this notion does not imply artistically expressive speech. This results in something else: (heterogeneous, heterogeneous) comparable and (expressive semantics) in accordance with the urge of the evaluator, he (i.e. the metaphorical word) instructs the speaker and the listener to perform a certain action on the basis of extra linguistic practice. For example, "A child is a plant, it needs more sunlight," and this urge suggests that parents should give more love to their children. N. Sharbonel proves that metaphor has the power to influence social events and, in its essence, can direct a certain action. However, it is noted that this feature has not been taken into account in most modern philosophical studies.

In modern linguistics, the focus is on the features of metaphor related to thinking. Issues of language and thinking are a key factor in determining the mechanism of formation of new ideas in the human mind. The study of these phenomena serves as a program for the discovery of important stages of human history and the criteria of development. From the point of view of modern linguistics, metaphor is one such mechanism. Metaphors, originally analyzed in philosophy as speech ornaments, later entered linguistics and were studied as an artistic means of

expression. Today, however, cognitive linguists view metaphor as a comparative-analytical activity of the mind. That is, every word that exists in the language is formed on the basis of exact analogy, in which metaphor serves as a basic cognitive mechanism [4].

Philosophical and linguocognitive theories of metaphor have made it possible to study the creative principles of thinking in modern science. In particular, the “empirical nature of the metaphor and its role as a basic cognitive mechanism” [5] and the systematic connection based on analogy, comparison and creation in various fields have given rise to this phenomenon. Existence of metaphorization process in various fields of science, including sports, architecture, art, cinematography, politics, mathematics, physics, as well as in areas related to production, such as advertising, marketing, services (names of hairdressers in barbershops, names of dishes in restaurants) and its practical effectiveness was determined in the course of the study. The metaphorical product in any field is primarily the result of the interplay of language and thought. After all, the idea that arises in thinking is first reflected in language and transformed into materiality through action. “Thinking is the companion of human activity. Imaginative thinking takes a different form from the direct reflection of reality, and it is based on imaginary imagination. Indirectly, the imagination leads to the formation of metaphors, metonymies and other mental symbols” [5]. The multifaceted and interdisciplinary study of metaphor serves to determine the practical value of metaphors given in works of art and to determine its productive and praxiological (results-oriented) features. At the same time, it shows that the creative activity of the human mind is related to the process of metaphorization. At a time when innovative ideas are relevant for the development of the country, one of the important tasks facing linguists is to study, analyze this process and determine its laws.

TG Popova and EV Kurochkina praised the features of metaphor as a cognitive mechanism and commented as follows:

“The metaphor is extremely practical. It can be used as a tool of description and explanation in any field: in psychotherapeutic conversations and in conversations between airline pilots, in ritual dances and in a programming language, in art education and in quantum mechanics” [6]. This approach explains the reasons for the interdisciplinary study of metaphor. Metaphorical thinking exists not only in the minds of representatives of the field of language and literature, but also in the minds of people working in different directions, helping to find appropriate solutions to certain problematic issues.

Catherine Fur, a researcher on improving the performance of enterprises and organizations, explains the role of sports metaphors in capacity building as follows:

“Les métaphores sportives employées dans ces formations permettent d’avoir accès aux représentations sociales par une connaissance spontanée, naïve, communément appelée connaissance de sens commun ou pensée naturelle. Nous pouvons les observer, par exemple, dans le langage: «l’entreprise, c’est un vaste bateau», «le marché commercial, c’est comme sur un voilier, il y a des moments où la mer est calme et d’autres moments où c’est houleux, on est tous dans la même galère», comme dans les situations sportives qui sont utilisées dans ces stages” [7]. The study explains that the doctrine called "OUT DOOR" conveys the laws of labor improvement to employees of the enterprise through simple and straightforward social images. It shows that the process of physical training of workers is not just a simple exercise, but the implementation of the recommendations of the leader who conducts this training. Illustrations

such as "Business is a big ship", "Being in a trading system, swimming in a sailboat means that sometimes the water is calm, and sometimes in floods are all at risk", and workers are advised how to act in such a situation. These images help to prepare the company's staff for the future, to establish collective activity and spiritual preparation for personal life, as well as professional activities. In this study, the main focus is on the leading speech, the figurative expressions reflected in the speech are metaphors that reflect different perceptions in the human mind.

Artificial intelligence is analyzed in a scientific article by French researcher Christian Notary comparing computer metaphor and cognitive linguistics. He negatively assesses the similarity between the computer and the human brain, arguing that the human brain is a complex system [8]. Scholars studying the laws of language analyze the degree to which metaphorical expressions such as "automatic change", "mechanical construction" and "grammatical formula" given in their theories correspond to computer language.

Linguist Bianca Tomoni has analyzed metaphors in the field of economics, relying on the cognitive properties of the metaphor. The following examples used in the research in the field of economics, in particular in the banking system, show that the conceptual metaphor "Bank is a battlefield": "Les banques sont conçues comme des armées, les agences bancaires en tant qu'unités militaires, les employés en tant que soldats, l'argent et les produits financiers apparaissent représentés en tant que ressources ou objectifs militaires, le marché financier apparaît comme un champ de bataille, la crise comme un ennemi" [9]. The examples given are analyzed on the basis of a socio-cognitive approach, based on the theories of several economists such as Boers, Demecheleer, Charteris-Black, Ennis, Musolff, and McCloskey. According to B., in economics, metaphors are used in order to engage and persuade the community, as well as to ensure the consistency of speech. Divide the nearly 6,000 metaphorical phrases collected on the basis of 74 documents related to the banking sector into three groups, «métaphores-clefs», métaphores conceptuelles and sous-métaphores. These sources also reveal the peculiarities of gender linguistics of metaphorical speech in economics: "Elles are porteuses d'idéologie et contribuent à masculiniser le discours et à limiter l'accès des femmes aux postes de haute direction" [9]. The analysis of metaphors is studied according to the text, its type and theme, the comprehension potential of the listener-receiver focused on metaphorical expressions is taken into account and psycholinguistically analyzed.

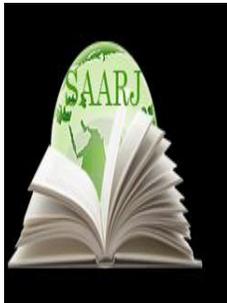
One of the most important features of metaphor is that it pushes this idea from immaterial to material. The theories of J. Lakoff and M. Johnson on the conceptual understanding of the universe and the empirical properties of knowledge later led to the discovery that there is a real mechanism of technical and scientific innovations in various fields. There is also a praxiological feature of metaphors, which means that it serves as a guide for the reader in understanding abstract concepts. The word formed by name transfer not only takes on a new meaning, but also conveys the necessary advice and guidance through existing experiences in thinking. This phenomenon has been studied in praxiology, and the most striking example of this is reflected in the metaphor. This feature is reflected not only in the metaphors used in fiction, but also in scientific and journalistic texts. It has also been found that in modern philosophy the praxiological feature of the metaphor is more manifested than its ornamental feature.

This means that metaphors can not only ensure the effectiveness of speech in different areas, but also stimulate the formation of new thoughts and ideas. Proper use of metaphors in speeches in

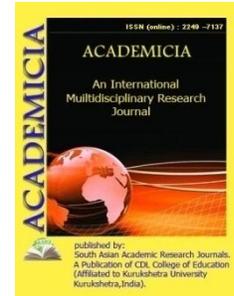
any field, while demonstrating the skill of the speaker, allows the listener to have a clear idea of the intended purpose.

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AN INNOVATIVE APPROACH TO THE DEVELOPMENT OF INTELLECTUAL POTENTIAL IN PRIMARY SCHOOL

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ABSTRACT

The article discusses innovative teaching methods in primary school. The widespread introduction of new forms and methods of teaching, including modern information technologies, to ensure the possibility of individual development of each child. The development of the ability to motivate actions, independently navigate the information received, the formation of creative non-standard thinking, the development of children through the maximum disclosure of their natural abilities, using the latest achievements of science and practice, are the main goals of innovation. Innovative activity in education as a socially significant practice aimed at moral self-improvement of a person is important because it is able to ensure the transformation of all existing types of practices in society.

KEYWORDS: *Innovation, Primary Grade, School, Learning.*

INTRODUCTION

Innovation is the introduction of new methodologies and standards into a process. Obedience, repetition, imitation are replaced by new requirements: the ability to see problems, calmly accept them, and solve independently. This applies to all spheres of life: household, social and professional. Innovative education involves learning in the process of creating new knowledge -

through the integration of fundamental science, the educational process and production itself. It brings with it new foundations of developmental education, as the main modernizing factor in education. In relation to the pedagogical process, innovation means the introduction of something new into the goals, content, methods and forms of teaching and upbringing, the organization of joint activities of the teacher and the student. The purpose of innovation is a qualitative change in the personality of a student in comparison with the traditional system. This becomes possible due to the introduction of didactic and educational programs unknown to practice into professional activity, which involves the removal of the pedagogical crisis.

The development of the ability to motivate actions, independently navigate the information received, the formation of creative non-standard thinking, the development of children through the maximum disclosure of their natural abilities, using the latest achievements of science and practice, are the main goals of innovation. Innovative activity in education as a socially significant practice aimed at moral self-improvement of a person is important because it is able to ensure the transformation of all existing types of practices in society. [2]

When choosing a teaching style, the teacher's beliefs have a greater influence than his knowledge, since in the learning process they affect everything that he does in the classroom, the beliefs to accept new ideas, therefore, I completely revised my teaching methodology before and after. Modern requirements of society to the teacher are such that the teacher must constantly engage in self-education, expanding the boundaries of his capabilities. He should be able to change quickly and be able to apply new approaches and technologies in the classroom. The widespread introduction of new forms and methods of teaching, including modern information technologies, to ensure the possibility of individual development of each child. Development of a system of educational work on the principles of voluntariness, freedom of choice and creativity. The high-tech world is rapidly gaining momentum day by day.

In our children - children of the 21st century, we must cultivate the habit of changes, teach them to react quickly to changing conditions, obtain the necessary information, and analyze it in many ways. General development is understood as the development of the mind, will, emotional and moral ideas - everything that underlies the educational activity and the successful socialization of the student. The general development of the child is carried out in the process of his search activities when interacting with the teacher, the class, his environment. Therefore, it is necessary to pay special attention to the organization of educational activities and the socialization of children. In the pedagogical literature, a large number of classifications and groups of innovations are given. I am closer to innovations aimed at developing new forms, technologies and methods of the educational process; innovations aimed at working out the new content of education and new ways of structuring it.

The development of a student in primary school depends on many factors, including how visual and easy-to-understand the educational material is. Therefore, at the present stage of the organization of the educational process, the teacher cannot do without information and communication technologies in the lesson. Thanks to the Power Point program, any illustrative material can be turned into a good methodological aid for the teacher. Psychologists have proven that when conducting classes using new information technologies, the right hemisphere of the brain is activated, which is responsible for associative thinking, the birth of new ideas, intuition, the psycho-emotional state of the student improves, and his positive emotions are activated. [one] The effectiveness of teaching also increases due to the activation of independent work of

students, the development of their cognitive and creative abilities, and the figurative presentation of the material. An elementary school teacher is obliged to teach children to learn, to preserve and develop the cognitive need of students, to provide the cognitive means necessary for mastering the basics of science. Therefore, one of the main goals is to develop cognitive processes.

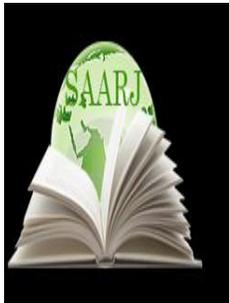
Cognitive activity develops cognitive processes, logical thinking, attention, memory, speech, imagination, maintains interest in learning. All these processes are interconnected. Ability to competently organize work in the lesson, create conditions of ease and the interest of all students allows the teacher to use additional opportunities (for example, the use of computer technology) to develop the abilities of each child. Such organization of classes helps in a shorter time to remember and consolidate those techniques that are known to children from preschool age, to more fully ensure the mastery of the newly shown teacher.

The developmental significance of computer technologies for the development of the abilities of a primary school student is very great. The use of computers in the classroom creates an emotional mood, which, in turn, has a positive effect on the development of children. This arouses great interest in children in the studied term or concept, increases attention and at the same time is a repetition of the previously known names of materials and tools, terms. In a modern elementary school, the personality of the child and his activities come first. Priority technologies include: Personal-oriented approach; Active approach; Health-saving technologies; Art-technologies; Gaming technologies; Test; Information and computer technologies; Implementation of design and research activities.

The technology of the activity method means that the formulation of an educational problem and the search for its solution are carried out by students in the course of a dialogue specially built by the teacher. Children under my guidance, but with a high degree of independence, while answering questions, discover new knowledge. I give children the opportunity to develop the ability to see every phenomenon from different points of view. Possession of this skill is one of the most important characteristics of a modern person. It is associated with such personality traits as tolerance to other people's opinions and habits, willingness to cooperate, mobility and flexibility of thinking. In the process of work, I came to the conclusion that a child who has not mastered the methods of educational activity in the elementary grades of school, in the middle level, inevitably goes into the category of unsuccessful ones. Learning through the activity method provides for such an implementation of the educational process in which at each stage of education, a number of intellectual qualities of the individual are simultaneously formed and improved. I believe that the correct use of the activity-based teaching method in the classroom in primary school will optimize the learning process, eliminate student overload, prevent school stress, and most importantly, make school a single educational process. Applying modern technologies in innovative teaching, the teacher makes the process more complete and interesting. Today, every teacher can use the activity method in his practical work, since all the components of this method are well known. Therefore, it is enough just to comprehend the significance of each element and use them systematically in work. The use of the technology of the activity-based teaching method creates conditions for the formation of a child's readiness for self-development, helps to form a stable system of knowledge and a system of values (self-education). This ensures the fulfillment of the social order reflected in the provisions of the RF Law "On Education".

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INTERPRETATION OF THE IMAGE OF NATIONAL LIBERATION FIGHTERS (ON THE EXAMPLE OF THE HEROES OF BAHODIR MURODALI'S STORY "KO'KTO'NLIKAR")

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ABSTRACT

This article comments on the interpretation of the image of national liberation fighters through the story "Koktonliklar" by BahodirMurodali. The policy of perestroika that emerged in the mid-1980s and the disintegration of the USSR make it possible to study and shed light on historical documents that have been kept secret from the people for years. As a result, many things become clear. In particular, the emergence of the national liberation movement and their true identities were revealed. This is also reflected in the works. One of them is the story of the young writer BahodirMurad Ali "Ko'kto'nliklar".

KEYWORDS: *National Freedom, Spirituality, Narrative, Independence, Human Destiny, People, Oppression.*

INTRODUCTION

The effect of spiritual awakening is manifested in people's self-awareness, national pride, pride, pride in the past of our ancestors, the feeling that the future is in everyone's hands, labor and conscious activity. The task of today is to use literature to enhance the spiritual and intellectual potential of the nation, the mental and spiritual cultures of the people. Because, as we have said before, the world is protected not by beauty, but by spirituality. It is created by the perfect man. Fiction is an important factor in creating perfection. Well-informed writers are working in this direction.

In which story the process of human experience finds its suffering, its essence, its philosophical interpretation, the events do not retreat from history. When illuminated, the work survives any change in society. BahodirMurodali's story "Ko'kto'nliklar" captures the heart of the reader with such a quality and allows him to determine the right path in life by enriching his spiritual world.

This, in turn, will contribute to the humanization of society and the strengthening of democracy. Because only in a society where the people are perfect will the law prevail in the interests of justice and Islam. So the work serves the future of man.

It is well known that the images of national liberation fighters in scientific and artistic works written before independence are almost all evil, disturbing the peace of the people and causing great damage to the national economy, defaming women. described as people. The policy of perestroika that emerged in the mid-1980s and the disintegration of the USSR make it possible to study and shed light on historical documents that have been kept secret from the people for years. As a result, many things become clear. In particular, the emergence of the national liberation movement and their true identities were revealed. This is also reflected in the works. One of them is the story of the young writer BahodirMurad Ali "Ko'kto'nliklar". The story sheds light on the life process as much as it actually is, and erases the path of the national liberation movement. So what does this look like?

First, the story is dominated by the image of human destiny, destiny, its pain and suffering, not reality; secondly, the development of a person's sense of the spiritual world, his suffering, his worldview with sincerity and great human pain; third, to look at man as a man free from a class approach, and to describe him as having and possessing qualities; and fourth, the issue is essentially reflected in the correct coverage of it from a historical point of view.

The events of the story are based on the activities and destinies of three leading heroes. These are the leaders of the national liberation struggle - Askaralibek, Shamirzabek and mullaJaloliddin, who followed the path of the Reds. These three image activities and the behaviors of the people associated with them make up the three worlds. But even so, these worlds have integrity.

The story begins when Askaralibek is caught red-handed for treason. The plot of the work is based on the memory of Askaralibek. The memory is not described simply, but described completely. The events of the film are aimed at developing the spiritual world of Askaralibek, revealing the essence of his fate and tragedy. As a result, Askaralibek becomes more famous in the development of the plot. Because his actions and the events of life and the conclusions he draws from the process have a great philosophical generalization, which allows us to understand the fate of the homeland and the essence of national values. The subject of the story of the «Ko'kto'nliklar» is a sensitive one: for almost seventy years, works about the press have been created, exposing the negative brutality of the publishers. It would be wrong to say that the number of printers created in fiction and art has increased tenfold in terms of quantity. The word "printer" was just a symbol of blackness and negativity. No one asked, "Why hijacker?", "Where did he invade?" never thought The essence of printing has been re-examined for two or three years. Especially in 1990, the Central and local press published valuable articles about the background of the printing movement and the goals of the hijackers. The time is approaching for the press, or rather the national liberation movement, to be covered in a completely new artistic light. One of the first bold steps in this direction was the roundtable "hijacking: Truth and Fiction", published in the "Star of the East" (1991, No. 3). The «Ko'kto'nliklar» are one of the few novels, stories, short stories, and novels in our literature that shed light on the printing movement in a new direction. It is difficult to turn an obscure subject into a new one with an independent look. In the story of BahodirMurad Ali, the pressure of the old way of life is felt.

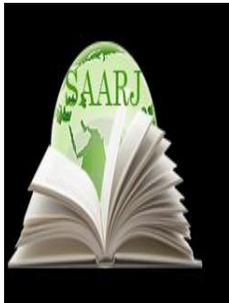
The story, of course, depicts the struggle between two opposing forces, the Reds and the Basmatis. Jaloliddin, Sorokin, Mansur, Kirgiy bola are the representatives of the Reds, Askarali, Umaralibek, Shamirzabek are the leaders of the "invaders". In the story, the people are portrayed as the main force. The author is not on the side of the publishers and does not fully use the reds. His point of observation is among the people. He looks at both opposing forces with the eyes of the people. In many works, the people served as a backdrop for the Red Army. BahadurMurad Ali evaluates both the Reds and the Basmachis in terms of the concept of a wise people. People are the decisive force in the story. There is no sense of revolution in his spirit. Rebuilding a new marriage is not the main goal either: Jalaliddin's father and mother reprimand a Tatar teacher for whitewashing the house. They are more concerned with reading the book bareheaded and urinating than with the novelty of Jalaliddin's views. So Jalaliddin's parents are so cousins, don't they understand? Both his grandfather and father performed Hajj. Imam of the Kadyrkulhoji mosque. But he does not use the money from the imam for his living. He feeds his family on produce from the garden. People of faith in Jalaliddin's family In the story of the «Ko'kto'nliklar», the image of the main characters proves that faith is the most sacred feeling of a person. Umaralibek bequeaths his faith even before his death. People like Askarali, Shamirza, Latofat, Nisora sometimes listen to the devil and make mistakes, but in the end they keep their faith strong.

The author has given a broad and detailed account of the essence of reality. The story contains in-depth analysis, comparisons and analogies. The author diligently and carefully studies the materials of Soviet-era books, articles, works of art, memoirs of military commanders, newspapers and magazines, radio broadcasts, television programs, analyzes the various views and interpretations, and at the same time personally was able to substantiate his views in every way.

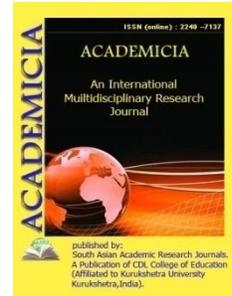
The conclusion is that every country, every nation can develop only in conditions of complete freedom, in an environment of political, economic, spiritual and spiritual independence, and have a place as a full-fledged member of the world community. to freely determine their present and future, to protect their rights and citizens, to uphold the rule of law in practice, to strive for spiritual maturity, to be proud of the spiritual and cultural riches created by their ancestors, to be the successors and educators of their ancestors The fighters of the national liberation movement will remain in the hearts for centuries.

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**EXPANSION OF INTERCULTURAL RELATIONS OF STUDENTS AS
 IMPROVING THE QUALITY OF THE EDUCATIONAL PROCESS WHEN
 LEARNING A FOREIGN LANGUAGE**

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ABSTRACT

The article discusses the issue of expanding the intercultural relations of students in the study of the English language, which is the most important at this time, when the relationship of peoples, languages, cultures has reached an unprecedented scale - and, as always, the problem of fostering tolerance for foreign cultures, awakening interest and respect for them, overcoming feelings of irritation in oneself from redundancy, insufficiency, or simply the dissimilarity of other cultures.

KEYWORDS: *Expansion, Intercultural Relations, Student, Study, English, Relationship, People, Culture, Education, Tolerance, Stranger, Interest, Respect, Dialogue.*

INTRODUCTION

At the present stage, the main task of teaching foreign languages cannot be precisely the mastery of linguistic knowledge, skills and abilities, and not even encyclopedic knowledge of regional studies.

The main goal in the pedagogical process should be the expansion of intercultural relations, which is the most important at this time, “when the mixing of peoples, languages, cultures has reached an unprecedented scale - and, as always, the problem of fostering tolerance for foreign cultures, awakening interest and respect for him, overcoming in oneself feelings of irritation from redundancy, insufficiency or simply the dissimilarity of other cultures. This is what caused the general attention to the issues of intercultural communication”. [7; 9]

The study of the problems of intercultural communication involves acquaintance with the following phenomena and concepts: the principles of communication, the main functions of

culture, the influence of culture on perception and communication in its various spheres and types, parameters for describing the influence of culture on human activity and the development of society. [5, 73]

An intercultural relationship is the mutual understanding of several individuals in communication. In addition, these individuals belong to different cultures that are not similar to them. It is the lack of similarity of cultures that can lead to a misunderstanding of individuals, although they communicate perfectly in the same language. Intercultural attitude is gaining demand in the field of the educational process in the study of a foreign language: knowledge of communication models, cultural stereotypes, values, images and symbols of culture.

The result of acquaintance with the culture of the country of the target language and mastering the methods of intercultural communication is the socio-cultural competence formed in students as an integral part of the communicative competence. [2]

Factors of the native sociocultural environment also play an important role in the formation of ideas about the culture of the country of the target language. [3]

Sociocultural competence includes regional and linguistic information. In foreign language classes, it is proposed to introduce students to the following information about the country of the target language: geographical location and natural conditions; state structure; the culture of the country and its contribution to world culture; organization of everyday life and leisure; information about educational institutions; holidays and significant dates; features of speech behavior and etiquette.

Linguistic and cultural knowledge includes information about non-equivalent and background vocabulary and methods of its transmission in the native language, the cultural component of authentic texts, speech etiquette of native speakers. [4]

Using well-chosen material for verbal communication, we can determine the socio-cultural knowledge and skills of students. The selected material for speech communication uses such topics as: Great Britain, London, Family, London, Museums, Traveling, School, Hobby, Ecology, Sport, My specialty, National holidays, Traditions. This means that a student studying English must know the information of the country under study: about the geographical location, about famous historical events, about the state system, about art and culture, about traditions, about the norms of behavior of the country under study. Possessing all the above socio-cultural knowledge and skills, the student will be able not only to take part in intercultural communication, but also to speak English at the level of his native speaker.

In the process of mastering a foreign language, students acquire material that demonstrates the functioning of the language in a natural environment, the speech and non-speech behavior of native speakers in different communication situations and reveals the features of behavior associated with folk customs, traditions, social structure of society, ethnicity. First of all, this happens with the help of authentic materials (original texts, audio recordings, videos), which are normative in terms of language design and contain linguistic and cultural information. [6,152]

In addition, in some cases, without understanding what it means to study and communicate in a foreign language, native speakers are simply not able to answer the questions popular among foreigners what and why. This happens not because they do not want to help, but because, having familiarized themselves with their native culture in a natural, implicit way, being in a

cultural environment, they have knowledge-concepts, are only able to intuitively determine what is what and very rarely can give the expected explanation. Thus, it is obvious that knowledge of culture gives confidence to everyone who speaks a foreign language enables students to make choices in action. In some cases, knowing the correct answer, you just need to ask what and why in order to start a conversation or continue the conversation. These tricks belong to the category of many strategies used in communication. Therefore, socio-cultural competence allows speakers of a foreign language to feel almost on an equal footing with native speakers (in terms of culture), which is a step towards adequate knowledge of a foreign language. [2; 19]

The actual task of teaching foreign languages as a means of communication between representatives of different peoples and cultures is, of course, solved when studying languages in an indissoluble unity with the world and culture of the peoples who speak them. This is a complex task, complicated by the fact that communication is not just a verbal process. The effectiveness of intercultural communication, in addition to knowledge of a foreign language, depends on many factors: conditions and culture of communication, rules of etiquette, knowledge of non-verbal forms of expression, background knowledge in general and much more. [1]

Thus, we are talking about the need for a deeper and more thorough study of the world of native speakers, their culture in the wide ethnographic sense of the word, their way of life, national character and mentality. [8.35]

Therefore, in the process of teaching English, you need to intensify pressure on the knowledge of the culture of the country and the people of the target language. Knowledge of the culture of the country and the people of the target language will help to easily establish intercultural relations among students in the country of the target language.

The acquired knowledge about the culture of the country of the target language leads to intercultural relations and mutual understanding of each other, which they all belong to different national cultures.

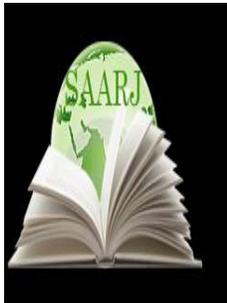
Language and culture in the process of communication are closely related. After all, language is the custodian of cultural values, embodied in language units, in oral and written texts. As a carrier of culture, language is at the same time a transmitter of cultural values from one generation to another. [9]

Consequently, the expansion of intercultural relations occurs depending on the ability of students to take part in the dialogue of cultures, showing mutual respect, tolerance for cultural differences and overcoming cultural barriers.

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METHODS OF FORMATION OF SPIRITUAL AND MORAL COMPETENCIES IN THE EDUCATION OF FUTURE TEACHERS

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ABSTRACT

Measures aimed at forming a harmonious generation, educating young people spiritually and morally, turning them into an active participant in the ongoing reforms are being consistently implemented. Increasing the professionalism and competence was recognized as the main driving force of progress and activities leading to the goals of sustainable development. The modern education system involves the further improvement of the mechanisms for raising the competence of future specialists on the basis of a creative approach and an innovative system for putting them into practice. From this point of view, the research competence of future specialists on the basis of a creative approach is of particular importance for creating innovation, creating intellectual resources for socio-economic development through the development of cognitive and divergent thinking based on modern pedagogical processes that create new knowledge, and expanding the training opportunities for competitive personnel. The article looks into the requirements and policies for the competent teaching staff.

KEYWORDS: *Cultural, Moral, Political, Legal, Economic, Competence, Lifelong Learning, Technical Skill, Spiritual and Moral Competence.*

INTRODUCTION

The basic concepts of the spiritual and moral education of schoolchildren and the preparation of the future teacher for the corresponding activity were subjected to research. At the same time, an analysis of psychological and pedagogical literature suggests the need:

- Application in a complex of scientific approaches from the standpoint of which these phenomena were studied, as well as integrative and synergistic approaches;

- Definition of the essence of spiritual and moral education in comparison with spiritual and moral;

- identifying scientific provisions, approaches, patterns, principles, concepts that reveal the essence of preparing a future teacher for the spiritual and moral education of schoolchildren and ensure the achievement of its tasks within the framework of various areas of relevant professional and pedagogical training;

development of the concept of professional and pedagogical training of a future teacher for spiritual and moral education from the point of view of the requirements of modernization of education in conditions of a diverse worldview, a variety of value systems;

- solving the problem of the relationship between religious and secular traditions in the upbringing of the younger generation;

- determining the competencies of the future teacher in the field of spiritual and moral education of schoolchildren.

Thus, the relevance of the study is due to:

- at the socio-pedagogical level: the need to overcome the spiritual crisis caused by socio-economic development; a social order reflected in the latest state documents on education, in which the main task is the upbringing of a spiritually rich, highly moral, educated person who respects the traditions and culture of his people and other peoples; the need for the training of pedagogical personnel who are able to solve the problems of spiritual and moral education of schoolchildren in the conditions of the existence of various value systems, the inconsistency and aggressiveness of the information space, different types of worldview, etc .;

- at the scientific and pedagogical level: the appearance in recent years of scientific research in the field of education of the younger generation in modern conditions, containing alternative positions of scientists in solving the problem under study and the need to determine in this regard the conceptual foundations of the spiritual and moral education of schoolchildren; the lack of theoretical provisions that reveal the essence of preparing a future teacher for the spiritual and moral education of schoolchildren in the changed socio-economic conditions;

- at the scientific and methodological level: the need to analyze the existing one and develop a new scientific and methodological support for the process of preparing a future teacher for the spiritual and moral education of schoolchildren in the constantly changing conditions of the socio-economic and spiritual life of Russian society.

MATERIALS AND METHODS

It is shown that the goal of aesthetic education is the development of their intellectual, spiritual, moral, artistic and creative potential, as well as the development of aesthetic taste and aesthetic ideal while using the wide opportunities for students to master various types of artistic and aesthetic activities. The article considers artistic and creative activities that have a greater impact on the process of aesthetic education. The importance of artistic and creative activity in the formation of the aesthetic activity of a person is noted. The dynamics of the development of aesthetic education is revealed, showing that the acquired skills and practical aesthetic skills increase at each stage of professional training of future technology teachers in the context of studying and implementing various types of artistic and creative activities. The mechanism of

aesthetic education is effectively implemented as the achievement of the goal of professional training of future technology teachers through the creation of special conditions for a unified artistic and aesthetic educational environment in which teachers involve students in the process of creative activity and encourage them to choose and make independent decisions in creativity. It is shown that the artistic and aesthetic educational environment through discussions and thematic conferences on art, in particular, on decorative and applied art, folk crafts, artistic handicrafts, contributes to the aesthetic education of future technology teachers. The necessity of studying disciplines on arts and crafts, theory and history of design, morphology in technological design, as well as the development of artistic and creative self-expression in artistic and creative activities aimed at the aesthetic education of students of future technology teachers is noted.

Reforming higher professional and pedagogical education requires a deep rethinking and development of practical approaches to the spiritual and moral formation of the personality of a future teacher, who has spirituality and high morality, formed spiritual needs and moral motives of behavior, the ability for spiritual and moral self-determination, self-realization, self-improvement, allowing to solve practical tasks of future professional activity.

The study of the provisions of regulatory documents in the field of education and the analysis of the literature allow us to establish that domestic pedagogy has a certain need for scientifically based materials and methodological recommendations that regulate the spiritual and moral education of the future teacher. Particular attention in the professional training of teachers should be paid to the formation of the worldview of the individual, spiritual and moral position in relation to the phenomena of social life, readiness for public social action. We believe that the solution tool should be the system of spiritual and moral education of the future teacher in the field of professional training, taking into account the local history component, the basis of which is knowledge, skills and methods of local history activities, their worldview and moral orientation.

RESULTS AND CONCLUSION

The demand for local history material in the professional training of future teachers is due not only to the theoretical premises and new requirements of the federal state educational standard of higher professional education, but also to the practice of higher education - the humanization and regionalization of education, the pedagogical potential of local history in higher education, its upbringing function.

Teaching in our modern world is quite demanding and requires the educators to perform successfully in several positions.

Such a broad frame of reference can be a useful tool for analysis and dialogue, according to a systemic view of the teacher's professional development, in its tensions between person and institution, product and process, and what is desirable or possible.

It is possible to stimulate teachers to engage positively in developing their competences through a competence development plan that might:

- be based upon a clear model of teacher competence with sound theoretical underpinnings, on which there can be consensus;
- promote teachers' self-reflection;

- respect individual teachers' different starting points and levels of interest by offering a mix of options, incentives and requirements; and
- leave room for school autonomy in implementing continuous professional development plans.

A key question is: 'how to inspire teachers to be proactive, reflective professionals who take ownership of their own professional development?' Teachers vary in their learning styles, their level of engagement and their understanding of the benefits of acquiring and developing their competences. Therefore, their focus on internal or external stimuli for engagement in professional development will vary.

Teacher engagement in competence development can be stimulated by offering a mix of opportunities, incentives and requirements. The opportunities for competence development should meet the following conditions:

- Matching needs and demands at all levels – building a bridge between the needs of the teacher and those of the school (and education system);
- Accessibility, relevance and variety of opportunities on offer;
- Proper coordination between the content of ITE, induction and CPD, and the providers at each phase;
- being based on dialogue with stakeholders (teachers and unions, school managers and employers, school authorities and national ministries, teacher educators and universities, CPD providers) at all levels, to secure commitment and shared understanding;
- Adequate provision of time and resources (e.g. substitute teachers to cover for training absences).

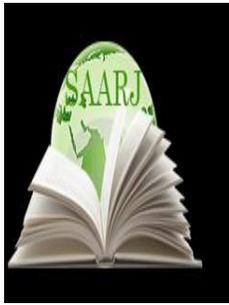
For teachers who are mainly stimulated by external factors, different material and non-material incentives can stimulate engagement in professional development; depending on the context, these may include:

- Opportunities to develop as professionals;
- Opportunities to fulfill other roles and take on wider school responsibilities;
- Recognition by colleagues and education authorities;
- seeing the success of their pupils; the appreciation of the school leader;
- The respect of the local community, including parents; and
- Salary increases.

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THE RULE OF KING JALALIDDIN AKBARSHAH IN THE KINGDOM OF BABURIY

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ABSTRACT

This article provides an analytical account of the life, government, and military activities of Sultan Jalaliddin Akbar Shah, who ruled the Baburi Empire in India from 1556 to 1605. It was a mixture of Islam, Hinduism, Parsism, and Jainism. Akbar combined secular and religious authority. Those who believed in this religion were blessed by Akbar. Later, after Akbar's death, this new religion became a small sect. When Akbar could not find a ship by the river, he jumped into the water with the elephant he was riding and started to cross the river. He has a small army with him.

KEYWORDS: Akbarshah, Humayun, Baburis, India, Muslims, Reform, A Military March, Large Landowner.

INTRODUCTION

Akbar Jalaliddin Muhammad was born on October 14, 1542 in Amarkot. From 1556 to 1605 he was the ruler of the Baburi kingdom in India. Babur's grandson, Humayun's son, ascended the throne at the age of 13 (February 15, 1556). Shortly afterwards, Humayun and his family arrived in Kandahar, where his brother ruled. Then his brother knew that he was going to catch him and kill him and left for Iran. His son Akbar and his wife stay with his brother. Eventually, when Kabul and Kandahar fell to Humayun again, Akbar met his father Humayun again. After the conquest of India, his father appointed him governor of Punjab. After announcing the death of his father, he is enthroned in Punjab and announced to the people. At that time, in 1556, Akbar was only thirteen years and nine months old. For this reason, Bayramkhan was appointed as his advisor and assistant in the conduct of the affairs of the kingdom [1-5]. Bayramkhan was a very strong military leader who knew the events in the country in advance. He used to serve his father, but now he is helping to strengthen his son's property. It will amass great wealth and suppress all protests.

Initially, the Turkmen minister, Bayramkhan, ruled the throne with the help of his father, and then, when he reached puberty, he began to rule the country harshly. He constantly fought to expand his kingdom. During the reign of Akbar, the Baburi kingdom covered a vast area from Balkh in the north to the Godavari River in the south (with Kashmir and Afghanistan), from the Arabian Sea in the west to the Bay of Bengal in the east. In order to establish a centralized kingdom, internal reforms began in 1574: strengthening control over the army and reorganizing and rearming it, dividing the country into new administrative districts. Through marital ties, he strengthened ties with the principalities of Rajput. The Rajput cavalry formed the basis of Akbar's army [5-9]. Large landowners have taken several measures against the arbitrariness of the landowners. In 1574, instead of giving land to the commanders, the peasants entrusted their servants with the payment of wages from the treasury and the collection of taxes from the lands of the country. Akbar's policy was strongly opposed by the Jogirs. Akbar began appointing Hindus to high positions in order to achieve religious harmony among the population and introduced a new religion, the "divine religion." It was a mixture of Islam, Hinduism, Parsism, and Jainism. Akbar combined secular and religious authority. Those who believed in this religion were blessed by Akbar. Later, after Akbar's death, this new religion became a small sect. Akbar paid great attention to agriculture and trade, and European countries also traded. Akbar also sponsored science and art [7-12]. Akbar's minister and friend Abulfazl Allami wrote Akbarnama, a book on the history of Akbar's reign. Akbar was a great statesman, a strong, courageous and talented commander.

The political situation at that time was very complicated. Because of Humayun's sudden death, before he could finish his work, the Afghans continued to occupy large areas of the country. Alexander the Great still had the opportunity to gather an army and strike at the king of the Baburids, Odil Khan Suri sat with his minister Haymo in the East and took the opportunity to take back Agra and Delhi, and the junior rulers who wanted to take advantage of this destroyed the empire. it was a time when he dreamed of being independent.

Akbar had a difficult task to overcome. Taking advantage of the young king's accession to the throne with his minister Haymo, Odilkhan attacked Delhi and Agra, capturing the surrounding lands as well as the Baburis and depriving them of the land of Duob. He then prepares to expel Akbar from Punjab.

Upon learning of this, Bayramkhan gathered his army and went to Delhi, where he met Haymo in the Panipat Valley. Haymo's army consisted of 100,000 navkars and 500 elephants, while Bayramkhan's army consisted of 20,000 navkars. The battle took place in the month of Muharram in 1556 and was unexpected. Haymo falls on his horse. When the warriors saw this, they were terrified and fled. Meanwhile, Bayramkhan continued the battle and continued to invade Agra and Delhi until he recaptured them and captured Duob. He takes the animal captive and kills it.

MAIN PART

Akbar reached puberty in 1560. Although he did not enjoy the sciences as much as the royal children of his age, he was intelligent and knowledgeable. The life he lived, the conditions he grew up in, the process of growing up taught him a lot.

After Akbar ascended to his father's throne, Bayramkhan took on all the challenges of the throne, becoming his teacher, commander and deputy. He strengthened his position, drove out his enemies. But Bayramkhan was a fanatic, a Shiite. The people were Sunnis. Therefore, when Akbar reaches puberty, he decides to dismiss him gently. But kind words are of no use. Bahramkhan opposes Akbar. Akbar and his other generals chased him. Bayramkhan realizes that he has lost and apologizes. Akbar will forgive him on the condition that he spend the rest of his life in the land of Hijaz. On his way to Hijaz, near the city of Nani in Ghajarat province, the Afghans retaliated by killing him and burying him in a cemetery there. His remains will then be moved to Delhi.

Because Akbar is young, some generals and rulers try to oppose him. But even though he was small, he kept his word and cut himself off. Whenever he did something, he would do it all of a sudden, so he would destroy many of his enemies one by one.

One day, Alikulikhan, one of the generals, gathered the emirs around Khan Zaman (once one of Humayun's greatest generals) and took advantage of Akbar's departure to suppress a revolt organized by his brother Hakim Mirza in Punjab, capturing Kanuj and Avda. But Akbar quickly returned to Agra, gathered his troops and began to prepare for battle. Despite the rainy season, Akbar comes to the Ganga River. The khan was sitting quietly on the other side of the river. Because he thought that Akbar would not fight in this weather. When Akbar could not find a ship by the river, he jumped into the water with the elephant he was riding and started to cross the river. He has a small army with him. At dawn, battle drums sound at the gates of the Khan-era Gara Mank Pur. Khan Zaman and his troops were shocked by this sudden event and gave up their positions. Akbar captures much booty and destroys another enemy. This happened in 1567.

Akbar then captured Ranta-Pur Fortress and headed for Chitur Fort in Rajputana. It was rumoured at the time that the castle could not be captured. Akbar's army begins to destroy the castle walls with explosives. At night, when the commander of the fortress looks out of the wall, Akbar shoots him with an arrow. Frightened, the people of the castle and the soldiers began to kill themselves. After the defeat of the enemy, the capture of Chitur in 1568, and the annexation of Rajputana to the country of Akbar, the borders of the state reached as far as Ghajarat. Many of Akbar's fleeing enemies had settled in Ghajarat. They begin to attack Rajputana and Malva. Enraged, Akbar rushes to arrest him. Earlier, Humayun had conquered Ghajarat from the time of Bahadur Shah. But that didn't last long. When Humayun was defeated by Sher Shah and left India, Bahodir Shah retained his property. Gajarot remained independent. Now Ghajarat was

protected by Muzaffarshah, the grandson of Bahadur Shah. But he was a superficial ruler. The main power was in the hands of Gulam Etimodkhan. The situation in the country was not as peaceful as he converted to Islam. The government was very weak. The trustee, therefore, goes to Akbar and asks him to capture Ghajarat. Gajarat surrenders without resistance [6-11]. Enemies are destroyed and Gajarot is cleared of corruption.

When Akbar sent his troops to Surt, the Portuguese set up their own shopping malls there to help local forces. But after seeing Akbar's victory, they want to gain his trust. The Portuguese made a treaty with Akbar to take the pilgrims to Mecca freely and not to block their way at sea, because the city of Surt was a port city, and until the end, there was a street called "Bobi Mecca" - the gate of Mecca. was.

When Akbar returns from Ghajarat, his governor Muzaffarshah will also return with him. But the rulers of Gajarat advised him to return and take back his property. At their word, Muzaffarshah fled from Agra. Akbar appointed Abdurahimkhan, the son of his former minister Bayramkhan, as the leader of the army against Muzaffarkhan. When they arrived in Ghajarat, Muzaffar Khan fled to the coastal provinces and became a bandit for several years. But he finally surrendered in 1592. He commits suicide while being taken to Agra.

Hakim Mirza, Akbar's father's brother, was the governor of Kabul. From there he attacks Punjab. Akbar rebelled against him and pursued him, capturing Kabul. But after his sin, he returned to Kabul. Hakim Mirza attacks Punjab for the second time. For the second time, Akbar appointed him governor of Kabul. He ruled Kabul until his death in 1585. After his death, Kabul joined the Baburi state. Akbar appoints the Hindu Mon Sang as the governor of Kabul. This was a sign of Akbar's kindness to people of other nationalities.

Kashmir was also in the hands of Muslim rulers. But conspiracies and conflicts were undermining the government. Akbar wants to take over the region, which is famous for its air, wealth, flora and beautiful winds. Kashmir was conquered in 1586 as a result of such actions.

RESULTS

In Akbar's time, the country expanded exponentially. It includes northern and central India, including Gajarat and Malwa, as well as Bengal and western Afghanistan.

After these marches, Akbar jumps south. There, on the remnants of the Bahmani state in Dukkan, five small Muslim countries emerged - the Borishah state in Bidor, the Bihar states, Gulkanda, Pijopur and Ahmad Nagar. The ruler of Ahmad Nagar invaded Bihar in 1572 and annexed it. As a result, it was becoming a much more powerful and dangerous force. The wars between these countries have never stopped. There was another Muslim kingdom in the north of the country, called Hondis, with Burhanpur as its capital. There was the famous Asirgara Fortress. He was also added to Ghajarat. After the conquest of Ghajarat by Akbar, the fortress passed to him. Only the name of Khandis belonged to the Baburis. Its governor stops paying tribute to Akbar. Because of Snu, Akbar heads south. Ahmad marches on Nagar in 1595. Its ruler was a young boy at the time. But the boy's aunt, Chandbibi, was the real ruler. This woman meets Akbar face to face. It was one of the rarest meetings in history, with a woman at the head of the army. When Akbar attacked him, Chandbibi called on the rulers of the neighbouring country to stand in line in front of the enemy. The governor of Pijopur rushes to his aid. When Akbar's army begins to tear down the walls of the fort, its occupants begin to flee in fear.

Chandbibi then removes her mask from her face and orders the returning soldiers to flee with their swords in their hands. The soldiers return. The ruins of the fort were repaired at night. The siege of the fort was led by Akbar's son Murad. When both sides are tired, Murad offers to make peace. Chandbibi agrees to the terms of the truce. Bihar joins the Baburi state. In this way, this fearless woman resists Akbar's army.

This was followed by a fierce battle between Akbar's army and the country of Pijopur. The war between the two countries was sparked by Pijopur's support for Ahmad Nagar. Ahmad Nagar, a Muslim kingdom, fought in Gulkan and Pijopur. The war dragged on. Neither side won. Meanwhile, Murad, the son of Akbar, the leader of the army, dies. Akbar hastily sends his second son, Daniel, to war. He was followed in 1599 by an army of 80,000. But in the meantime, the position of the Khanate of Khandis changed considerably after the death of its ruler and the replacement of his son Shah Bahadur Dil. He disobeyed the Baburis and refused to pay tribute. The country was located north of Dukkan and was a gateway to the Muslim kingdoms. Akbar's goal is to completely surrender these countries. Eventually, Khandis and Ahmad Nagar joined the Baburi state. Gulkanda and Pijopur will remain independent. During the reign of Akbar, the territory of the Baburid state expanded enormously. At the beginning of the 17th century, the Baburi state consisted of Kabul, Kandahar, Sand, Multon, Lohur, Kashmir, Delhi, Agra, Achmir, Ilahabad, Avda, Bahor, Bengal, Arisa, Malwa, Ghajarat, Khandis, Baror, Ahmad Nagar provinces.

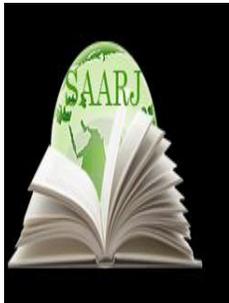
CONCLUSION

In conclusion, during the reign of King Akbar, the Baburi kingdom experienced its golden age. The people were grateful for the reforms in all areas and the just rule of the ruler. The state acted in accordance with the principles of justice. The reign of King Akbar was one of the most prosperous, and the people were prosperous. Architecture, art, music, literature and other fields flourished and flourished during the reign of Akbar Shah.

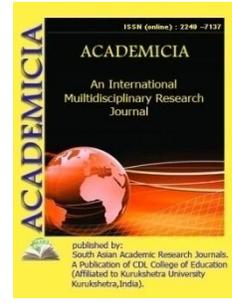
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**THE CONCEPT OF PHRASEOLOGY AND THE BASIC TYPES OF
 PHRASEOLOGIC UNITS DUE TO THE DEGREE OF IDIOMATICITY**

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ABSTRACT

This article is focusing on investigation the emergence of Phraseology. In this article authors makes certain the question how to define the word phraseology and its isolation from lexicology. In order to comprehension of the word phraseologism they first introduced the scholars who made their initial attempt to study the field of linguistics we call phraseology. Coming from their notices it is clear that this branch of linguistic is very young and few scientists managed to see the world that brought by phraseology. In this article basic types of phraseological units are analyzed relating to the degree of idiomaticity in the process of learning a foreign language. The authors have tried to define the types of phraseological units with the help of using examples.

KEYWORDS: *Vocabulary, Language, Phraseology, Study, Stylistic, PU, Word-Group, Style, Origin, Idiom, Stability, Phraseological Fusions, Phraseological Unities, Phraseological Collocations.*

INTRODUCTION

Phraseology of each language makes a significant contribution to the formation of figurative pictures of the world. Knowing the phraseology allows - a deeper understanding of the history and character of the people. Phraseologisms exist in close connection with vocabulary. Their study helps to better understand the structure of vocabulary, education and the use of lexical units in speech. When we talk about this term our tongue instantly curves into another notion that signifies above concept. This is the term phraseological units (PU). They are special language means in which the originality and uniqueness of any language is concentrated. Considering PU in this aspect, we come to the disclosure of the concept of "phraseology" in the broad sense of the word. In a narrow sense, phraseology is a section of linguistics that studies stable speech speed [3].

For the first time, the concept of PU was formulated by the linguist S. Balli, a representative of the French school of linguistics. He called the PU "combinations that have firmly entered to the language" [4]. English and American researchers such as L.P. Smith, A. Mackay, J. Seidlou, and W. McMordi use the term "idiom" in their writings on the study of PU. By an idiom they mean an expression whose value is not inferred from the value of its individual elements.

The richness of vocabulary of every language depends on not only to the ways of forming new words, but also to the permanent idioms it may for the amount and quality becomes rich. The science which studies the "world" of those units is called phraseology. Phraseology is the science about idioms, and it was firstly used in 1928 by Y.D. Polovinov [1]

Phraseology resembles a picturesque gallery comprising the samples of eternal and marvelous customs and traditions of a nation, historical memorials, fairy tales and songs. Phraseology is not only the most colourful part of vocabulary, but also the most democratic layer.

At first phraseology was used in study of literature. While translating some fiction from one language into another it became impossible to translate inseparable word combinations. Then the phraseological unities in those languages were started to research. The term phraseology was first used in world philology in 1558 by English literary scholar Neander. While translating the literary works Neander had to use this term. Though the most part of phraseological materials are included in vocabulary and other sources, the research works on the theory of phraseology have been rarely met in the sources concerning linguistics (L. Smith, D. Curry, W. Ball, Ch.Bally). Up to now the matters of English phraseology have been studied within grammar, stylistics, lexicography and history of language. Later phraseology has been studied as a branch of lexicology. As the linguistics developed, nowadays phraseology has been admitted and is being researched as an independent branch of linguistics in most languages. It is worth pointing out that a number of Eastern European and Russian scholars researched this field in their works. A lot of results were achieved. Though French scholar Charlie Bally put the term phraseologie into the science, this term wasn't used in the works of Western European and American linguists. Bally uses phraseology within stylistics. The matter of studying phraseology as an independent branch of linguistics was advanced by Russian linguist E.D.Polivanov. As he maintains positively, lexis studies separate words' meanings, morphology studies words' structure, syntax studies the structure of word

combinations. In his opinion, there is a necessity for an independent field which studies peculiar unique word combinations. E.D.Polivanov was sure that phraseology would become firmly fixed in linguistics and it occurred. The matter of studying phraseology as a separate branch of linguistics was promoted by Russian scholar V.V.Vinogradov too. V.V.Vinogradov's great service is that he separated phraseological unities into semantic groups. However, phraseology remained a part of lexicology, because the principal criteria proving that phraseology could be an independent field of linguistics hadn't been worked out yet. So, phraseology was being learned as the part of lexicology. After E.D.Polivanov and V.V.Vinogradov the first who promoted the idea of studying phraseology independently was scholar B.A.Larin. He affirmed that enough scientific research hadn't been done in phraseology. In Russian linguist A.V.Kunin's opinion, phraseology came off the lexicology circle: its range and significance have been raised. Though a lot of, sometimes controversial ideas were expressed concerning phraseology a number of scientific research works had been done. Such outstanding linguists as N.N. Amosova, A.V. Kunin, V.A. Smirnitsky, S.S. Gorelik, V.L. Arkhangelsky, V.V. Vinogradov, B.A. Larin, I.A. Melchuk, I.I. Revzin, S.N.Savitskaya, Yu.D. Apresan have great services to this science.[1]

The meaning of phraseology is not deduced from the value of the sum of its elements, but is determined by rethinking. This is because the phraseological phrase is not a free phrase, but one of its main properties is reproducibility. So the free combinations are the expressions "white snow", "black pen", "yellow pencil", which are created from separate words in the process of communication, at the same time, the expressions "white lie", "black gold", "black market", "yellow papers" are PU that are retrieved from the memory in their entirety - just like individual words. Any violation in the syntactic or semantic structure of these PU irreparably leads to the loss of their meaning.

It has been repeatedly pointed out that word-groups analyzed as functionally and semantically inseparable units are considered to be the subject matter of phraseology. It should be noted that proper scientific investigation of English phraseology has not been attempted until quite recently. English and American linguists tried to collect various words, word-groups and sentences by presenting some features of view, style, origin, usage which are peculiar to them. These units are usually described as idioms but no attempt has been made to analyze these idioms as a separate class of linguistic units.

However, the existing terms,[4] such as set-phrases, idioms, word-equivalents reflect to a certain extent the main debatable issues of phraseology. The term set-phrase implies that the basic criterion of differentiation is stability of the lexical components and grammatical structure of word-groups. The term idioms generally imply that the essential feature of the linguistic units under consideration is idiomaticity or lack of motivation.

Phraseological units are habitually defined as non-motivated word-groups that cannot be freely made up in speech but are reproduced as ready-made system. This definition proceeds from the assumption that the essential features of phraseological units are considered to be the stability of the lexical components.[3] It is frequently assumed that unlike components of free word-groups which may vary due to the needs of communication, words of phraseological units are reproduced as single unchangeable collocations.

Taking into account mainly the degree of idiomaticity phraseological units may be classified into three big groups: phraseological fusions, phraseological unities and phraseological collocations.

Phraseological fusions are completely non-motivated word-groups, such as **red tape-***“bureaucratic methods”*; **heavy father-***“serious or solemn part in a theatrical play”*; **kick the bucket-***“die”* and the like. The meaning of the components has no connections whatsoever, at least synchronically, with the meaning of the whole group. Idiomaticity is, as a rule, combined with complete stability of the lexical components and the grammatical structure of the fusion.

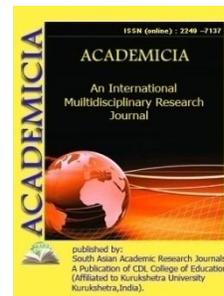
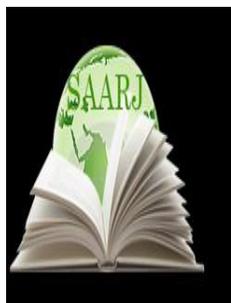
Phraseological unities are partially non-motivated as their meaning can usually be perceived through the metaphoric meaning of the whole phraseological unit. For example, **to show one’s teeth, to wash one’s dirty linen in public** if interpreted as semantically motivated through the combined lexical meaning of the component words would naturally lead one to understand these in their literal meaning. The metaphoric meaning of the whole unit, however, readily suggests ‘**take a threatening tone**’ or ‘**show an intention to injure**’ for *show one’s teeth* and ‘**discuss or make public one’s quarrels**’ for *wash one’s dirty linen in public*. Phraseological unities are as a rule marked by a comparatively high degree of stability of the lexical components.

Phraseological collocations are motivated but they are made up of words possessing specific lexical valency which accounts for a certain degree of stability in such word-groups. In phraseological collocations variability of member words is strictly limited. For instance, **bear a grudge** may be changed into **bear malice**, but **not into bear a fancy or liking**. We can say **take a liking (fancy)** but **not take hatred (disgust)**. These habitual collocations tend to become kind of clichés where the meaning of member-words is to some extent dominated by the meaning of the whole group. Due to these phraseological collocations are felt possessing a certain degree of semantic inseparability.

To conclude the article, it can be reviewed that by taking into consideration the degree of idiomaticity phraseological units are classified into three groups such as phraseological fusions, phraseological unities and phraseological collocations [2]. They are differentiated according to their idiomaticity and they are proven with the examples.

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MOBILE LEARNING AND LEARNING THROUGH ANIMATED MOVIES: CHALLENGES IN YOUNG ENGLISH LEARNERS

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ABSTRACT

This article is dedicated to the study of influence of animated movies and mobile applications to the English language learning process among the young learners and results caused by implementing them into the education system.

KEYWORDS: *Types Of Learners, Mobile Learning, Animated Movies, Effects On Mind, Bad Eye Side, Changes In Behavior, Imitating The Actions, Collaboration.*

INTRODUCTION

Teaching the foreign language is one of the complicated issues standing opposite the teachers all over the world. English language is considered to be the most widespread international language in our planet. Day by day, the number of techniques and methods, forwarded to teaching this language, is improving. Up to now, there were worked out a great deal of activities for FL teachers by modern methodologists, to improve effectiveness of the learning process.

Nowadays, mobile technologies and mobile applications (apps) are becoming an indispensable part of learning, including foreign language learning [1]. This recent methodology of their use is called mobile learning (m-learning). M-learning further expands e-learning by promoting independent and active learning and by turning educational institutions into 24/7, no-barrier learning centers [2]. In a similar vein, Klimova [3] speaks of Mobile Assisted Language Learning (MALL) as a new sub division of Computer Assisted Language Learning (CALL). Leisetal. [4] even suggest a new acronym for Smart phone Assisted Language Learning, SPALL, as the smart phone offers capabilities far beyond the traditional mobile phone.

The key features of m-learning, such as personalized learning, independent on time and place, collaboration with peers and teachers in both formal and informal settings, ubiquity and interactivity of mobile devices, make m-learning efficient [1,3].

As we know there are 4 types of learners, they are: kinesthetic, tactile, auditory and visual. Visual learners learn information through sense of sight. They may read or write, the data we gave, and it will be most fruitful way to gain the message. Auditory learners receive majority of knowledge through hearing. The most effective way to study for them is visiting the lectures, listening to the recordings and debating. Tactile learners use sense of touch to gain the information. The most productive way for this kind of learners is to touch the objects of investigating, moving them around. Kinesthetic learners should imitate and act out the information they received and it will be the best drilling for them. While preparing the syllabus for our course, the first thing to pay attention is how to cover all these aspects and keep the concentration of students' minds on acquiring the information. The best solution for the problem is implementing movies and cartoons into learning program. The main reason for this resolution lays on that the afore mentioned ones can involve at list 3types of learners (visual, auditory and kinesthetic). Additional material for tactile learners should be also included into the syllabus, but the core of our course should be based on explaining material through the cartoons or movies. While choosing any of them, we should rely on the age of learners. Certainly, for teaching young learners, selecting animated movies is the best solution. It is the most motivating thing for children. That is why, visiting English lessons can be enjoyable and challenging for pupils.

The sense of perception of young learners is rather different from adults'. It is caused by peculiarities of infantile outlook. Children often have a great visual experience, but it does not mean that he can realize received information adequately. So A.N. Leontyev stated that presence of that or another content in the field of perception of child, yet does not mean that he poses it fully.

By the moment of entering the school the processes of reception of child are developed enough, but not completely. Grade by grade they come to right shape. Indifference with grown-ups, little ones cannot behave critically toward the information received. They cannot deny observing suspicious programs, films and cartoons.

Methods

It is note worthy that students usually report that they like m-learning. This view is supported by other authors who also maintain that using mobile devices like smart phones and tablet sin education is gladly accepted by learners. M-learning is sometimes used in order to help low-achieving students and motivate them (and others) to spend more time studying outside the classroom.

Teachers may use either some already established social networking platforms (WhatsApp, We Chat, Telegram, Line), or special applications for learning English (FunDubbing), or they may follow guidelines in creating tailor-made language learning apps.

As regards language skills practiced by means of m-learning, some research aimed at specific ones such as writing, speaking, and vocabulary, listening, and reading.

Perception of young learners is narrowly related to their emotional condition. Animated movies demonstrate not only emotional condition in which the main characters are involved, but also formulate stereotypes of behavior and solution to given problem. It's imagery and brightness strengthens implanting, as it covers demands of young learners.

According to Chiangtong (1975), cartoon comes from Latin language "charta" which means paper because in that era cartoon meant painting onto large textile curtains or drawing patterns or pictures on mirrors and making mosaics. But, through the centuries, it has completely changed the meaning of cartoon and now it is not just a drawing. It is a whole story, which can impress, lead, motivate and even teach our young generation. In the contemporary society a person is involved in the information space since one's very birth: television, films, e-games, Internet, video and etc. Animated films have a particular moral, aesthetic and emotional impact on the children. They also have a great pedagogical potential: they can explain to the pupils, such complicated notions as friendship, honesty, kindness and evil, empathy and others, in a bright, soft-core and unusual way without additional efforts. It has become a kind of device for teachers all over the world's result, studies concerning the contribution of cartoons to teaching process and academic achievement among multimedia researches have also intensified. It was observed in those researches that sound, graphics, texts and animations within such multimedia or cartoons generally attracted children's attention, effectively contributing to the learning process. And it was stressed out that they are an important tool to improve children's mental, physical and psychological developments and discover their yet unrevealed skills. Animated films which are used during the lessons can be useful for improving not only mental abilities and talents, but also they can increase physical state of learners. Because some of them require acting out the movements shown in the video.

DISCUSSION

On reading these selected articles, there is a feeling that not only language learning and teaching but education as such is on the threshold of a profound change. It may seem that the traditional model is on the wane. The use of mobile devices in education seems to be on an inevitable rise. The problem lies in the way they should be used. Therefore, it is vital to determine potential advantages as well as draw backs of m-learning utilization in education.

It seems to be true that the penetration of smartphones and the potential utilization of mobile devices make m-learning a great opportunity. Most young and adult learners use smartphones all the time. Teachers as well as their peers can approach them at almost any time. It may streamline communication. Mobile devices can be used for storing study materials, which significantly decreases heavy loads that children have to carry on their backs. Moreover, the Internet enables the learner to access target language content that they are interested in. For instance, if the student wants to study geography, there are a lot of texts available as well as video clips on the subject. At the same time, m-learning has become a major developing area in education. It is no coincidence that there are a lot of teachers who have started using m-learning in their classes and

researchers who conduct research into it. Last but not least, the way that people live in the 21st century supports using mobile technologies in education.

On the other hand, some apps used by learners are not designed by language experts. Moreover, it seems that students should be guided and controlled in using language learning mobile apps for various reasons, including the lack of self-confidence in using new technologies or an unsuitable language level of apps used for particular students. Other downsides of using smartphones in education could be small screens, external interference as well as distraction, the addictive nature of smart devices, and the sometimes unfavorable attitudes of some teachers and parents.

Despite of the great deal of advantages involved within utilization of animated cartoons, it has a number of drawbacks. New technologies, on producing cartoons as computer animation, allows to make animations brighter and more realistic. But perception of very bright and quickly moving scenes can be unacceptable for children's mind. It is the reason why this process requires parents' control. If older generation does not take it under control, results can be irreparable for nation in general. According to Dzikina O. S. in Japan after watching animated movie 'Pokemons' approximately 500 children were hospitalized with the symptoms of epilepsy. It was an example of bad influence on child's brain. Ningsih and Sari (2012) suggested that use of slang and foreign words may affect children's linguistic development negatively, that watching cartoons excessively may hinder children's relationship with the social circle and cause them to lose their critical thinking skills. Young generation is always tend to imitate native speakers and they try to sound as they are, and sometimes it can cause problems with linguistics. Words spelling is another problem brought by slangs' usage. Yorulmaz (2013) stated that some cartoons have problematic contents with respect to the education of religion and values. In this study, it was examined how all these perceived benefit and limitations as well as the attitudes and intentions concerning use of cartoons reflect on the behaviors of use. Children's attitude toward grown-ups in the western countries is more free, in comparison with our culture. If our pupils will try to simulate the cases, given within the animated movie. Subconsciously they will copy their behavior too, which is completely inappropriate in some cases for Uzbek culture.

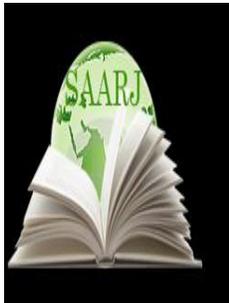
CONCLUSION

The results reveal that m-learning is becoming a salient feature of education as it is a great opportunity and an immense step forward, and it should be supported especially thanks to the benefits it brings for language learning. These include: the enhancement of the learner's cognitive capacity, the learner's motivation to study in both formal and informal settings, the learner's autonomy and confidence, as well as the fact that it promotes personalized learning and helps low-achieving students to reach their study goals. Although it seems to be effective overall, it is desirable to design, plan and implement m-learning with caution, according to students' needs, and to deliver multiple language skills in authentic learning environments.

The limitations of this review consist in the different methodologies conducted in the detected studies, as well as different subject samples (varying from only 10 [22] to 140 [4]) and the researching of different language skills. Future research should focus on the effectiveness of the use of such mobile apps for teaching all four language skills in the context of the learner's performance.

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**USE A PLAN-BASED MASSAGE TO DEMONSTRATE STRENGTH,
SPEED, AGILITY, AND AGILITY IN ORDER TO ACHIEVE A HIGH
LEVEL OF PERFORMANCE**

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ABSTRACT

Massage is a set of mechanical methods by which the masseur acts on the upper tissues and functional systems and organs through reflex oil. Unlike exercise, in which exercise is important, massage does not increase the functional adaptation of the body, its exercise. But at the same time massage significantly affects the blood and lymph circulation, tissue metabolism, endocrine gland function, metabolic processes. The physiological effect of massage is primarily associated with the acceleration of lymph flow and metabolic processes. Acceleration of blood and lymph flow is not only helps to eliminate the absorption and stagnation of the inflammatory process, but also further improves tissue metabolism, increases blood phagocytic function.

KEYWORDS: *Phagocytic, Gland Function, Stagnation, Inflammatory Process.*

INTRODUCTION

No nation can record the creation and development of massage techniques at its own expense. It is difficult to determine when a person resorted to this simple, effective treatment. Probably, this disease occurred in ancient times, when our distant ancestors, who felt a sharp pain, rubbed the injured area vigorously. Massage was common in ancient China, India, Ancient Greece, Rome. But without a doubt, the highest place in the history of the development of massage belongs to Greece. It was here that they first began to apply it in various exercises. Here it is proven not only as one of the ways to strengthen and maintain health, but also as the best means of treating the disease.

For example, Hippocrates, the father of medicine, wrote about the treatment of shoulder pain in particular! "... The doctor should also be experienced in massage because massage can bind a very weak joint and loosen a very stiff joint!". As mentioned, massage was used all over the world in ancient times, but its methodology and features, physician, naturalist, musician and poet Abu Ali Ibn Sino (Avicenna) in his book "The Law of Medical Science" in the section "On massage for those who move between years" he wrote that it is necessary for all, only to be light for some and strong for others. And he advised that it should be done with a stiff cloth or hands. Nowadays, massage has not only lost its importance, but has gained the greatest popularity. Thus, massage helps to prepare patients for surgery, is a necessary means of recovery from it and after the recovery period, helps to combat muscle atrophy after a long stay in bed. The massage industry is used by ballet, dramatic and, of course, circus artists.

For athletes, massage is a first aid in improving sportsmanship, combating fatigue, it is a good tool to increase and restore physical and mental ability. Assists in the production of massage seamstresses, motorists, 23 telegraphers, milkmaids, typewriters. As an active means of enhancing vital functions, it is widely used by astronauts in the fight against hypertension. "Massage!" Who invented it! You get tired, you get relaxed, you get a massage - you feel like a newborn, you can do anything else, "said Yu.A. Gatarin. Two-time world boxing champion Boris Logutin said about this wonderful tool. "Without massage, I wouldn't be the first in two Olympics." Massage not only relieves postpartum excitement and fatigue, but also helps to be mentally and physically ready before going into the ring. "What is massage? It is a mechanical observation of the human body by hand or special devices. Such effects on the body are many with the central nervous system leading the way. refers to a complex physiological process in which systems and organs are involved.

First of all, there is an effect on the nerve "fibers" of the skin, muscles, tissues connected with other central and autonomic nervous systems. The mechanical power of the massage is converted into a nerve-stimulating force that represents the first part under the influence of complex reflex influences. Here it is added to the overall effect and leads to various functional shifts in the body. Impulses directed to the center change not only the functional state of the cerebral cortex, but also the functional state of the spinal cord, cerebellum. An example of the neuro-reflex action of massage is a change in the activity of the heart, lungs, intestines and other internal organs. Under the influence of massage manipulation on the skin, biologically active substances that enter tissue hormones and participate in vascular reactions, nerve impulses and other effects are formed and released into the bloodstream. For example, in cells - acetylcholine in a weak, bound state is converted to a soluble, active state under the influence of massage. It plays an important role in the transmission of nerve impulses from one nerve cell to another.

Massage accelerates the flow of all body fluids to the body: blood, interstitial fluid, lymph. It has a direct mechanical: reflex and humoral effect on the local and general blood circulation. Shows well on metabolic processes, which is especially important after mental or physical fatigue. Massage gives the muscles more than just relaxation. A 5-minute massage is more effective than a 20-minute rest, which increases the ability of the muscles to work 3-5 times. And, in short, the mechanical effect on the tissue is important - elongation, displacement, pressure, friction, twisting. It accelerates the circulation of fluid between the lymph, blood, tissues, helps to remove cells that are not receptive to the epidermis. The mechanical factor has a sufficient effect on the elimination of stagnation, metabolism in the massage areas and enhances skin respiration. The

effect of massage on the body is multifaceted. It is applied in almost all diseases, improves blood circulation, which leads to a decrease in venous stasis, especially in people leading a sedentary lifestyle, normalizes metabolism. Chest massage in slow-moving processes can help to eliminate and absorb residual inflammation of the respiratory organs, while preventing the development of the process of joining. It is also recommended for angina pectoris around the heart. Massage prevents fat deposition and fat is hardened, skin headaches are removed, intestinal peris-taltika is improved. Massage can also help to alleviate some physical imperfections.

Massage is a set of mechanical methods by which the masseur acts on the upper tissues and functional systems and organs through reflex oil. Unlike exercise, in which exercise is important, massage does not increase the functional adaptation of the body, its exercise. But at the same time massage significantly affects the blood and lymph circulation, tissue metabolism, endocrine gland function, metabolic processes. The physiological effect of massage is primarily associated with the acceleration of lymph flow and metabolic processes. Acceleration of blood and lymph flow is not only helps to eliminate the absorption and stagnation of the inflammatory process, but also further improves tissue metabolism, increases blood phagocytic function.

The effect of massage arises from the nerve impulses occurring in the tissues being massaged, under the influence of massage techniques and in the form of afferent impulses coming to the superior nervous system, correcting the systems and organs required for response. This can be expressed in the dilation of the vascular network, an increase in the amount of urine excreted, muscle relaxation, rapid breathing, increased sweating on the spot. The mechanical effect of the massage is also important, as the local temperature rises and the flow of blood and lymph from the massage area increases.

a) The effect of massage on the skin - a rise in local temperature, due to the influx of arterial blood, provides the best nourishment to the massaged tissue, increases the vital activity of skin cell parts. Massage involves the mechanical removal of aging epidermal cells, which helps to remove metabolic products from the body, improves skin respiration and expands the secretion of sebaceous, skin glands.

b) The effect of massage on the joints and muscles - improving the flexibility of the tissues being massaged, bleeding and hardening, which are of great importance in tumors near the joint tissue, is characterized by inflammation, helps to expand mobility, protects joints from contractures. The effect of massage on the muscles is conditioned by an increase in their ability to respond to muscle fatigue. For people with limited mobility, muscle tone is the tone of the muscles that work, which significantly increases their strength. After a five-minute massage, tired muscle capacity increases by 3-7 times. The effect of massage slows down the presence of muscle atrophy: the number of opened capillaries in the muscle reaches 1400 per 1mm² of muscle cross-section, its blood flow is significantly expanded, which increases oxygen flow and improves the axillary function of muscle tissue cells.

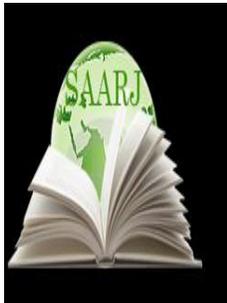
c) the effect of massage on the blood and lymphatic systems - oxygen, nutrients, endocrine products are excreted to all organs and tissues throughout the blood system, metabolism and the final product of carbon dioxide are removed from the body through the blood and lymphatic systems. The opening of additional capillaries using massage helps to improve the redistribution of blood in the body, which facilitates the work of the heart in circulatory failure. With the help of blood, humoral activity of various organs is carried out, various endocrine hormones are

distributed with the blood, the body is constantly moving. The lymphatic system consists of lymphatic capillaries and vessels, from which lymph moves in the direction of the heart. Massage has a great effect on the circulation of lymph, which is in a state of constant exchange with blood and tissues. At the same time, arterial blood enters the organs and strengthens almost everywhere, does not collide with tissue cells, lymph creates a nutrient environment for tissue and organ cells. The slowed temperature of the lymph (4-5 mm per second) is conditioned by the need to create good conditions for metabolism between lymph and tissue. Acceleration of blood and lymph flow under the influence of massage in the joints, abdomen, etc. Helps reduce stagnation, opens additional capillaries in the muscles. It has been proven that the effect of massage increases the number of erythrocytes and platelets in the blood.

g) The effect of massage on the nervous system - varies in the skin and on the nervous system associated with the cerebrospinal and autonomic nervous systems. Under the influence of massage, a number of general and local effects occur in the human body, involving all tissues, organs and systems. By changing the strength, properties and duration of the massage effect, it is possible to change the functional state of the cerebral cortex, reduce or increase excitability, strengthen deep reflexes and revive lost ones, improve tissue graphics and various internal organs. Different methods of massage have different effects on the nervous system: some are soothing (stroking, stroking), others are stimulating (shock methods). Properly selected massage methods significantly reduce pain sensations, which are widely used in medical and sports practice. Massage of tired muscles relieves fatigue, gives freshness, lightness, increases the ability to work. Massage instructions and inaccuracies. Massage is performed on all healthy people, but of course it must take into account the age and sensitivity of the nervous system. Initially, the sessions are done in short, less rapid ways, with the development of massage skills. It is recommended to massage before meals. Massage after a meal is done after 1.5-2 hours, rest for 8-10 minutes after the massage. Massage is recommended for high body temperature, acute inflammatory conditions, skin diseases, skin injuries.

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TECHNICAL AND TACTICAL ASPECTS OF THE INDIVIDUAL ACTIONS OF DEFENDERS, MIDFIELDERS AND STRIKERS IN A FOOTBALL GAME

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ABSTRACT

The central striker is always aiming for the goal and looking for the closest way to get to the kicking position. He will always be under the strict control of a few of the opponents, so you will have to do a lot of maneuvers by combining distractions with key players in the opponent's defense with openings. The center-forward tends to be faster than the defenders in the fight for the ball, attacking the ball that the wing-forward has thrown or passed to the center of the penalty area or to a post near the goal itself during wing attacks. After the central striker takes the ball, he tries to create conditions for a goal-scoring shot, mainly using the means of bypassing the opponent.

KEYWORDS: *Dispatcher, Midfielders, Maneuvering.*

INTRODUCTION

All current spending is expected to include at least four players in the defensive line. However, the number of pure strikers (front row) and midfielders can vary. That is why when talking about the characteristics of the offensive behavior of players in a particular ampoule (specialty), it is necessary to consider how many players there are in each row of the team. If the team has two wing forwards, it is preferable that the defenders come forward to form the second echelon of the attack, along with the midfielders. The defender may be episodically on the front line of the attack. In doing so, he swaps places with the winger, otherwise the defender narrows the playing field of the attackers, as a result of which it is easier for the defenders to help each other. If there is only one winger on the team, then the defender on the side without the winger can break into the space to take an active part in the previous echelon movements at the end of the attack. In

doing so, his actions ensure that the offensive front is wide. However, it is important to keep in mind that such raids by the defender should not always be unexpected for the opponent and do not undermine the strength of their defense. one of his partners must enter the zone left by the defender who joined the attack.

Only central defenders can join the attack if they are not currently defending their opponent. He is insured by one of his teammates (preferably one of the midfielders), which ensures that the strength of the defense in the center is not compromised. Only when a central defender can play skillfully in attack and deliver a good shot from long range will his joining the attack be effective. An attacking central defender is usually unguarded and he has to keep attacking from the opponent's goal. That's why the central defender's addition to the attack always puts the alien goal in real danger.

An attacking player (he can be called a midfielder) moves to the front and gets a chance to get into the attacking position, as his maneuver starts at a high speed from inside the field, making it extremely difficult to defend. Mid-range players regularly join the front line of the attack. In doing so, they try to change the direction of their maneuvers in order to confuse the opponent. This means that his teammates need to be familiar with the midfielder's favorite movement zones and give him the ball as soon as he gets into a comfortable position. Even if such a player is not directly responsible for any of the opponents or the specific zone, he should be involved in the defense when the attack is suffocated. In such cases, he acts according to the situation. The player whose main task is to organize the team's offensive actions is called a dispatcher. As soon as the ball passes to the team, the dispatcher opens to one of the plots in the middle of the field. Once he gets the ball, he immediately decides how to organize the attack (quickly or gradually). Starting from the attack, he usually moves on the second echelon and only occasionally breaks through to the front of the attack. To successfully complete the attack, the tie must be strong and able to kick well, as he often has to kick the ball from a distance of 18-25 m.

The participation of a midfielder in an attack, whose main task is to participate in defensive movements (often a personal task such as not giving a game to a certain opponent, neutralizing it), is usually limited to moving to the second echelon. That doesn't mean it's impossible for him to move to the front lines of the attack, of course. In some episodes suggested by game conditions, such a player may suddenly appear at the front end of the attack and receive the ball for the final blow.

The general tasks of midfielders are to help keep the initiative for a long time when the ball is in the team, to control the center of the field, to join the front lines of attack, that is, to attack multiple players in a gradual attack or to pass the ball. . Organizing an attack as a team depends primarily on how well the midfielders of different specialties are selected and their skills. Wing movements can be performed either backwards to cooperate with the winger or midfielder controlling the ball, or actively advancing forward (moving closer to the 'out of the game' position limit to allow his partner to pass the ball remotely into the space behind the defenders).

Movements across the width of the field can be done by returning to cooperate with the midfielder who is controlling the ball, or by adding a quick advance to the front end of the attack.

After receiving the ball, the winger tries to pass the player who is guarding him alone or with his partner, almost to the opponent's goal line, and pass the ball to his teammates in the penalty area. If one of his teammates is standing open to get the ball, or if the attackers are successfully

fighting in the air against the defenders, it is effective to pass the ball high in such cases. Grinding signals, on the other hand, are appropriate in all cases. This is complicated not only by the fact that one of the strikers can get on the ball, but also by the fact that time is very tight, and the defenders, who sometimes cannot do their job, can "change direction" by "touching" their feet. In this case, the winger on the opposite side reaches the far post of the goal.

The winger plays close to the sideline to maximize the distance between the opponent's defenders. The center forward moves close to the sideline and when the center of the field is empty, the winger bursts into the empty zone at high speed. In some episodes of the game, the wing forwards are replaced. Such maneuvering across the width of the field makes it difficult to organize the defense and prevents the wing defenders from adapting to the characteristics of an attacking movement. Sometimes staying on that wing for long periods of time can help you succeed, but switching positions is especially effective during attack development. The winger must always be ready to maneuver quickly and at the same time have an excellent knowledge of the various methods of individual combat as well as strikes.

The central striker is always aiming for the goal and looking for the closest way to get to the kicking position. He will always be under the strict control of a few of the opponents, so you will have to do a lot of maneuvers by combining distractions with key players in the opponent's defense with openings. The center-forward tends to be faster than the defenders in the fight for the ball, attacking the ball that the wing-forward has thrown or passed to the center of the penalty area or to a post near the goal itself during wing attacks. After the central striker takes the ball, he tries to create conditions for a goal-scoring shot, mainly using the means of bypassing the opponent. But the partners are also not to be forgotten. Central strikers beat the opponent by cooperating with them to make it easier to get out and to pass the ball to a partner who is in a more comfortable position to hit the goal. In some episodes, the central striker may also retreat and open up. This is done to clear the zone to a partner or to take the ball away from the opponent's guards and then maneuver quickly. It is preferable to use the wings in an attack with four strikers. Wing strikers with high agility traits start to move forward in a single fight or with the help of their closest partner, leaving the player guarding him on the spot. In doing so, it can perform the following actions:

- a) Go close to the goal line and pass the ball as far as possible to the nearest column to complete the attack with the head;
- b) Go near the goal line and then roll the ball from the bottom to the length of the goal or slightly behind, so that the partner can strike or change direction by hitting the opponent's foot;
- c) The winger's attacking position in front of the goal, ie "corner cutting".

The main task of the central strikers is to organize the break through the center. Since they are in a comfortable position to score a goal, they need to make a bold, sharp move, making extensive use of the combination of detours and partner collaborations. Players in this specialty are always ready to kick back the balls that come back from the goalkeeper or the barbell, and to take advantage of even the slightest opportunity that arises to hit the goal. If the attack is coming from the center, then the center strikers will try to open up to a striking position by playing at variable speeds, using fake maneuvers and substitutions. Opening from behind one of the central defenders is the most useful opening. When combining a midfielder with an attacker, the central

striker must maneuver falsely and take the central defender out of the zone where his partner is entering.

Midfielders can advance to the finish line. In doing so, one of them takes an active part in the attack, while the other, together with the wing defenders, moves slightly backwards, supporting the attack. However, midfielders only need to join the first echelon of the attack episodically. The fact that midfielders are already advancing will squeeze the movements of the four strikers, depriving them of an operational playing field. Wing defenders also join the attack episodically. Mainly during the counterattack after the defenders get the ball. It is good that they have done so. Central defenders, on the other hand, are seldom attacked because they always keep in mind that there are collaborating players in the center of the field, which can put their own goals in jeopardy. If the opponents use only the zone defense system, then the attacker's movement will be characterized by:

- a) Midfielders and wingers join the attack and create a numerical advantage in some areas of the attack by maneuvering the team;
- b) Personally, defeating one of the opponents in a single fight in a certain zone in front of the goal, and then creating a numerical advantage in the neighboring zone or ending the attack with a blow.

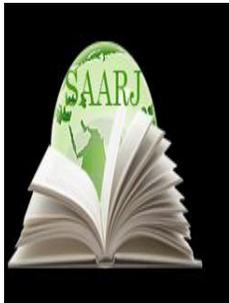
If the opponents use a mixed defense system and protect the main players very closely, then the attackers must perform the following actions:

- a) Transfer the liaison function to one of the partners and transfer the liaison to the wing together with the personal bodyguard in order to disperse the defenders and at the same time create a good opportunity for double combinations with the winger;
- b) Maneuvering across the width of the field and partially inside the field.

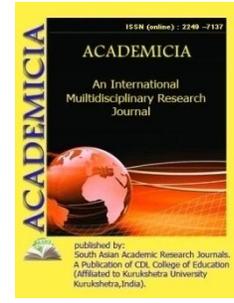
The essence of the exercise: speed close to the game and active obstructive activity of the opponent. It is very important that the opponent actively moves while learning the exercises. This exercise is of no use if the player tries to present himself as interfering with his opponent. The generalization of best practices has shown that training in the early stages of training should be based on certain principles.

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STRUCTURAL EQUATION MODELING OF LATENT VARIABLES AFFECTING STOCK PRICES: A STUDY OF NEPAL

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ABSTRACT

This study uses the structural equation model in Nepali stock market, chooses investor sentiment, monetary and macroeconomic factors as latent variables, and selects a few observed variables which can explain the latent variables to study the influence on stock prices. Based on existing empirical research conclusion, influence path diagram is designed and gets its path coefficient and causal path diagram using maximum likelihood estimation. The statistical significance of the results indicated that the causal relationships of Nepal's stock market as follows can be accepted; firstly, investor sentiment, macroeconomic indicators, and monetary factors have certain influence on stock prices, the investor sentiment has a positive correlation. Secondly, the investor sentiment has the biggest impact on stock prices; when investor sentiment is more stable and optimistic, stock prices will relatively be better. This research also provides a certain reference for investors to make rational investment decisions.

KEYWORDS: *Structural Equation, Stock Prices, Investor Sentiment*

INTRODUCTION

The pricing implication of common stocks has drawn considerable attention since the publication of seminal work of Markowitz (1952) - the mean-variance portfolio theory. Since then there is an ongoing debate on whether the market risk factors explain better or there are some other anomalies influencing common stock prices. There are many studies about the affecting factors on the stock prices. Some studies showed that there is in fact a relationship between stock prices and certain macroeconomic indicators, those studies were mostly conducted in developed economies.

The price volatility of the stock is the foundation of the stock market. Officer (1973) correlated the changes in stock prices to the volatility of macroeconomic variables. Fama and Schwert (1977), Fama (1981), and many others, documented a strong positive correlation between common stock returns and real economic variables like capital expenditures, industrial production, real GNP, money supply, lagged inflation and interest rates and found a negative relationship between stock prices and inflation in the US Market. But, what about less developed economies? Some studies showed no relationship between the economies and the financial markets of less developed countries like Asian markets. Fung and Lie (1990) explained that macroeconomic factors can't be reliable indicators for price movements in the Asian markets because of the inability of stock markets to fully capture information about the change in macroeconomic fundamentals. Similarly, many others attempted to relate changes in stock prices and economic variables, including Fama (1981), Thorbecke (1997), Maghayreh (2003), Kandir (2008), and Alagidede and Panagiotidis (2010).

The studies on the effects of investor sentiment reveal that many general investors are puzzled about the stock prices in the market. The investor's main dilemma is whether or not to invest in the particular asset/assets, so that they can get better sustainable and fair return of their investment with bearing minimum/zero risk. Mackay (1841) assembled a book of readings about Tulip-mania and some equally famous market "bubbles" which had a self-explanatory title: Extraordinary Popular Delusions and the Madness of Crowds. In contrast to Mackey's astonishing stories, Bachelier (1900) set a forth formal model in which security prices were random outcomes that had probabilities attached to them. Baker(2006) analyzed the impact of investor's sentiment on stock price mechanism in theory. He used the measure indexes of investor sentiment by selecting six principal components including; turnover rate, closed-end fund discount rate, IPO quantity, the yield of the first day, bonuses premium rate, and equity distribution ratio and built composite investor sentiment indexes to measure the mood. The study found the statistical significance of the construct variable mood and its strong influence on individual stocks. Zhang and Wang (2013) applied EGARCH model for the empirical analysis on their study and found that investor sentiment index could explain better on stock returns.

The relevance of the studies conducted in developed and big capital markets is yet to be seen in the context of smaller, developing and under-developed capital markets. Nepal has guided towards a change in the financial architecture of the economy since the adoption of economic liberalization policy in the beginning of 1980s. In the contemporary scenario, the activities in the financial markets and their relationships with the real sector have assumed significant importance. Correspondingly, researches are also being conducted to understand the current working of the economic and the financial system in the new scenario of Nepal. A study of the effect of dividends on common stock prices in Nepalese context (Pradhan, 2003) showed the strong dividend effect, and a very weak retained earning effect, indicating attractiveness of dividend among Nepalese investors. Basnet (2007) reported that market price per share (MPS) is well explained by dividend and returns in Nepalese stock market. Baskota (2007) found that there is no persistence of volatility in Nepalese stock market and the stock price movements are not explained by the macroeconomic variables. Bhattarai and Joshi (2009) documented both short-run and long-run interdependence among stock index and some macroeconomic variables.

The review of early research papers reveal that there are several factors in determining stock prices. Based on the literature, this study constructs three latent variables namely; investor sentiment, monetary factors and macroeconomic indexes that affect stock prices. The important observed variables which can measure the latent variables, as suggested by the literature, are included in the model to make the structural equation model. The explained variable is the Nepse/Market index (MI) which is the proxy of stock prices. Then, it uses structural equation model to analyze the affecting factors on stock prices. This study on Nepali stock market from the perspective of macroeconomic and investors' sentiment has very important theoretical and practical significance. From theoretical perspective it has importance on deepening our understanding of the field and from practical perspective it can improve the performance of our investment with the rational allocation of resources.

Theoretical Analyses and the Variables Selection

THEORY ANALYSIS

The economists Wright first put forward the concept of "path analysis" in 1921. Karl Joreskog, the Swedish statistician and psychologist, put forward the Structural Equation Model (SEM for short) in 1973 (Hendry, 1986). Since then, path analysis was gradually shifted to LISREL, AMOS and SEM software, which is called the path analysis oriented in the SEM.

Structural equation modeling (SEM) is a statistical methodology that takes a confirmatory (i.e., hypothesis-testing) approach for simultaneous estimation of a structural theory bearing on some phenomenon. Typically, this theory represents causal processes that generate observations on multiple variables (Bentler, 1988). It's aim is mostly to confirm a research study design and is expressed by the casual model or path graph. In this model, the estimators are biased and inconsistent and estimated coefficients become meaningless if feedback is not considered. Formulation of SEM requires specification of equations in the model based on theory and it doesn't guarantee rightly estimated coefficients.

The analysis on the SEM begins with model identification first. The model is said to be identified if it meets the conditions for identification: Order and Rank conditions. For, order condition, if $g =$ no. of endogenous variables in system & $m =$ no. of variables (endogenous & exogenous) missing from equation under review then, $m = g - 1$ (exactly identified); $m > g - 1$ (over identified); $m < g - 1$ (not identified). For rank condition, If rank of the coefficient matrix of all variables excluded from a particular equation (excluding coefficients of concerned equation) is $g-1$, then identified. Order condition is necessary but not sufficient, whereas rank is sufficient. If model is identified or over identified then model is identified.

Simultaneous estimation method i.e. maximum likelihood estimation is used for the analysis of this recursive structural regression (SR) model. The impact levels of affecting factors, as well as correlations among latent factors and stock prices are presented and analyzed by using structural equation modeling.

DESIGN VARIABLES

The influence of selected factors on stock prices is analyzed using structural equation model where stock prices represented by market index (MI) is the endogenous variable, and investor sentiment, monetary factors and macroeconomic indexes are the exogenous variables. Market/NEPSE Index (MI) is a market value weighted index composed of the shares of listed

companies from different sectors in the Nepalese stock exchange. It gives the investor a general idea about the direction and performance of the market. While measuring the impact of macroeconomic and other affecting variables on stock prices, Market Index was used as the proxy of stock prices in several prior studies like; Mukherjee and Naka (1995), Osamwoyi and Osagie (2012), among others.

The selected observed variables that can explain the latent variables are; Market capitalization (MC), Volume (V), Narrow money supply (M1), Broad money supply (M2), Gross domestic product (GDP), Inflation (INF) and Interest rate (IR). Market capitalization (MC) reflects the changes of total price of the listed securities in a time, if MC rises stable then investor sentiment is optimistic. Volume (V) is the sum amount of transactions happens in a particular period. It represents the market liquidity, it reflects the investor's participation, if investor sentiment is optimistic, volume will be large.

GDP is used as a proxy of real aggregate economic activity in an economy. In this study nominal GDP has been considered for analysis. Higher GDP represents economic prosperity of the country and stock returns are expected to influence positively. Inflation (INF) has puzzle relationship with stock returns. As the worth of rupees gets reduced due to high inflation, it is expected that the stock prices would be high in the time of Inflation (Ibrahim & Aziz, 2003). But, higher inflation reflects higher discount rate leading to the lower value of equities. The interest rate (IR) is another important economic factor affecting the value of common stocks. The reduction in interest rates reduces the cost of borrowing and thus serves as an incentive for expansion. This will have a positive effect on future expected returns for the firm, so as stock prices. The IR used in this study is the weighted average 91 days T-bills rate, annualized % as of yearend. Narrow money supply (M1) consists of currency held by public (C) and demand deposits (DD) held at the banking sectors. Symbolically, $M1=C+DD$. Broad money supply (M2) consists of narrow money supply and time deposit (TD) held at commercial banks. Symbolically, $M2=M1+TD$. Both the monetary factors reflect the liquidity status in the market and hence expected to have positive relationship with stock prices as well as investor sentiment. To smoothen the data natural logarithms has been taken for the variables; MC, V, GDP, M1, and M2. The specific variable design is as given in the table 1.

TABLE 1 VARIABLE DESIGNING

Variables	Observed Variables
<i>Latent Variables</i>	
Investor Sentiment (Inv.Senti.)	Market Capitalization (MC), Volume (V)
Monetary Factors (MF)	Narrow Money Supply (M1), Broad Money Supply (M2)
Macroeconomic Indicators (MEI)	GDP, Inflation (INF), Interest Rate (IR)
<i>Endogenous variables</i>	
Stock Market Prices	Market Index (MI)

Upon completion of indicator design based on the theory and former research conclusion, this study uses AMOS17.0 software to construct the initial structural equation that shows a path model as given in fig. 1

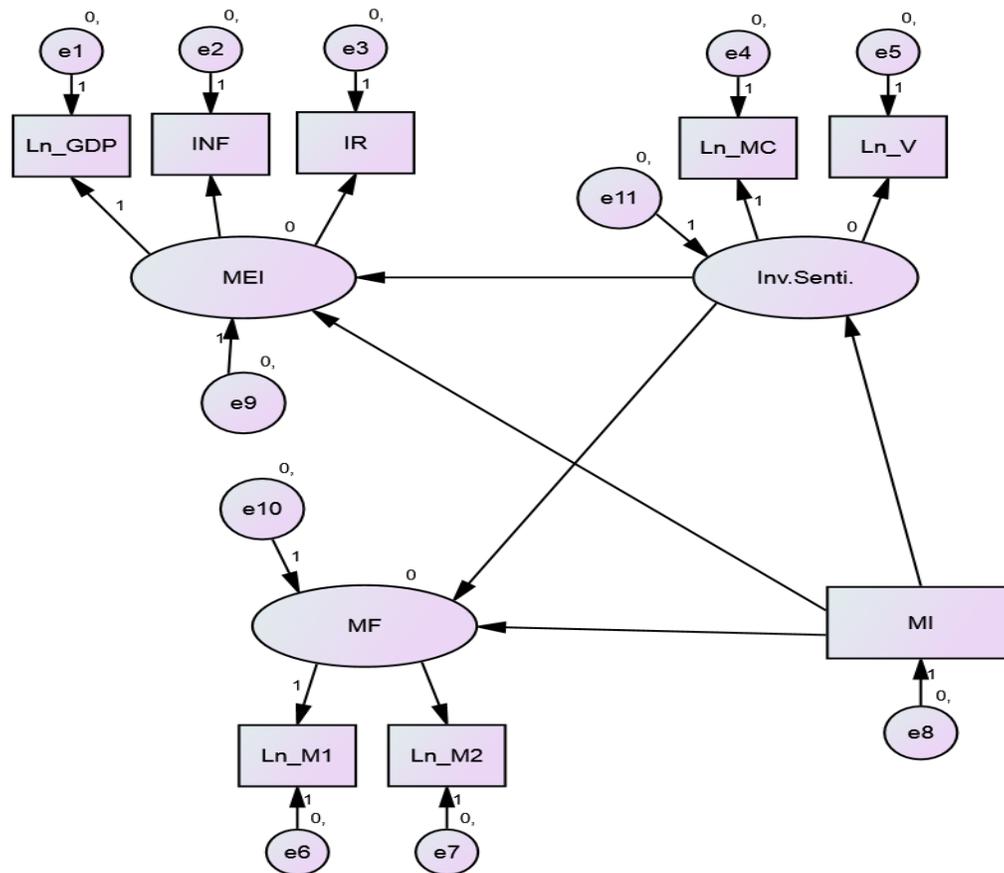


Fig. 1 Preliminary Design of SEM Path Diagram

Where, e_i are residuals of all observed and unobserved variables.

Parameter Estimation and Analyses

MODEL CONSTRUCT

This study uses macroeconomic, monetary and stock data for the period of 1994 to 2016 covering 23 years to study the influence factors of stock prices. The secondary data were retrieved from various sources like; Government of Nepal-Ministry of finance (MoF), Nepal Rastra Bank (NRB) and Nepal Stock Exchange Ltd. (NEPSE), then uses Amos17.0 software to carry on the fitting test.

Latent variables are scaled and errors, like latent variables, are also scaled for identification. For this, we assign loading for direct effect on any one of its indicators to 1 that is known as reference variable as GDP for factor MEI. Disturbances (e) in structural regression (SR) are assigned a scale equal to 1. Total no of parameters that can be estimated is limited by number of observations. With 'P' observed variables, no. of observations equal $P(P+1)/2$, for our model that has 7 observed variables, have 28 $[7(7+1)/2]$ no. of observations. $Dfm = p - q$ is termed as the model's degree of freedom. Our model contains 56 parameters, 28 free parameters, 44 sample

moments leading to 16 degrees of freedom (Dfm). When the model box is (OK: Default model), it means that it can display parameter estimates, and that there is no problem in theory model defining. With that standard, the model is fitted and the result is as follows:

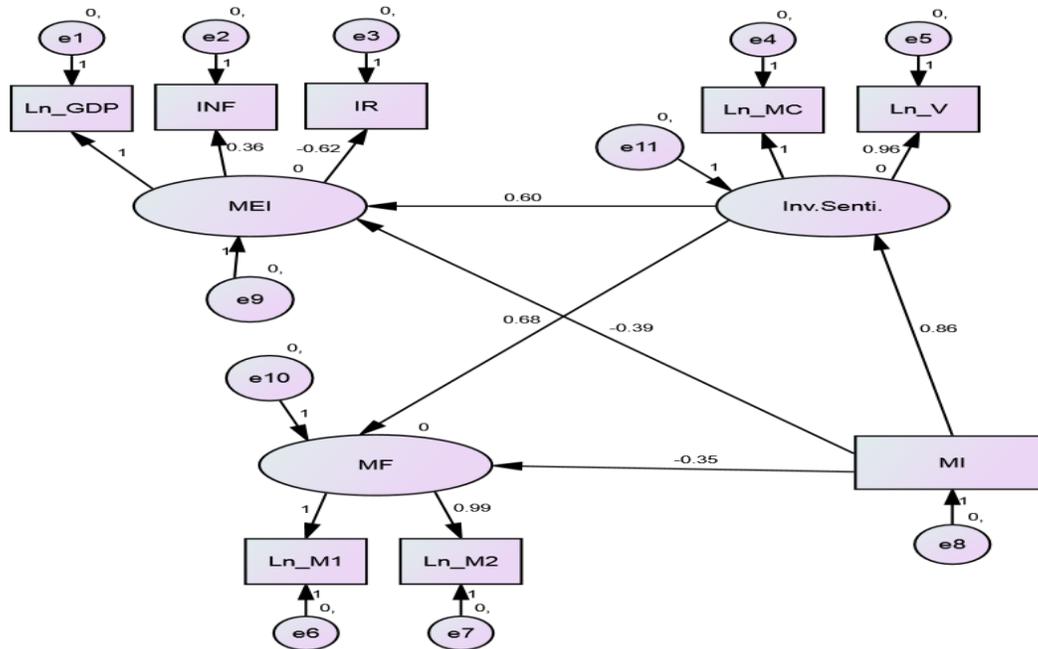


Fig. 2 Standardized Path Diagram and Path Coefficients (ML Estimation)

MODEL FIT

The aim here is to determine the degree to which sample variance data fit the SEM; commonly used criteria are: Chi-square (χ^2), the goodness-of-fit index (GFI), comparative fit index (CFI) and the root-mean-square residual (RMR). Asberg, Bowers, Renk and McKinney (2008, p. 491) suggest that the model is satisfactory with comparative fit index (CFI) greater than or equal to .90, the parsimonious fit index (PFI) greater than or equal to .60, and the squared error of approximation (RMSEA) less than or equal to .10. Schreiber et al. (2006, p.330) indicate a full set of criteria for an accepted SEM, which is mentioned in the following table:

TABLE 2. CRITERIA FOR AN ACCEPTED SEM

Indexes	Shorthand	General rule for acceptable fit
<i>Absolute/predictive fit</i>		
Chi-Square	χ^2	Ratio of χ^2 to df ≤ 2 or 3
Akaike information criterion	AIC	Smaller the better
Browne-Cudeck criterion	BCC	Smaller the better
Bayes information criterion	BIC	Smaller the better
Consistent AIC	CAIC	Smaller the better
Expected cross-validation index	ECVI	Smaller the better
<i>Comparative fit</i>		
Normed fit index	NFI	≥ 0.95 for acceptance
Incremental fit index	IFI	≥ 0.95 for acceptance

Tucker-Lewis index	TLI	≥ 0.95 for acceptance
Comparative fit index	CFI	≥ 0.95 for acceptance
Relative noncentrality fit index	RNI	≥ 0.95 similar to CFI
<i>Parsimonious fit</i>		
Parsimony-adjusted NFI	PNFI	Very sensitive to model size
Parsimony-adjusted CFI	PCFI	Sensitive to model size
Parsimony-adjusted GFI	PGFI	Closer to 1 the better
<i>Other</i>		
Goodness-of-fit index Adjusted GFI	GFI/AGFI	≥ 0.95
Root mean square residual	RMR	Smaller, the better
Standardized residual	SRMR	≤ 0.08
Weighted root mean residual	WRMR	< 0.90
Root mean square error of approximation	RMSEA	< 0.06 to 0.08 or below (0.1)

The criteria for an accepted SEM, presented in the Table 2, are used to assess the model fit for used data.

Table 3 illustrates the test statistics estimated for whole model to identify the fit measures.

TABLE 3. MODEL FIT SUMMARY

CMIN					
Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	28	27.157	16	.040	1.697
Saturated model	44	.000	0		
Independence model	8	427.609	36	.000	11.878
Baseline Comparisons					
Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.936	.857	.973	.936	.972
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000
NCP					
Model	NCP	LO 90	HI 90		
Default model	11.157	.527	29.628		
Saturated model	.000	.000	.000		
Independence model	391.609	328.710	461.957		
RMSEA					
Model	RMSEA	LO 90	HI 90	PCLOSE	
Default model	.174	.038	.284	.058	
Independence model	.688	.630	.747	.000	
AIC					
Model	AIC	BCC	BIC	CAIC	
Default model	83.157	119.157			
Saturated model	88.000	144.571			
Independence model	443.609	453.894			

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	3.616	3.153	4.419	5.181
Saturated model	3.826	3.826	3.826	6.286
Independence model	19.287	16.553	22.346	19.735

Among many fit measures, it is worth pointing out that the interpretation of many (but not all) fit measures depends on CMIN having a chi square (χ^2) distribution for correctly specified models. Many fit measures depend on the ratio CMIN/DF, which should be close to 1 (≤ 2) for a correct model. In maximum likelihood estimation, calculating the likelihood ratio χ^2 statistic requires fitting the saturated model. Whether or not Amos fits the saturated model is the evidence for the correct specification of the model.

The structural model fit is very good with chi square (χ^2) distribution; CMIN/df = 1.697, and p-value = 0.04; IFI (Incremental Index of Fit) = 0.973; CFI (Comparative Fit Index) = 0.972; Noncentrality parameter (NCP) estimate is framed within the bounds of confidence interval as suggested by Steiger (1990). Our hypothesized model yielded a noncentrality parameter of 11.157. This value represents the χ^2 value minus its Dfm (27.157-16). The confidence interval indicates that we can be 90% confident that the population value of noncentrality parameter (λ) lies between 0.527 to 29.628. However,

RMSEA (Root Mean Square Error of Approximation) = 0.174 PCLOSE(0.058) indicate the model doesn't fit very well as the value below 0.10 is preferred. This may be due to the reason of small sample size and large number of estimated parameters in the model. When sample size is small the RMSEA tends to overreject true population model (Bentler, 1999). Thus, the cutpoints for RMSEA should be interpreted with caution in this model. GFI is not reported as means are explicit model parameters. Because the published GFI/AGFI formulae ignore the residuals of the mean vector, using these GFI fit indices with means-level models is not logically appropriate.

Akaike's (1987) Information Criterion (AIC) and Bozdogan's (1987) consistent version of AIC (CAIC) both criterion address the issue of parsimony in the assessment of model fit. The Browne-Cudeck Criterion (BCC; Browne & Cudeck, 1989) and the Bayes Information Criterion (BIC) operate in the same manner as AIC and CAIC but they impose greater penalties than either AIC or CAIC for model complexity. Our results for all four of these fit indices pass the test and showed that the fit statistics for the hypothesized model are substantially smaller than they are for either the independence or the saturated models.

The Expected Cross-Validation Index (ECVI) is estimated as a means of assessing the likelihood that the model cross-validates across similar-sized samples from the same population (Browne & Cudeck, 1989). It assumes a comparison of models; the model having the smallest ECVI value exhibits the greatest potential for replication. In assessing our fit statistics, the lower ECVI value (3.616) for the hypothesized model, compared with both the independence and saturated models, represents the best fit to the data.

These indexes indicate a strong predictive validity of the model for the used data.

MODEL TEST

The study uses the recursive model. According to the model study, we estimated the path coefficients using the method of ML and got the path diagram Fig.2. In general, the parameter estimates should exhibit the correct sign and size, and be consistent with the underlying theory. Table 4 is the test result of parameter hypothesis.

TABLE 4. STANDARDIZED REGRESSION COEFFICIENTS AND THE STATISTICAL TEST (ML ESTIMATION)

			Standardized Estimate	Non-Standardized Estimate	S.E.	C.R.	P
Inv.Sentiment	<---	Market Index	.857	.004	.000	7.447	***
Macroeconomy.	<---	Market Index	-.390	-.001	.000	-4.878	***
Monetary Factor	<---	Market Index	-.345	.001	.000	-4.168	***
Macroeconomy	<---	Inv.Sentiment	1.319	.600	.038	15.842	***
Monetary Factor	<---	Inv.Sentiment	1.278	.677	.047	14.452	***
Ln_GDP	<---	Macroeconomy	.995	1.000			
INF	<---	Macroeconomy	.361	1.408	.767	1.836	.066
IR	<---	Macroeconomy	-.619	-2.454	.662	-3.710	***
Ln_MC	<---	Inv.Sentiment	.986	1.000			
Ln_V	<---	Inv.Sentiment	.956	1.124	.084	13.358	***
Ln_M1	<---	Monetary Factor	.996	1.000			
Ln_M2	<---	Monetary Factor	.999	1.233	.025	49.525	***

Note. ← means the influence path of variables.

Among them, Estimate represents the estimated value of the influence coefficient, S.E. the standard error and C.R. is the Critical Ratio test statistic which represents the parameter estimate divided by its standard error, as such, it operates as a z-statistic in testing that the estimate is statistically different from zero. Based on the probability level of 0.5, the test statistic needs to be $> \pm 1.96$ before the hypothesis can be rejected. Obviously, three latent variables; Investor sentiment, Macroeconomic indicator, Monetary factors, along with seven observed variables are all passed the test and reach the significance level. It also means that C.R. > 1.96 . However, the estimate of INF to Macroeconomic indicator has passed the test at 10% level of significance.

RESULTS AND DISCUSSION

After analysis, the causal relationships as followed can be accepted:

- 1) Investor sentiment, Macroeconomic indicator and Monetary factor have a certain influence on stock prices, and the biggest impact on stock prices is investor sentiment, it reaches 0.857, and then followed by macroeconomic indicator and monetary factors.

- 2) Investor sentiment has positive correlation with stock returns. It indicates that increase in investor confidence leads to the increase in stock prices. The result is consistent with the findings of Hua, Shiting, and Qiubai (2013). The relationships of macroeconomic indicators and the monetary factors to market index are negative. In the case of macroeconomic indicators, the literature review on observed variables Interest rate (IR) and Inflation (INF) documented the evidence of negative relationship with stock prices. The negative relation of interest rate implies that investors tend to invest less in stocks when interest rates go up causing stock price to fall (Kandir, 2008). The negative effects of inflation on stock prices is explained by three dominant hypotheses, namely, tax effect, proxy effect, and the reverse causality hypotheses, explaining the negative effects of inflation on stock returns (Fama, 1981). The justification for the negative relation of monetary factors on stock prices could be made as the increase in money supply M1 & M2 rises the level of inflation which brings higher discount rates and hence the lower value of equities. The above causes are justifiable to have the negative effects of latent variables; macroeconomic indicators and monetary factors and positive effect of investor sentiment with stock prices.
- 3) In the investor sentiment factors, the trading volume (V) has estimated coefficient 0.96 that shows a significant influence on stock prices, the higher is the volume, higher the stock prices.
- 4) The impact of macroeconomic indicators on stock prices is only after investor sentiment, it reaches -0.39. Assigning loadings 1 to GDP, the market interest has the better explaining capacity (-0.62) to stock prices. The higher the interest rate, lower is the stock prices. The monetary factor also has a certain influence on stock prices.
- 5) There also have a certain relationship between the investor sentiment, Macroeconomy and Monetary factors. While looking in un-standardized estimate, the monetary factor has positive effects on investor sentiment; the influence coefficient is 0.68. This shows that higher the money supply in the market, the higher will be the investor confident on rising stock prices. The macroeconomic indicators also have positive effects on investor sentiment; the influence coefficient is 0.60, the better the macroeconomic indices, the investor sentiment will be more optimistic.

CONCLUSIONS

Now stock investment activity has become a new hot spot of human financial activities, and an empirical analysis of the influence factors on stock prices can provide certain reference for investors and stakeholders. This paper uses the structural equation model, chooses stock prices as explained variable, and investor sentiment, macroeconomic indicators and monetary factors as latent variables, then selects observed variables which can explain latent variables to do empirical analysis, finally finds that investor sentiment has the biggest influence on stock prices followed by macroeconomic indicators and monetary factors. Knowing the positive relationship of investor sentiment and negative relations of macro-economy and monetary factors to the stock prices, investors can make scientific decisions and invest rationally. In addition, it provides some suggestions for improving the efficiency of investment from three angles that is the investors, listed companies and securities institutions to ensure the healthy and stable development of the Nepali capital market.

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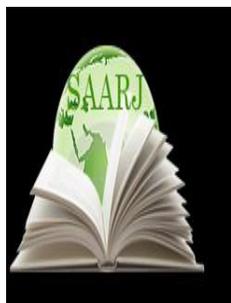
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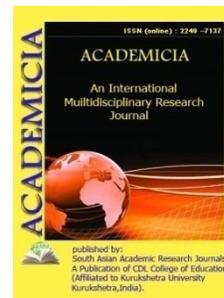
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CHEMICAL PROPERTIES OF IRRIGATED GRASS-ALLUVIAL SOILS DISTRIBUTED IN THE ARAL AREAS

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ABSTRACT

This article presents the results of a study on the agrochemical properties and salinity levels of irrigated grassland-alluvial soils distributed in the Aral Sea region. The results of the study show that the soils of the studied area are characterized by poor humus supply. The distribution of humus along the soil profile is based on clear laws. In the soils of the region, large amounts of humus and nutrients are distributed in the upper driving layers and a quantitative decrease is observed from the top to the bottom layers. Chlorine and sulfate anions predominate in soils. Also, weakly saline and non-saline soils are relatively high in humus and nutrients than moderately saline soils.

KEYWORDS: *Aral Sea Soils, Irrigated Grassland-Alluvial Soils, Humus, Nutrients, Dry Residue, Carbonates, Chlorides And Sulfates.*

INTRODUCTION

In the world today, food security is becoming a topical issue. This is a global problem in improving the agrochemical condition of soils in the agricultural sector, increasing productivity, ensuring accurate accounting and updating of agricultural lands, monitoring changes in the agrochemical properties of the topsoil and determining and assessing the impact of these changes on yield and quality, the study of the quantitative distribution of nutrients in plants and soils requires the implementation of responsibilities and priorities such as the management of the salt regime in soils.

The ecological crisis in the Aral Sea region, which has become a global problem of the XXI century, is leading to changes and degradation of natural resources, including soils, deterioration of land reclamation and agrochemical conditions, ie reduced productivity. This fact underscores the importance of a timely study of the amount of humus and nutrients in the soils of this region.

Therefore, improving the agrochemical condition of soils in the Aral Sea region, the impact of soil-climatic conditions and salinization processes on soil fertility, control over the level of agroameliorative and agrochemical measures have become the most important tasks of the day.

The research problem is to study the reclamation of soils in order to mitigate the negative effects of the aggravation of natural conditions in the Aral Sea region in recent years in the Republic.

In solving this research problem, the need for consistent reforms to prevent salinization of soils in the Aral Sea region is reflected in the following:

- ✚ soil-climatic conditions of the area have a negative impact on the main properties of the studied soils and lead to a decrease in soil fertility, so the seasonal study of soil-climatic conditions;
- ✚ comprehensive monitoring of the agrochemical condition of saline soils on the basis of timely assessment;
- ✚ study and analysis of possible negative consequences of salinization processes;

Inefficient use of agricultural lands in the Aral Sea region leads to a decrease in soil fertility, deterioration of land reclamation. This, in turn, leads to a decrease in the yield and quality of agricultural crops. In order to address such negative problems, major reforms have been carried out in the country in recent years.

LITERATURE REVIEW

Addressing the 75th session of the UN General Assembly in Uzbek, President of the Republic of Uzbekistan Shavkat Mirziyoyev said: "We propose to adopt a special resolution of the United Nations General Assembly declaring the Aral Sea region a zone of ecological innovation and technology. It would be appropriate to celebrate the date of approval of this important document as the International Day for the Protection and Restoration of Ecosystems, which indicates that an in-depth study of all areas of agriculture in the region, including the agrochemical situation is one of the most pressing issues today.

Resolution of the President of the Republic of Uzbekistan dated January 18, 2017, No PP-2731 "On the State Program for the Development of the Aral Sea Region for 2017-2021" and June 17, 2019 No PD-5742 "On efficient use of land and water resources in agriculture" In order to create digital agrochemical maps of arable lands in the region, the decrees address the issues of humus and nutrient content, dynamics of periodic change, assimilation by agricultural crops, yield and yield of various crops and agrochemical monitoring of soils [2,3].

Extensive research work in different years to study the properties, reclamation status and biological activity of soils in the Aral Sea region, to improve and increase their productivity L.T.Tursunov, I.T.Turapov, B.S.Mambetnazarov, S.A.Abdullayev, V.G.Popov, H.T.Riskieva, R.Q.Kuziev, L.A.Gafurova, M.M.Tashkuziev, V.E.Sektimenko, B.Jollybekov, A.Ramazonov, R.K.Kurvontoev, conducted by A.J.Boirov, M.E.Saidova, A.J.Ismanov, A.A.Tursunov and others. However, insufficient research has been done on the efficient use of the region's lands by diagnosing the agrochemical and reclamation status of saline soils in the Aral Sea region on the basis of modern geographic information systems.

Based on the above, the purpose of the study is to analyze the changes in the agrochemical status of irrigated meadow-alluvial soils of the Makpalkol massif of Takhtakor district of the Republic of Karakalpakstan in terms of soil salinity.

The object of the study was selected irrigated meadow-alluvial soils in the Makpalkol massif of the Takhtakor district of the Republic of Karakalpakstan.

Research results

During our research, a mixture of soil from 0-30 cm layer was taken from the irrigated meadow-alluvial soils of Makpalkol massif of Takhtakupir district and divided into massive elementary areas.

The reason we take mixed soil samples from the 0-30 cm layer is that this soil layer is constantly supplied with nutrients through mineral fertilizers used for agricultural crops. According to the results of the analysis, the amount of humus in the soils of the region varies from 0.369% to 1.301%, depending on the level of supply. It was found that mobile phosphorus in the soil was supplied in the amount of 4.8 mg/kg to 40.1 mg/kg and potassium in the amount of 63.1-289.9 mg/kg (Figure 1).

The low nutrient content of the region's soils can be attributed to the lack of plant residues, as well as the unfavourable climatic conditions of the region, which rapidly evaporate moisture from the soil surface due to high summer temperatures, relatively low humidity and frequent winds.

Which in turn leads to intensive salinization and increased plant demand for water. The reason for the low nutrient supply of these soils can be explained by the insufficient use of local in the area and the low accumulation of plant residues in the soil.

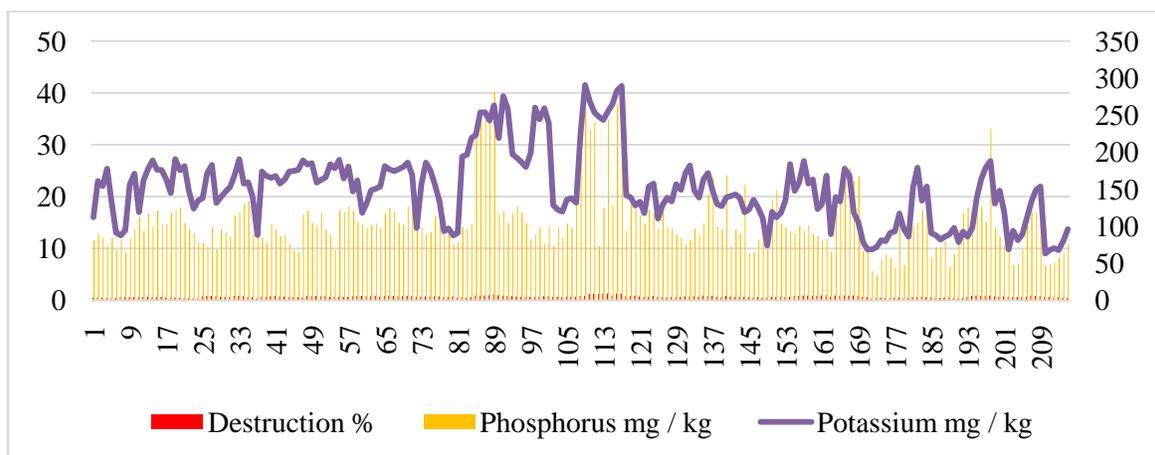


Figure 1. Levels of 0-30 cm layer of soil provided with humus, mobile phosphorus and exchangeable potassium.

We also studied the salinity levels of soils in the area during our research. This is because salinization not only affects soil fertility, but also complicates the absorption of water by the root system in plants as a result of the decrease in water potential in the soil solution, and as a result, has a negative impact on crop growth and yield.

During the study, the dry residue content in the drive layer of weakly saline irrigated meadow-alluvial soils in massive soils was 0.166%, carbonates 0.033%, chlorine ions 0.028%, sulfate ions 0.98, calcium 0.12%, magnesium 0.003, sodium 0.058%.

In the driving layer of non-saline meadow-alluvial soils, the dry residue content was 0.090%, carbonates 0.29%, chlorine 0.32%, sulfates 0.016, calcium 0.001%, magnesium 0.002% and sodium 0.023%.

In the drive layer of moderately saline irrigated-meadow alluvial soils the dry residue content was 0.360% carbonates 0.038%, chlorine 0.034%, sulfates 0.121%, calcium 0.001%, magnesium 0.002% sodium and 0.023%. -chlorinated salinity occurs

(Figure 1).

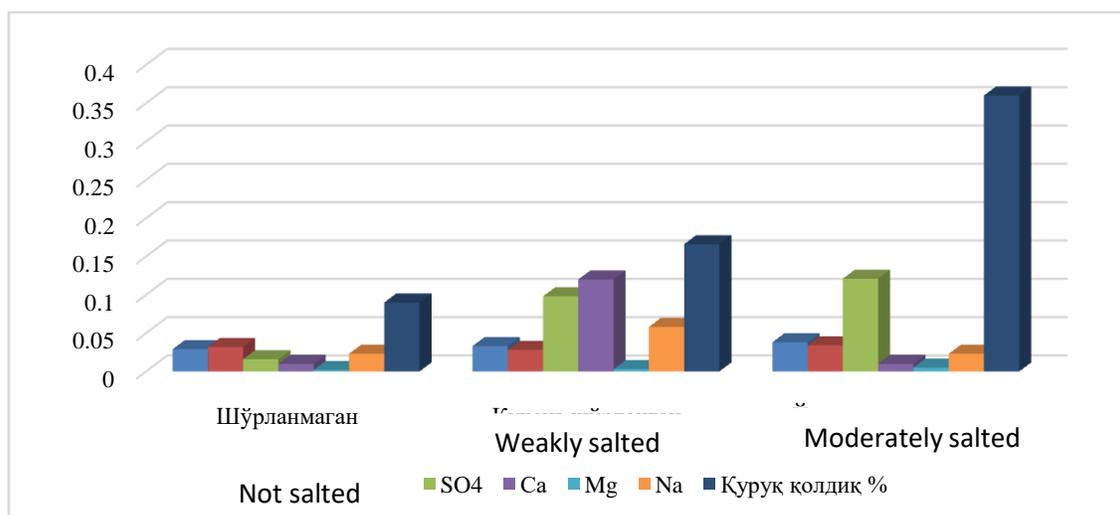


Figure 2. Variation of the 0–30 cm layer on salinity in irrigated of dry% ial soils

In general, the soils of the region differ in the degree of salinity, salinity, depth of location of saline layers and groundwater. Each studied soil separation is characterized by its own salt profile, salt composition and reserves, salinization processes of different intensities. Chloride-sulphate and sulphate type salinity soils, and in some places sulphate-chloride type soils are also observed. An increase in salinity is accompanied by an increase in the proportion of chlorides in the salts.

In the sown areas, mainly weakly saline or non-saline (washed) soils are prevalent. The remaining abandoned lands, which are not cultivated, are strongly saline.

CONCLUSION

In general, it was found that the soils of the region are not very rich in humus, the amount of humus in mixed samples in the 0-30 cm layer of soils in the massif fluctuates from 0.369% to 1.301%. The dependence of nutrient content on the mechanical composition of soils is clearly expressed: light sands contain more humus in heavy sandy soils than mechanical sandy soils. Also, as the salinity level increases, the amount of humus and nutrients decreases to a minimum. The mobile form of phosphorus is the main food source for plants. It was found that mobile

phosphorus in the soil was supplied in the amount of 4.8 mg/kg to 40.1 mg/kg and potassium in the amount of 63.1-289.9 mg/kg.

It is observed that the amount of nutrients depends on the mechanical components of the soil, i.e., the amount of humus is heavier in heavy soils than in soils with light sand and sandy mechanical content. Also, as the salinity level increases, the amount of humus and nutrients decreases to a minimum.

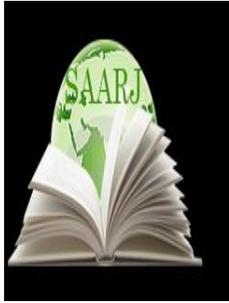
In massive soils, the amount of dry residue in the topsoil is around 0.162 to 0.178%, mainly chlorinated sulphate, chlorinated, sulphate chlorinated and sulphate salinity types are found.

It is advisable to carry out agrochemical monitoring using modern methods in the soils of the study area to obtain high quality and high yields of agricultural crops by increasing or maintaining the number of nutrients in the soils of the area.

A number of similar agrochemical studies, in turn, will increase the yield and improve the quality of agricultural crops grown in the Aral Sea region.

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ENCRYPTION OF THE QURAN AND FORECASTING EVENTS

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ABSTRACT

Considered and commented on the issues of encryption of the Koran by abjad and predicting events. An algorithm for encrypting the Quran and predicting events is proposed, and on their basis a computer program in PHP is created. Based on the developed program, a specific sura was determined, where the date of the appearance of COVID-19 was in a hidden form.

KEYWORDS: *Abjad, Surah, Ayah, Algorithm, Covid-19, PHP Programming Language*

INTRODUCTION

Every word in the Arabic alphabet has a specific numerical meaning. In other words, each Arabic letter has a specific numerical value, that is, the number can be expressed in letters and vice versa. Thus, each word, in addition to its literal meaning, also has a numerical meaning.

All events that took place in the history of the Arabs were recorded in especially composed letters, taking into account their numerical values, and, thus, both the description of the event itself and its date were recorded. This date was obtained by summing the specific numerical value of each letter used in the word.

Abjad is the following sequence of Arabic letters and their meanings.

1	2	3	4	5	6	7	8	9	10	20	30	40	50
ا	ب	ج	د	هـ	و	ز	ح	ط	ي	ك	ل	م	ن
60	70	80	90	100	200	300	400	500	600	700	800	900	1000
س	ع	ف	ص	ق	ر	ش	ت	ث	خ	ذ	ض	ظ	غ

It was also used in the pre-Islamic period to encrypt events. The Quran clearly indicates some events that will occur in the future, and some are encoded in encrypted form.

When examining some verses of the Quran using the coding method (abjad), we see that the events described in these verses correspond to certain dates in the history of mankind. For example, the Koran contains an indication that the landing of a man on the moon will take place in 1969 [1, p. 359].

اقْتَرَبَتِ السَّاعَةُ وَانْشَقَّ الْقَمَرُ

... We (the end of the world) approached and the moon split. (sura, 54: 1)

The word “split”, in the above verse, in Arabic sounds like “inshakka” and comes from the root of the verb “shakka”, which has several meanings. The verb “shaqqa” in Arabic is also used to express the definition of “splitting in two, plowing, digging out the earth, drilling the earth, tracing, swelling”.

From the above verse, select the last three words and at the bottom of each word write all the letters according to abjad:

السَّاعَةُ وَانْشَقَّ الْقَمَرُ

200 40 100 30 1 100 300 50 1 6 400 70 1 60 30 1

We sum up the corresponding numbers and get the following expressions:

$$200 + 40 + 100 + 30 + 1 = 371$$

$$100 + 300 + 50 + 1 + 6 = 457$$

$$400 + 70 + 1 + 60 + 30 + 1 = 562$$

$$371 + 457 + 562 = 1390$$

where 1390 is the year of the Hijri calendar, we translate it into the Gregorian calendar and get 1969. If we proceed from this meaning of the verb “shakka”, then we are faced with a phenomenal phenomenon: the expression of the ayah “the moon split” in terms of the numerical cipher abjad is equal to 1969.

Considering the above, let us return to the history of our century a few decades ago. 1969 is the year when we witnessed the accomplishment of the amazing phenomenon of the Koran. The sign sent down in Sura 54.1 ayah fourteen centuries ago took place on July 20, 1969, when for the first time in the history of mankind, work was carried out on the surface of the moon.

The fact that in this verse of the Qur'an we amazingly receive a number indicating the date of the landing of a person on the moon is the greatest sign, for this verse of the Qur'an was revealed 14 centuries before the event that took place in 1969.

The Prophet (peace and blessings of Allah be upon him) predicted the conquest of Istanbul by Muslim warriors 1400 years ago. Much has been written about this in history books and in the

works of Western and Eastern scholars. Many rulers tried to fulfill the prophecy of the Prophet and carry out this great conquest. But the goal was not achieved.

By the will of fate, this conquest was made by Sultan Muhammad in 1453 AD. (857 AH). This conquest is also mentioned in the Quran. This is due to the fact that in the 15th verse of Surah Saba the phrase "Ballat un Toiyiba" ("Good country") corresponds to 857 AH (1453 AD) [2, p. 177].

The Saba (tribe) in their settlement had a sign (indicating the might of Allah): two gardens - (one) on the right and (the other) on the left. (And exhortations came to them, who said): "Feed on the portion of your Lord and give thanks to Him! (After all, the place where you live is) - a good country (with a good climate and fertile soil), and (after all, Allah, only Whom should serve and worship) is the Forgiving Lord (forgives when people turn to Him with repentance!)" [3].

From the above verse, select the phrase "Ballat un Toiyiba" ("Noble country") and put the corresponding code for abjad above each letter:

Let's calculate the sum of the received numbers:

$$400 + 2 + 10 + 9 + 400 + 4 + 30 + 2 = 857.$$

This number can be considered as a sign of the conquest of Istanbul in 857 AH (1453 AD) [4, p. 6103].

From the above, we can conclude that in order to determine the presence of a certain date of some events in the Qur'an, you must first encode the text of the ayahs and then search among the codes of a certain date.

Considering that there are over 6,200 verses in the Qur'an, it is a laborious process to manually encode the text of the Qur'anic verses. Therefore, We have created an algorithm for coding the verses for abjad. The algorithm consists of the following steps:

1. Entering the text of the verse under study;
2. Entering the abjad table;
3. Calculation of the length of the text of the ayah;
4. Calculation of the number of spaces in the text of the verse;
5. Coding the word of the text of the ayah;

6. If all words are coded, then go to point 7, otherwise to point 5;
7. Displaying the received codes;
8. Analysis of the derived codes.

On the basis of this algorithm, a program for encoding the text of the Koran verses was created, and in the PHP programming language.

To date, the most discussed topic is Covid 19. Therefore, we posed the question whether there is a prediction about coronavirus in the Quran. Several hundred verses were coded with the use of the program compiled by Us and analyzed. As a result, we received a positive answer.

It turns out that there is a prediction about Covid 19 in the Holy Quran. This prediction is contained in verse 80 of Sura 26 ("Ash-Shuara" - Poets).

وَإِذَا مَرِضْتُ فَهُوَ يَشْفِينِ

And when I get sick, He heals me

Figure 1 shows a portion of the completed program where the input verse is 26.80.

```
<html>
<head>
<met http-equiv="Content-Type"
content="text/html; charset=UTF-8">
<p dir="rtl" lang="ar"
style="color:#e0e0e0;font-
size:20px;"></p>
<H1>بيسمائيل</H1>
<title>PHP</title>
</head>
<body>
<?php
echo "HELLO PHP<br/>";
//Введенные суры
//Sstring ="بَلَدَةٌ طَيِّبَةٌ";
// 2-155
//Sstring ="الَّذِينَ إِذَا أَصَابَتْهُمُ مُصِيبَةٌ قَالُوا إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاغِبُونَ";
//Sstring ="الْقَدْ كَانَ لِرِسَالِ فِي مَسْجِدِهِمْ آيَةٌ جَنَّتَانِ عَنْ يَمِينٍ وَشِمَالٍ كُلُّوا مِنْ رِزْقِ رَبِّكُمْ وَاشْكُرُوا لَهُ بَلَدَةٌ طَيِّبَةٌ وَرَبِّ غَفُورٌ";
// 2-156
//Sstring ="أُولَئِكَ عَلَيْهِمْ صَلَوَاتٌ مِنْ رَبِّهِمْ وَرَحْمَةٌ وَأُولَئِكَ هُمُ الْمُهْتَدُونَ";
//Sstring ="وَإِنَّا زَاكُّ الَّذِينَ كَفَرُوا إِن يَتَجَنَّوْكَ إِلَّا هَرُورًا هَذَا الَّذِي يَنْكُرُ إِلَيْكُمْ وَهُمْ بِذِكْرِ الرَّحْمَنِ هُمْ كَافِرُونَ";
//Sstring ="إِنَّ الصَّفَا وَالْمَرْوَةَ مِنْ شَعَائِرِ اللَّهِ فَمَنْ حَجَّ الْبَيْتَ أَوْ اعْتَمَرَ فَلَا جُنَاحَ عَلَيْهِ أَنْ يَطَّوَّفَ بِهِمَا وَمَنْ تَطَوَّعَ خَيْرًا فَإِنَّ اللَّهَ شَاكِرٌ عَلِيمٌ";
// 26-78
//Sstring ="وَالَّذِي هُوَ يُطْعِمُنِي وَيَسْقِينِ";
// 26-79
//Sstring ="وَإِذَا مَرِضْتُ فَهُوَ يَشْفِينِ";
// 26-80
Sstring ="وَإِذَا مَرِضْتُ فَهُوَ يَشْفِينِ";
```

Figure 1

In fig. 2 shows the result of the work of the compiled coding program, where the input is 80 ayahs of Sura 26.

Ayahs·26.80 ﴿ وَإِذَا مَرَضْتُ فَبُهِتَ الَّذِي كَفَرَ ﴾ - وَإِذَا مَرَضْتُ فَبُهِتَ الَّذِي كَفَرَ
 Sum of codes for each word ﴿ 40 200 800 400 = 1440
 707 ﴿
 1440 ﴿
 91 ﴿
 450 ﴿

Figure 2

The total code 1440 corresponds to the word مَرَضْتُ (I got sick) for it, according to the abjad table, we define the corresponding codes for each letter and as a result we get:

$$40 + 200 + 800 + 400 = 1440$$

this shows that the compiled program is working correctly. The number 1440 is the year in Hijri, we translate it into the Gregorian calendar and get August 2019, but Covid 19 according to the media (media) was discovered in November-December 2019.

Thanks to work [5], everything became clear, it turns out that an analysis of satellite images of parking lots near hospitals and queries in the Chinese search engine Baidu showed that the coronavirus epidemic began in Wuhan not in November-December, but in August 2019. This option was put forward by scientists from Harvard University.

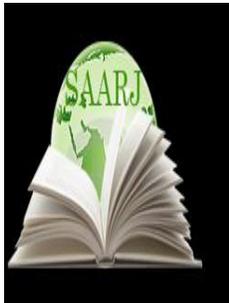
Based on the above facts, we can say that predicting events according to the encrypted Quran is relevant. Coding the verses of the Quran by hand is a tedious process. Therefore, We have developed an algorithm and a program in the PHP programming language for coding the verses of the Quran.

Using the program developed by Us, 80 ayahs of Sura 26 were found, where the date of the appearance of Covid 19 was found in a hidden form in it. The date found in an amazing form coincides with the dates proposed by scientists at Harvard University.

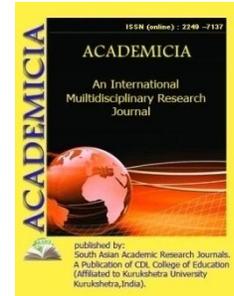
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**“REPENTANCE” AND “SAVINGS” ISSUES IN THE EPOPEE
 "BUZUGLON"**

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ABSTRACT

The article discusses the issues of focusing on the importance of folklore samples in the moral education of students, using educational ideas inherited from us in the Karakalpak folklore. He considered the Buzuglon to be his own child and gave him the golden throne. When the Buzuglon went hunting, he was again the owner of the golden throne. He accepts the deposit of forty young men. The reason was that Buzuglon knows that, Bobokhan king could not withstand the pressure of the king and left his country, but in his heart the feeling of love for the country and the land was not extinguished.

KEYWORDS: *Oral literature, Karakalpak folklore, creation, folklore art, tradition, story, patriotism, education, epos.*

INTRODUCTION

It takes a great deal of intelligence, faith and honesty on the part of the head of state to take care of orphans, to pay attention to their upbringing and development, to think about the future of the country. Restricting the care of the citizens of his country, including orphans, and extending a helping hand to them - makes the leader an oppressor in the eyes of the people. Oppression loses its appearance in a person with high positive qualities such as humanity, morality, faith, honesty, tolerance and so on. Here, the leader is ridiculed by a leader who does not have such positive qualities, and tries to disobey him.

In the epic "Buzuglon" (Buzuglon. Karakalpak folklore XIX-volume. Nukis, "Karakalpakstan" 1989) King Bobokhan confuses Konsuluv with Buzuglon, one of the orphans. He confiscated all the property left by their parents. As a minority, he declares to the people that "who cares for and sponsors these two orphans is mortal, and his or her property is the kingdom" (1,14).

It is known that there are many good people in the world. But there are many such good people in the land of Bobokhan. They consider this decree of King Bobokhan as a manifestation of indecency. If we become sinners by taking care of orphans and captives, the hungry people will move to the khan in anger, saying, "The law is yours, your country is yours, and your man is yours" (1,14). Here you can be sure that the proverb of the Karakalpak people, which calls for the etiquette of "digging the grass, digging the neighbor", is based on very accurate, life experiences.

Not only the living, but also the spirits of the dead do not like the negative actions of the Bobokhan king, the persecution of orphans and captives, even when they reach the level of self-abnegation. Thus, Bobokhan had a dream in which he spent the night on Mount Avliya while drawing an army to take revenge on King Buzuglon. "In a dream, there is a saga at the beginning, there is a white dress on it, there is a whip from the grain in his hand, a young boy of thirteen and fourteen years old took it from Bobokhan's neck, "where did you come up with a legend that you will show the orphans in your land, drive out them" (1,65) and told to Bobokhan.

After the victory over the Buzuglon Foam giant, the Bobokhan King comes to repentance. Of course, this repentance was the result not only of fear, but also of realizing one's mistake. Consequently, he said to the Buzuglon, ".....I am warm to the world left by your father. I have no power over my filthy lust, I have taken your property without looking at you.....I summoned the Foamy Giant in order to kill you" (1,116). That is why, he admits his misbehavior. He feels that the reason for his repentance is directly related to the reputation of the Buzuglon. The reason was that Buzuglon knows that, Bobokhan king could not withstand the pressure of the king and left his country, but in his heart the feeling of love for the country and the land was not extinguished. He did not resent his people, no matter how much he hated the khan, for the oppression of Bobokhan. On the contrary, they missed him. Therefore, Bobokhan, who had invited the Foamy Giant, Buzuglon said in reference to the king's man "I do not respect your Bobokhan, I sacrifice my life for my mother-in-law, for our elderly parents, for the young girls in tears". (1,72) He said that he loved his motherland and his people more than his own life. Thus, after the victory over the Foaming Giant, Bobokhan confessed to the people that he would give his land, property, and throne Bobokhan King to Buzuglon, and at the age of sixty-two he repented and became a valuable father to Buzuglon.

The peculiarity of the epic "Buzuglon" differs from other epics in that the epic pays special attention to the concept of "savings". "Saving is save your life" said our people. That is why he does not entrust the deposit to anyone.

Survival of the savings is both an obligation and a debt for the people entrusted with the deposit. This person is assessed based on the level of survival of the savings. Depending on his view of the deposit, the level of moral upbringing is determined. Through a savings, it is possible to distinguish between people who can and cannot be trusted.

In front of the people entrusted about savings, two different paths, two different perspectives, two different impressions awaken. The first is to encourage man to keep the savings alive in any way. The second encourages man to take advantage of this savings and take possession of it.

In the first group, the main question for the dreamers is "how can I deliver the deposit to the owner?" All efforts, he or she will and intellect are used to solve these problems. For example, in the epic "Alpomish", the hero of Karajon meets Barchinoy with Alpomish, asking his parents for a day's savings [p. 2,78]. The fact that Alpomish, no matter how hot-tempered he may be, is a clear indication of our opinion that betrayal of trust is in humane.

The second group uses various tricks to take over the deposit. He forgets responsibility, duty, debt. He sacrifices shame, prestige for his own selfish ends.

In the epic, Shaykhivaliy Eshan seemed to Buzuglon as a great scholar, an intelligent, trustworthy man, a dear father. The reason is that Buzuglon is moving around the city and paying attention to everything that "The scribes were gathered, the bowls were laid out, the fat cattle were slaughtered, the rest was rested, seven were beaten, and seven were encouraged". [1,76] Since there was a madrasah where this meeting was taking place, Buzuglon looked inside and said, "He has a turban on his head, a whistle on his forehead, a tasbi in his hand, seven tasbi on his shoulders, and a kalamullo on his lap..... looking south, he saw a Muslim reciting the Qur'an" [1,77].

He believed in Eshan so much that he ran and took him by the hand and told him that he was jumping on the rope at the request of Bobokhan. He warns that fifteen days have passed since the promised day, that he is obstructing his sister's feet, that he has not met a trustworthy man to leave her as a deposit, and that he will leave her as a trust if he chooses to do so.

Eshan, in turn, agrees. The six-month-old begs to be fed and clothed to the farthest of the forty cells. He promises to take the message through the hole in the roof, to do it if necessary, and to promise that the deposit will not be harmed by him unless it is harmed by God.

When Ranay brought the king's daughter Sholpanoy with him, Sholpanoy's mother, Bozkampir, believed that Buzuglon would be able to keep his promise and be brave, and left his only daughter to God first. [1,177] He entrusts the Buzuglon to himself.

After crossing the border of Shurshit, Buzuglon, twenty days before the arrival of the country, went ahead and went to the village to get information about his country, to know what was happening in the country, and if he survived, to go out in front of Shulpanoy. He does not lose faith in the forty young men and nine maids under Shulpanoy before he overtakes him. They think that Sholpanoy will survive as a deposit of the Buzuglon.

After forty days of not being able to chase Sholpanoy, who looked like a golden-headed, Buzuglon decided to let his men go and asked the forty young men to deliver their savings to King Bobokhan. According to this deposit, Buzuglon will return in twelve months, and if he does not arrive by this time, his share will be paid. He asks his friend Ersulton in a place called Saisuuyt, the mouth of the Black River, to tell Bobokhan to bless his sister. Forty young men under the Buzuglon did not betray the trust, but conveyed the message to Bobokhan.

King Bobokhan, too, seemed to be a very cruel man at the beginning of the saga, but he reconciled with Buzuglon because of the Foamy Giant. He considered the Buzuglon to be his

own child and gave him the golden throne. When the Buzuglon went hunting, he was again the owner of the golden throne. He accepts the deposit of forty young men. But he looks forward to two years and seven months, hoping that the Buzuglon himself will come from one side. Eventually, when he became ill and received the news of his death, he sent a letter to Ersultan, intending to hand over the deposit to the owner. Ersulton arrives with five hundred soldiers. However, Bobokhan had died before he could see that his intention had been fulfilled. Even then, Bobokhan's intention was correct. He also had no intention of betraying the savings. Therefore, in the face of death, Bobokhan's intention will be to accompany the king.

Shaykhivaliy Eshan, despite being seventy years old, was tempted by the devil and when he heard the news that Buzuglon had died, his sister, sixteen-year-old Kansuluv, decided to marry him. At this point, Shaykhivaliy Eshan looked at Buzuglon himself on the terms of the savings, "If you take my sister as a precious father..... If I come, I will take my savings from you, and if I die, you will find a partner who will not cry". [1,77] He did not mentioned about this.

As the saying goes, ".....Let the children miss you," after Kansulu's appearance, even if he is a devil, he will get a real marriage. However, it is well known that a person who commits treason is disliked by both God and man. Consequently, the people cursed Shaykhivaliy Eshan and announced that Buzuglon, who was dead, was coming safely.

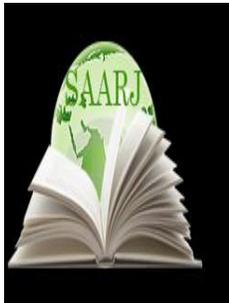
One of the direct respondents to the deposit, the occasional mother-in-law, also betrays Sholpanoy because of her love for Buzuglon and her resemblance to Sholpanoy. By tying his limbs and throwing him into the river, he will have "reached his goal" even if it is only for a few days. However, the content of the epic is a testament to the fact that the wisdom of the people "saves lives". Shaykhivaliy Ishan, who betrayed the trust, Kez-kez mother, concubines, and was killed by Buzuglon, and seven concubines were thrown into the Kisirov desert.

As an analysis of the above-mentioned issues in the epic "Buzuglon", we decided to conclude as follows.

1. The people of Karakalpakstan dreamed of the repentance of those who mourned orphans and captives.
2. The boundless respect for his country made the name of the couple great, raised their prestige, and through this prestige led to the repentance of those who oppressed the orphans.
3. The people of Karakalpakstan were in favor of his survival in the transfer, storage and return of the savings. The traitors of the deposit have been ruthlessly exposed by the people.

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METHODOLOGICAL DEVELOPMENT OF EXERCISES

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ABSTRACT

Based on the analysis of the methodological literature, questions can be resolved divided into three groups. The science of drawing plays an important role in the formation of technical knowledge in the next generation, in their technical and graphic literacy, in educating them so that they can "gold" with various technical means. Constructor serves as a means of expressing the idea of in the idea is to be able to create an image of a new object in the brain of the mind and represent it graphically. This is the successful side of design in the design process. In the creative activity of a person, graphic images perform two interrelated functions. Firstly, drawing is a unique tool for thinking, and secondly, it is a means of conveying ideas. Therefore, in design, we mainly study graphic aspects. Design problems relate to changes in the form and content of a particular part, device, machine, or structure. This change includes the addition of new structural elements to parts, mechanisms, devices and machines; reconstruction of parts, a more efficient, cheaper and more convenient type is required than its predecessor.

KEYWORDS: *Drawing, Spatial Imagination, Engineer, Abilities, Forms, Design Principles, Geometric Body, Image.*

INTRODUCTION

Develop students' ability to think independently by designing details. Based on the analysis of the methodological literature, the questions can be divided into three groups. These are problems associated with a change in the spatial position of an object, the spatial position of an object, and a change in the shape of an object. The content of such questions is as follows:

a) change in the spatial position of the object as a result of rotation;

b) change the shape of the object; c) change the shape of a product part as a result of its replacement;

g) a change in the shape of a part as a result of the removal of a part from it

Change the spatial position of the object if the answer is two or more, that is, very different, in the process of inventing new or improving existing ones, then the problem is considered positive.

When a designer is faced with so many different decisions in the design process, he takes into account the conditions of technical, technological and economic issues, using his highest level – creativity selects the most optimal option. Then they achieve their goal by drawing various graphics.

Change the shape of the item. When working out the content of creative questions and guidelines for their use in the educational process, it is important to take into account the characteristics that accompany their constructive and visual activity. First, to know to what extent students can apply the graphic knowledge formed in them; secondly, it is necessary to understand what characteristic difficulties arise in the process of creative work and how to prevent them. When studying the peculiarities of solving creative problems, which include building elements by students, the following draws attention.

1. Students' difficulties begin with the inability to analyze the initial data of the problem (inability to find the main contradiction in the design, not understanding what requirements the missing part corresponds to and how it should work). This negatively affects the research activities of students and ultimately leads to an irrational solution of the issue.

2. The complexity of the graphic representation of a constructive idea and the mistakes made by students are mainly associated with the inability to apply the previously formed graphic knowledge in a new situation. To some extent, this is reflected in:

a) The impossibility of choosing the optimal number of images that adequately and expressively reflect the characteristics of the structure;

b) The impossibility of choosing a scale (scale) that allows you to highlight the main thing in the design;

c) Difficulties with placing images on the drawing (d),

d) Errors associated with violation of the general drawing rules.

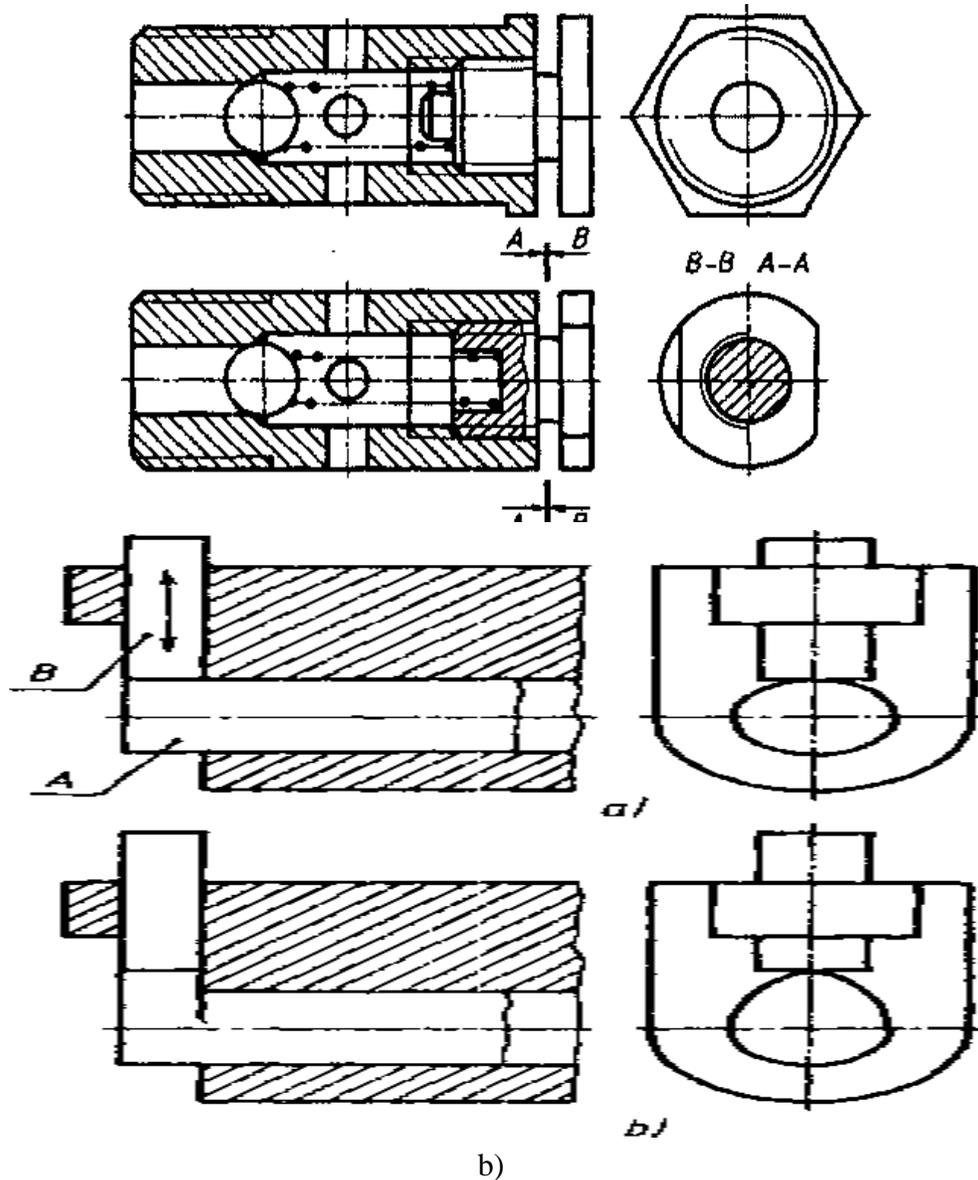
3. Students' performance of images, which we conventionally call "basic", is a characteristic stage of graphic research, which usually involves an attempt to fix the core of the future structure that has formed in our consciousness.

Development of technical specifications for construction according to this scheme.

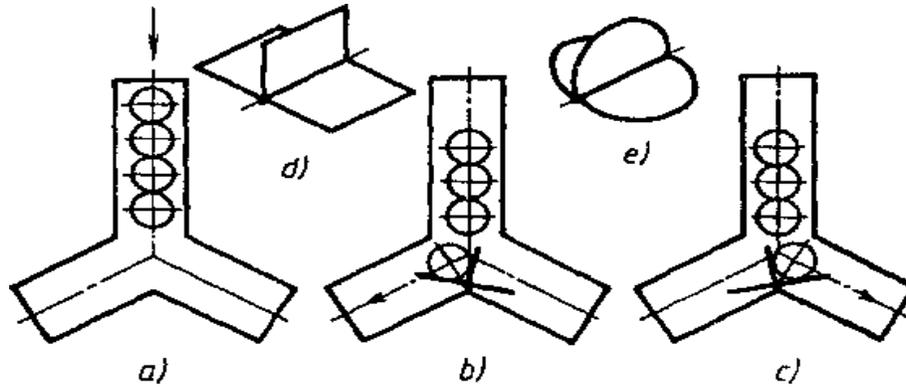
Depending on the location of the parts, the design must take into account the correct operation of the connector on the device or mechanism.

For example, in Fig. 9.1 shows an assembly diagram of a device in which part B moves up and down as shaft A. decision. For this, the end of the shaft A must have the shape of an elbow or an eccentric. Such a constructive solution is shown in Fig. 9.1, b of the wiring diagram. Let's look at other examples.

For instance. The option in Figure 8.2 is convenient. Now design, technological and operational issues will be studied, that is, tested to determine if this device-valve can be introduced into production.

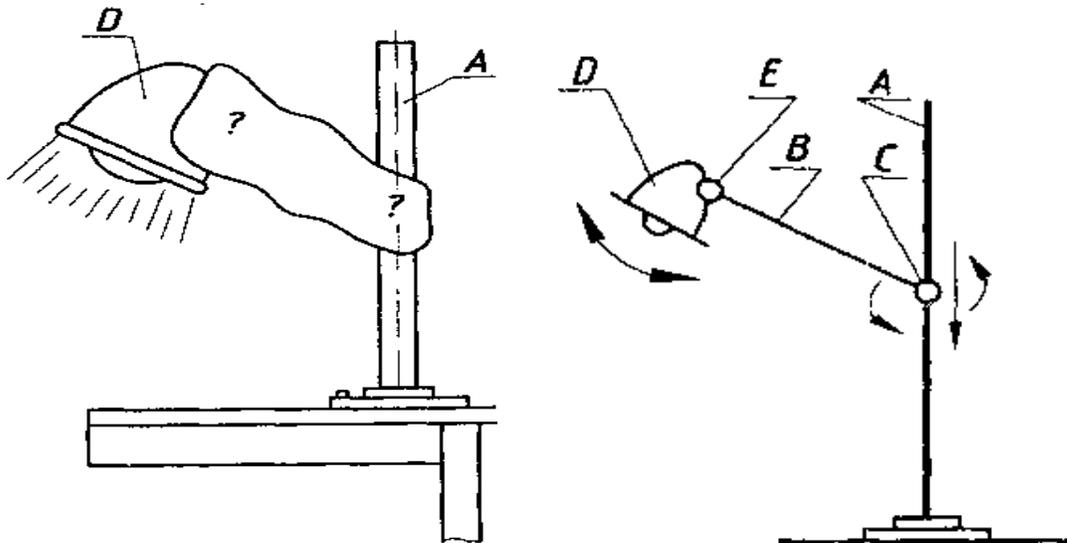


Decision. To save material and reduce the preparation time, it is necessary to make the main part of the roller from matte with a diameter of 020 mm. In fig. 9.4, and a diagram of the sorting (distribution) device is presented. Design the part so that the bubbles fall into the hole to the right or left and go out. Figure 9.4.

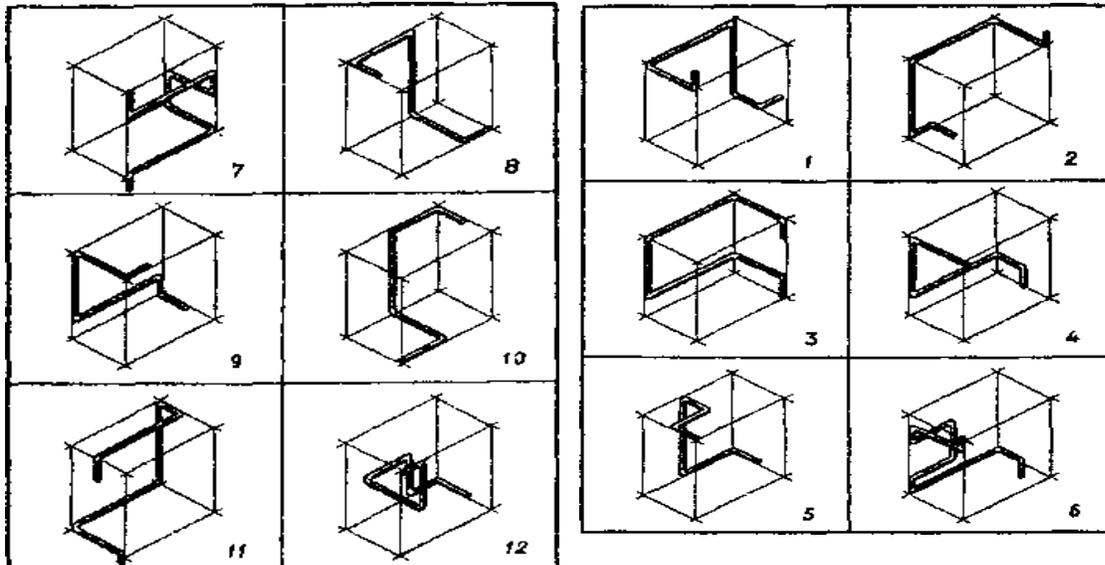


Solution A T-Barrier must be attached to the sorting chamber. Its geometric shape depends on the section of the finish. If the section is square, then the device is made as in Fig. 9.4, d, and if round, as in Fig. 9.4, d. Table lamp. The drawing schematically shows an electric lamp on a table: A - a vertical tripod with a base on the table; D - reflector; B-intermediate tube measuring reflector with tripod; S - a device that connects the intermediate pipe with a vertical stand; The device that connects the intermediate tube to the electronic reflector cap Requirements for the assignment: 1. Complete the design of the device C and its assembly drawing, which provides lifting and lowering of the intermediate pipe on the vertical tripod (A), as well as a rotational movement around it.

Sketch the details of the device. 1. Develop a connection concept (£) that allows the reflector cap to be rotated vertically when the reflector (D) is connected to the end of the intermediate tube (B). Fill in the wiring diagram of the concept and make sketches of its parts (Fig. 3.33).



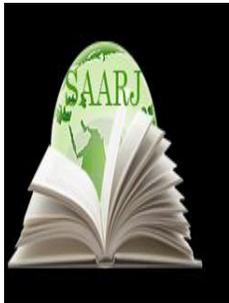
Make three appearances from this sharp image of the wire model.



When developing such tasks, it is recommended to use heuristic learning technologies. In accordance with the principles of this method, students are taught from time to time on the general purpose of the questionnaire and given training appropriate to the form of study. by the method of psychic attack. Through the form and method of teaching, one can observe the creative development of students. Creative thinking develops the student's spatial imagination and thinking. In addition, each of your students are given individual assignments that give them a sense of individuality. The individuality of this task allows the student to master self-development, the implementation of a personal idea, the implementation of various hypotheses, design work. As a result, the number of young people with intellectual potential will increase.

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CHOOSING AUTHENTIC MATERIALS FOR THE ENGLISH CLASSROOM

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ABSTRACT

Authentic materials provide your students with, well, authentic language. By dealing with authentic texts, our learners are grappling with real language in a real-life context. The great thing about using authentic material is that it is everywhere, which makes it easy to find, and simple for learners to practice English in their own time. Remember that it isn't limited to articles from newspapers and magazines.

KEYWORDS: *Authentic Material, Real World, Methods, Technique.*

INTROUCTION

There are lots of resources available to English language teachers today: from textbooks to online teaching tools, they can all aid and enrich English lessons. Many teachers also introduce authentic English material into their lessons to expose learners to the language as it is spoken in the real world.

Using authentic materials is one of the mainstays of an imaginative and motivating higher level course, but rarely features at levels lower than intermediate.

There are several reasons for this, primarily a kind of fear that students will panic when faced with language that is largely unfamiliar, and a feeling that to prevent this the language should be edited to the students' level. This is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both teacher and students.

When people first think of authentic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom.

The materials used, will of course, depend on the 'usual' factors:

- Topic
- target language area
- skills
- students' needs and interests

It's no good trying to get your students fascinated by a text on the latest art movie if they are all fans of action films. You might as well save your time and energy and just use the text book!

Authentic material is any material written in English that was not created for intentional use in the English language classroom. Using this content to teach the English language can make the learning process even more engaging, imaginative and motivating for students. It can also be useful to elicit genuine responses from learners.

The great thing about using authentic material is that it is everywhere, which makes it easy to find, and simple for learners to practice English in their own time. Remember that it isn't limited to articles from newspapers and magazines. Songs, TV programmes and films, radio and podcasts, leaflets, menus – anything written in English constitutes authentic material.

Selecting authentic material

The best content to select depends on the learners, their level of English and the course content the teacher wishes to focus on. It's also a good idea to find out the learners' interests – after all, there's no point trying to get students fascinated by a text on the latest sci-fi movie if they're all fans of action films.

The materials should reflect a situation that learners may face in an English-speaking environment – this will help them transition into a world where English is the norm. In this world, people use abbreviations, body language is important and they'll use “filler” sounds – such as “ummm” – when they are speaking English – and learners will encounter these in authentic material.

It's important not to overwhelm learners with the first piece of authentic material. So to begin with, choose articles, songs or sections of TV programmes or movies which aren't too difficult to understand or take too long to get through.

Some ways to use authentic material

Here are two ideas for using authentic material in class: do remember to develop the ideas into proper lesson plans and explain the aims thoroughly to your learners...

1. Restaurant menus: order your favourite dish

Food is important to everyone, so introduce language learners to some of the common dishes in English-speaking countries so that they will be able to order meals with confidence. Many restaurants have their menus online, so you can easily download them (no need to walk or drive around the neighborhood!). Try to use local restaurants, which will make it more meaningful for your students, and make sure you have plenty of copies of the menu.

You can then either go through the menu and ask students to guess what the meals are, or they can write down what they would order. You could use different menus for each course, which would widen the types of dishes you can cover during the learning activity. You or another team

member could pretend to be the waiter or waitress and your students can practice their spoken English by reading their order back to you.

At the end of the task, you could encourage learners to add up the cost of their courses to calculate their bill – and even ask them to add on a 10% tip to mirror the experience of being in a real restaurant.

Remember, that these suggestions focus on different skills, so you could use them to form lesson plans for a “speaking” lesson, a “reading” lesson, etc.

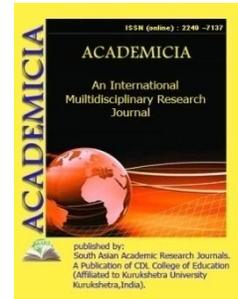
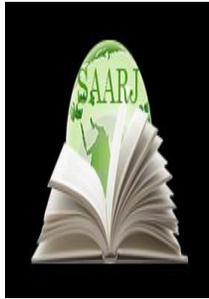
2. Songs: recognizing English lyric

Listening to songs with English lyrics is a great way of boosting skills in listening and pronunciation, and confidence in using the language. And students will always respond positively to a lesson that involves their favourite singer or bands.

Ask your learners to write down their favourite artist and a song by them that they like and have listened to a few times. They can then try to remember the lyrics, or look at the video on YouTube – they only need to write down a few lines of the song.

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MORAL CONSCIOUSNESS, MORAL PRACTICE, MORAL RELATIONS AS ELEMENTS OF MORALITY

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ABSTRACT

In this article, it is thoroughly analyzed that the elements of morals consisted of morals consciousness, practice and relations which are considered as important components of morals. Everything we experience and feel will leave a trace in our hearts and will never be forgotten. It is not possible to have a certain mood, activity without emotion, creativity and heroic deeds. The moral behavior of people plays a big role in the formation of moral values and creating the moral climate of society. The characteristics of behavior, the element of its unity, it is an act. Morality, as a self-moving system, is the most important and broadest area of spiritual life and has a functional nature. Its complexity and role can be determined by the complex dialectic interaction in all its functions.

KEYWORDS: *Morals, Moral Consciousness, Intellect, Measure, Reality, Moral Sense, Moral Feelings, Moral Qualities, Moral Practice And Moral Relations.*

INTRODUCTION

Moral is changing complex social phenomenon. In order to understand the essence and nature of morals, it is necessary to know the structure, formation, and regularity of its formation. The moral expression of the objective interconnection between morality and society is that it demonstrates the need to harmonize common and individual interests. It is also one of the key forms of conflict resolution between the human and society. According to Abdulla Avloni, "...morality is a science that calls people for good and prohibits the from evil." [2,p-22] Morals cannot be incorporated into both social rules and subjective guidelines, such as law, because morality is one of the means by which individuality becomes social. Therefore, morality cannot be viewed as merely a moral consciousness. It has logically perfect unity, consisting of moral consciousness, moral practice and moral relations. These elements cannot be separated from each other. they are interrelated and can only be separated in theory, because there is no pure moral

events in social life. Also, all elements of morality are interrelated, but are relatively independent. In the field of ethics, the most important in its structure is moral consciousness.

Moral consciousness is theories, ideas that form the ethical requirements, norms, rules, perceptions of justice.[1,p-220] All human actions are carried out through consciousness, but only when society is sorted out and interested. This is the social significance of moral consciousness. In moral consciousness, the reality is noted not in the laws, but in the form of social order, requirements, norms of human behavior. Moral consciousness is divided into social and individual consciousness. For this reason, moral consciousness, on the one hand, represents the norms of the demands of society or group, and on the other, it is an individual, individual form of understanding and understanding of these requirements.

According to I.Kant, in the moral consciousness, besides the norms, habits and traditions are closely linked to important experience and intellect, without emotional experience, the mind is empty, and the emotional experience that the mind is not involved in is blind. As V.K.Belinskiy said: "Unconscious ideas are cold, they shine, but don't heat, and lack the charm and warmth."

The mind provides a certain social orientation to the emotions, and the emotions find its mental basis in the mind. Emotions, in a sense, reinforce the foundations of the person, because it takes a long time for the mind to influence the moral process associated with analysis and evolution, and the evaluation, and the emotional and emotional response to it very quickly. Ancient Roman philosopher Seneca once said, "Intelligence is a particle of the divine spirit that penetrates the human body." [4, p-157]

When a person is endangering his life, helping others, rescuing a drowning person, or removing a child from a burning home, he does not think about social problems or think about anything. In these conditions, the person reacts quickly to emotions and feelings. The experience gained in his psyche is actively activated, manifested as a force that motivates one to act. Feelings and emotions play an important role in human life. Everything we experience and feel will leave a trace in our hearts and will never be forgotten. It is not possible to have a certain mood, activity without emotion, creativity and heroic deeds. As Hegel says, no glory in the world has ever happened without passion. That is, without feelings there is no true moral glory.

But emotions, to some extent, imply the importance of behavior, are not always the cause of behavior. Although, it is possible for a person to act properly from the direct impact of a number of events in public life, to put social interest ahead of personal interests, but if he has not analyzed the whole situation, and has no firm aims, convictions or beliefs, his actions would not be an accidental enthusiasm. Therefore, the central element of moral consciousness is the belief that a person has a stable emotional response to the rigid knowledge and ethical behavior that is influenced by certain living conditions and upbringing. Belief is a subjective perception of the norm of behavior, and it is the conviction that the moral principles to which one is exemplary are correct and fair. However, the peculiarities of ethical belief are not limited to this, as it is only a mental understanding of the moral necessity.

It is not only an awareness of the validity of ethical requirements but also a complete readiness to abide by certain moral programs. Therefore, moral beliefs determine the direction of the individual's activities, his motives, the structure of the latent motives of the behavior, and his general point of view, his place in life, and the meaning of life. Moral beliefs represent the

rational and emotional side of it, give stability to the moral “rust” of the individual, meaning that the person will not abandon his principles under any difficult circumstances.

The most important and at the same time essential element of moral consciousness is the moral qualities of the individual. The moral qualities of the person are explained by social, political and economic reasons. The main moral traits in each period are determined by the general direction of dominant ideology. However, ethics differs from ideology with its universal, national characteristics. The moral qualities are positive and negative. Positive qualities include, such as diligence, humility, courtesy, kindness, sincerity, honesty, and good humor. These are our moral values. Negative traits, such as treachery, bribery, hypocrisy, covetousness, envy, ruthlessness, personalism, selfishness and so on.

As with other societal phenomena, the notions of moral virtues change, develop and polish throughout history. For example, religion in all areas of social life was considered to be the dominant qualities of the church-dominated medieval faith – hope, and love – that is, belief in God, hope and love for his compassion. Now that our country is on the path of independence and democracy and living in a market economy, it is necessary to combine the qualities of patriotism and national pride with the qualities of entrepreneurship, mutual interest, cooperation, patience, peace and contentment. Undoubtedly moral perfection, the spiritual elevation of our national traditions and our cultural and educational heritage will not be affected by the resolution of complex economic conditions.

Our ancient ancestors have developed a whole set of moral requirements about a perfect human being, in the modern language, the Oriental Code of Ethics. A person must have a hatred of uncleanness, a desperate rebellion against injustice.

Only such a person will keep his word, will not betray anyone, be faithful, and will not spare himself for the people. In contrast, a liar has no sense of patriotism. Every act of self-interest, no matter how ambitious it may be, no matter how fatigued it, it is a treacherous homeland.

Moral practice. Moral content does not consist of mental or emotional moments, i.e. moral consciousness. Moral consciousness is reflected in the actions and the practical life of people. Therefore, the second element of morality is moral practice. Moral practice is consciousness subordination of behavior, innumerable actions, communication relationships to moral goals, which are manifested in the phenomena of moral consciousness, that is, motives, intentions, worldviews, moral views and so on; social life of a person; attitude to work, community, family, relatives, friends, activities in the field of science, art, culture, as well as the attitude of the person to the events of daily life that he or she witnessed or participating in. In other words, moral practice is the morality in practice. It reflects not only the individual’s attitude to society, but also the relationship of society to the individual as well as the individual’s nature and self.

Morality is a narrower concept than behavior. Behavior is a set of systems of moral behavior, determined by the mind and will of the person. The moral behavior of people plays a big role in the formation of moral values and creating the moral climate of society. The characteristics of behavior, the element of its unity, it is an act. Behavior is an activity which exhibits positive and negative traits of person. In other words, behavior is a person’s consciously directed and completed action or activity.

Actions are more than just direct actions. They can also be expressed in inactivity- silence, passivity, indifference, or in gestures, actions, and tone. Person's behavior reflects his inner, spiritual world, his thoughts, feelings, aspirations, and manners. Both the positive and negative aspects of the moral requirements in society are reflected in the behavior. The last cell, in the form of morality, consciousness and activity, represents the good and the bad, justice and injustice, conscience or dishonesty. Therefore, we can express our opinion based on our behavior and activity. It is well known that a single action can be regarded as evil. Of course, in this case, both ratings are not correct. In order for moral evaluation to be not subjective, it is necessary to rely solely on objective criteria, the universal character of moral relations, in a particular society.

The moral reason, which represents the subjective attitude of a person to his actions, plays an important role in the moral evaluation of a particular activity. Reasons of behavior may be positive and negative. We condemn any behavior that has egoistic causes, even though it has produced positive results. When an action is done with high moral values and any selfish motives other than "what do I benefit from it?", the action will be not only moral but also beautiful. To illustrate, a man poured water on flowers growing on a balcony, this act is neither moral nor immoral. If the person watered the flowers of a sick, flower-stricken neighbor, it is quite another act. Actions are evaluated morally when it comes to the interests of another person, society, or group. The actions of people are evaluated and valued as good or bad because they are not part of themselves but part of social life. While it seems to be doing right from the surface, it is not moral to act for one's own fame, reputation, or favor. The level of morality of behavior is of moral value with consciousness, sincerity, impartially, voluntariness, free choice.

It is also important for a person to have a sense of self-awareness and of the moral requirements of the existing social environment. However, it is not possible for people to be morally justified by their knowledge and imagination about behavior. It is not enough to memorize the code of ethics, but to be convinced of the validity and necessity of the rules of conduct, so that they must find a practical reflection in the activities and behavior of people. Indeed, "Man, by doing good moral deeds," Hegel correctly stated, "can still be a virtue only when the means of active conduct become a permanent mark of his character". The true basis of ethical behavior is the combination of knowledge and spirituality of a person with knowledge. Thus, any behavior and activity is unethical.

The thorns and gourds will not grow flowers, And ravens will not be spoiled by education, said Ogahi.[5, p-151] Ethical practice refers to behavior and actions in which a person's attitudes toward others is expressed. In this case, a person may have a combination of social and personal interests, a conscious attitude to society, a moral choice in behavior, and finally, a certain degree of the basis of moral conduct. Shortly, ethical practice is the highest expression of consciousness, sociality and citizenship. Without these requirements, there would be no moral practice at all.

Moral relations. The third element of morality is moral relations. Moral relations are a component of social relations. As with type of social relations, moral relations are limited by ethics and exist in the form of contacts and connections between individuals and society. Accordingly, moral relations are divided into specific forms of assistance, such as a stable relations with people in the family, community, group and society. However, moral relations are not just about relations, connections, but also the interactions of people with other people's obligations to society.

Moral relations usually begin with a spontaneous, material relations. Then it progresses, separates itself from material relations and enters the realm of ideological, spiritual relations. Moral relations are born out of the will of the people, and, of course, through the process of establishing moral norms and public support, of course, through the minds of people.

Moral relations, in content, are either management or security functions. Managed moral relations arise in accordance with the norms of a particular society, which are related to the duty of obligation. Guarding moral relations arise as a result of actions that violate these norms and provide for social action. Therefore, the subject of moral relations is always individuals, whether they are individuals, groups, families, communities, countries and etc. Not only human and social phenomena, but also nature and its elements can be objects of moral relations.

Moral relations are different from other types of social relations and are always and everywhere exposed by moral norms and prices. They arise from the influence of ethics on behavior, moral activity, action and social well-being. The distinctive characteristics of moral relations, along with the evaluative nature, is their imperative and directive nature. In moral relations, the activities and actions of people play a key role as a moral and practical expression of their relations. At the same time, moral relations are as independent as any other social relations.

Thus, moral relations as an element of morality are, firstly, closely related to the other types of social relations, and secondly, to other elements of morality that make up a complex whole. As elements of morality, moral consciousness, moral practice, and moral relations are intertwined.

For example, moral activity and moral relations are the subject of moral consciousness as specific aspects of social life. Moral activity is caused by a person's moral understanding of the meaning and purpose of his or her practice. When it is difficult to separate moral relations from other ways of regulating human activities, moral awareness comes to the aid. Moral relations, in turn, are a social mechanism for maintaining and enforcing norms, and are always in the process of forming, developing, maintaining and relating norms for future generations. Impressiveness of moral norms is the expression of moral relations, the criterion of vitality. If moral norms were to exist beyond the results- moral relations would have lost its social significance. Thus, all aspects of morality are mutually exclusive and define one another.

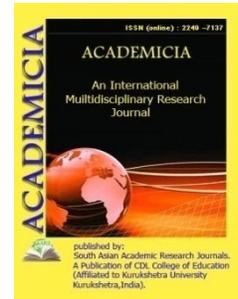
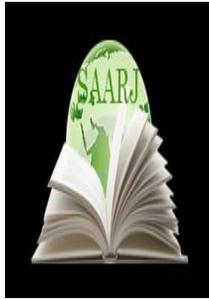
But the fact that all aspects of morality are solid does not exclude their differences and contradictions. For example, moral attitudes are a form of practice that reinforces the standards of behavior tested by moral consciousness and is manifested as an existing phenomenon. Moral consciousness, however, represents not only the existing moral phenomena but also the vents that are necessary. That is why they are compatible, they are contradictory. Conflicts can be acute, especially during the transition from one social system to another. After analyzing the components of morality, the following can be described. Morality is a historically emerging social phenomenon that combines, co-identifies, and defines human behavior, a complex unit of moral consciousness, moral practice and moral relations. Erkin Yusupov, a philosopher, said: "In general, the forms and norms of self-government of people who exist as individuals in the basis of moral social relations, and the spiritually inherent in their interactions and relationships, is the manifestations of the level of perfection." [3,p38]

Morality, as a self-moving system, is the most important and broadest area of spiritual life and has a functional nature. Its complexity and role can be determined by the complex dialectic interaction in all its functions. It is generally thought that the general functions of morality are:

regulation (management), encouragement, evaluation, knowledge, education. in practice, they are complementary and intertwined, and one through the other. In complementing each other, they represent the adaptation of personal and social interests of morality and, on this basis, of this discipline that is a prerequisite for the existence and development of society.

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FEATURES OF TREATMENT OF LEUKOPLAKIA OF THE BLADDER

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ABSTRACT

45 patient with leukoplakia of the bladder were examined. The patients were divided into three pears depending on the biopsy data and the next treatment method. Each group received the appropriate treatment: I pear received conservative treatment; Group I underwent transurethral resection of altered areas of the urinary bladder mucosa; the group underwent transurethral coagulation of altered areas of the bladder mucosa. It was found that patients with the first stage

of leukoplakia are shown conservative therapy, in the second and third stages of the process (transurethral resection, transurethral surgical treatment of electrocoagulation).

KEYWORDS: *Bladder, Leukoplakia, Metaplasia, Polymerase Chain Reaction, Hormone, Estrogen, Blood Plasma, Contraceptione, Viral Infection.*

INTRODUCTION

Treatment of leukoplakia of the bladder with various stages of the process presents significant difficulties. According to domestic and foreign literature, conservative and surgical methods are used in the treatment of bladder leukoplakia. When choosing a method of treatment, one should take into account the age of patients, the severity of clinical manifestations, and the stage of the disease.

According to domestic and foreign literature, the treatment of bladder leukoplakia should be etiopathogenetic [40]. In addition, it is necessary to carry out symptomatic therapy of this disease [40]. The etiopathogenetic methods of treatment include antiviral, immunomodulatory and hormone replacement therapy.

Surgical methods for treating bladder leukoplakia include transurethral resection (TUR) of altered areas of the bladder mucosa or laser excision of altered areas of the bladder mucosa with previous biopsy [24, 74, 135].

A certain place in the treatment of bladder leukoplakia is occupied by transurethral vaporization of the altered bladder mucosa [24, 135].

Purpose of the study: to identify the optimal treatment methods for bladder leukoplakia at various stages.

Research material and methods: Patients were selected from the number of patients hospitalized in the urology department of the clinic of the Andijan State Medical Institute named after Yu.Otabekov in the period from 2016 to 2019. A total of 45 women with bladder leukoplakia were examined. The patients were divided into three groups depending on the biopsy data and the subsequent treatment method. Each group received appropriate treatment: Group I received conservative treatment; Group III - transurethral coagulation of altered areas of the bladder mucosa was performed.

Research results: According to the morphological study of the biopsy material, the stages of leukoplakia were established. The first stage of bladder leukoplakia was characterized by metaplastic changes in the transitional epithelium; determined only by histological examination. In this case, against the background of a typical transitional epithelium, nests and fields of stratified squamous epithelium are visible. The number of cell layers increases 1.5-2 times; the upper layers acquire the polygonal shape of cells with a bubble-like nucleus with multiple nucleoli, characteristic of squamous epithelium. In the cytoplasm of these cells, a histochemical study determines a large amount of glycogen and prokeratin.

The second and third stages of leukoplakia of the urinary bladder were characterized by changes in the epithelium, determined visually by pricystoscopy in the form of whitish spots on the mucous membrane of the bladder. In the histological picture of fragments of the mucous membrane of the urinary bladder taken from these areas, the metaplastic stratified squamous

epithelium with its characteristic vertical differentiation prevails. The lower layers are composed of smaller hyperchromic polygonal cells: As they approach the surface of the layer, the cells increase in size, brighten due to the increase in glycogen and keratin in them. A certain amount of keratohyalin accumulates on the surface of the layer. Thus, in this case, we can talk about metaplastic squamous keratinizing epithelium, which, in its histological and immunological properties, is indistinguishable from the originally formed squamous epithelium.

The first group consisted of 20 women with the first stage of bladder leukoplakia, who received conservative therapy (antibiotic therapy, instillation of the bladder with antiseptic solutions, etc.).

The second group consisted of 10 patients with identified second and third stages of the process, which are true leukoplakia, who underwent transurethral resection of altered areas of the bladder mucosa.

The third group consisted of 15 patients with identified second and third stages, who underwent transurethral coagulation of altered areas of the bladder mucosa.

Among the observed contingent of patients with bladder leukoplakia, 3 (15%) patients of group I, 5 (50%) patients of group II and 5 (33%) women of group III showed signs of an active inflammatory process of the lower urinary tract (leukocyturia, bacteriuria). The most common causative agent of the infectious process of the lower urinary tract was gram-negative flora (*Escherichiacoli*), which was detected in 2 (10%) patients in group I, in 1 (10%) women in group II and in 3 (20%) patients in group III. *Staphylococussaprophyticus* was diagnosed in 6 (13%) women. Treatment of this category of patients began with antibacterial therapy, taking into account the inoculated microflora and the selection of an appropriate antibacterial drug. To eliminate gram-negative flora (*Escherichiacoli*), antibacterial therapy with fluoroquinolones (ciprofloxacin 500 mg 2 times a day for 10 days) was performed. In the presence of gram-positive flora, we used a combination of drugs: aminoglycosides and fluoroquinolones (amikacin 1.0 g intramuscularly once a day for 7 days and ofloxin 200 2 times a day for 10 days). In 14 days after taking the drug to confirm the elimination of the pathogen, a repeated bacteriological examination of urine was performed. According to the study, pathogenic flora was detected in 4 (9%) patients, which required additional antibacterial therapy with levofloxacin at a dosage of 500 mg once a day for 10 days. A control bacteriological study of urine after 12 days in patients with leukoplakia of the urinary bladder did not reveal any pathogenic flora.

All women with bladder leukoplakia who were diagnosed with a viral infection received antiviral therapy.

If a hormonal imbalance was detected, in the form of hypoestrogenism, local hormone replacement therapy was carried out in agreement with a gynecologist-endocrinologist according to the following scheme: the drug "Ovestin" in a dosage of 500 mg in the form of suppositories, once a day, 30 days, then the drug "Ovestin" at a dosage of 250 mg, a candle 1 time, a day for 20 days. Also, the patients underwent immunostimulating therapy with the drug "polyoxidonium" intravenously, drip in a dosage of 0.6 mg, once a day, for 7 days.

Surgical methods for the treatment of leukoplakia of the mucous membrane of the bladder include TUR and TUK of the altered areas of the mucous membrane of the bladder. Patients of group II underwent transurethral resection of altered areas of the bladder mucosa. Women of group III underwent transurethral coagulation of altered areas of the bladder mucosa.

After the treatment, 3 (15%) patients of the first group, 2 (20%) women of the second group, and 2 (13%) patients of the third group retained pain syndrome in the form of pulling pains above the bosom, periodically radiating to the perineum, which required additional conservative therapy. The choice, appointment and control over the action of pharmacological drugs and the corresponding procedures in the complex treatment of pain syndrome were made by neuropathologists and psychotherapists, taking into account the mental state of the patients.

The patients were followed up for 6 months. At the end of the observation period, almost all patients with bladder leukoplakia noted the disappearance of the pain syndrome.

After the treatment in patients of all three groups, complaints of pain, frequent and difficult urination disappeared, which is statistically significant. Thus, the statistical analysis showed that the best treatment results were achieved in patients of the third group, in comparison with the second group. When analyzing the pain syndrome before and after treatment in patients of groups II and III, it was revealed that also the best results, treatment were achieved in patients of the third group, who underwent TUR coagulation (according to the McNimar method at $p < 0.05$).

After 6 months, all patients underwent a comprehensive study of urodynamics.

All women noted an improvement in well-being, a decrease in the symptoms of the lower urinary tract, which is confirmed by the data of a urodynamic study, which revealed an increase in the functional capacity of the bladder, an increase in the maximum volumetric urinary flow rate.

There was also an increase in volume causing the first urge to urinate. These indicators were close to the norm by their values in the patients of the group, who received TCA.

Thus, the use of conservative therapy in patients of group I and surgical treatment in patients of groups II and III, we managed to achieve regression of the disease.

CONCLUSION:

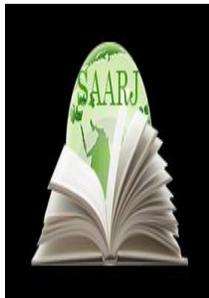
1. Patients with the first stage of the process are shown to carry out conservative therapy, in the second and third stages of the process, surgical treatment (transurethral resection, transurethral electrocoagulation).
2. The optimal method of surgical treatment of the leukoplaki urinary bladder is transurethral electrocoagulation, in view of the faster recovery of the transitional epithelium and the reduction in the recovery time of urination.

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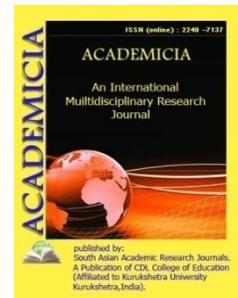
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CONTENT OF TRAVEL STORIES

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ABSTRACT

This article discusses the definition of the word "Safarnoma", its perfection as a genre, the peculiarities of the genre between the similarities and differences between works from the travel cycle, as well as the widespread use of the travel motif in a fairy tale. A comparative analysis of a number of works, revealing the impressions of travel of famous tourists or the content of travel, is carried out.

KEYWORDS: *Travel, Travel Story, Adventure, Travel, Road Sketches, Story, Uzbek Literature, World Literature, Educational Novel, Thinkers, Sea Route.*

INTRODUCTION

Today Uzbekistan is one of the most influential countries in the world community. Adhering to his national, spiritual values and traditions, he wins the attention and respect of the developed countries of the world. Out of respect for their great ancestors, they value the rich cultural and spiritual heritage that they left behind and pass it on to future generations. The rich spiritual heritage left by our great compatriots who deserve high respect and attention in the field of science and education has not lost its value for centuries. The sacred duty of each of us is to preserve the world heritage, precious to humanity. It is safe to say that today's youth are worthy heirs of our great ancestors, whose names are engraved in golden letters on the glorious pages of our past. One of the main tasks of our youth is to study the heritage of our ancestors.

ANALYSIS OF RELEVANT LITERATURE

Everyone has different answers to their questions. This is a sign of different people thinking. There are people among us who are trying to expand their horizons, traveling to learn more about the Universe and the mysteries of the world in general. A guide is a fiction, scientific and journalistic work of Uzbek classical literature, which can be written in various forms and genres.

The terms travel and journey are widely used in Turkish and Persian-Tajik literature. The dictionaries use the word "travel" means a journey to relax, unwind and see the world [2.420].

In Uzbek literature, the genre of noma is a letter that is written as works predominantly rhymed in the Masnavi style. The word "noma" in the word "Travel" that we are trying to explain is used in a broad sense..... to designate an event, fiction, historical, political book or brochure that describes in detail a person's life. In this case, the word "noma" in works often means "work about" from the meaning of the word used before it. [3.170] For example, "Travel" means a piece about travel.

The motive of travel is an important factor in the genre of folklore, which is used as "mature" in Mahmud Kashgari's "Devoni lug'ati turk" and is divided into several types and groups that have formed and improved to this day. The only fairy tale "Mukbil Toshotar" tells about the adventures of a young shepherd Mukbil Toshotar, who during a hunt fell in love with the beautiful daughter of the Bukhara Emir Mehrinigor. To win his love, he fulfills the king's conditions and embarks on a journey to achieve his goal. "With the blessing of the inhabitants of Mukbil Mountain, he went alone in search of the tiger. On the way, he reached a tugai forest, on the way climbed a mountain, where he met another tiger" [6.21]. A young shepherd fulfills all conditions, using both physical and mental abilities. In addition, the content of the tale shows that the role of life trials in the journey is invaluable in finding your own happiness and in reaching the level of an ordinary shepherd.

In my opinion, there are two different outcomes of traveling with one purpose or another, one negative and the other positive: ".....stimulated economic change. However, it should be noted that the gradual colonization of newly discovered lands also led to a number of negative elements such as slavery and the slave trade" [5.126].

Here it is appropriate to thank the famous Arab traveler Ibn Battuta, who overcame the unique dangers of travel and left an invaluable spiritual legacy for future generations. During his travels, Ibn Battuta gave information about more than two thousand people he knew personally, visited their graves and met with about sixty rulers and ministers. During twenty-eight years of his reign, Ibn Battuta covered a total of 120 km and "rightfully became the greatest traveler of his time in terms of the scale of his journey" [4.21].

"Prose travel stories abound in modern Uzbek literature. They are usually based on trips of writers to near and far abroad, sometimes to the most demanding regions of our country, to new construction sites, areas with environmental problems. Therefore, the style of such travel stories is distinguished by essays and journalism" [3.214]. The book by Sarvar Kadyrov "Targeted Trips" is a guide in which the author has visited foreign countries and got acquainted with their history, everyday life, in particular, with the higher education system. He carefully examines aspects that are new to the system and intends to apply their advantages in his work. Moreover, he intends to share his impressions of the trip with colleagues by publishing his impressions in the press [9.3].

We cannot always go on trips. And for some, as the child gets older, he or she outgrows it. But we are always interested in getting to know people from other countries, their way of life, nature, science and culture. It's fun to read memoirs written by scientists who share their impressions of the trip, but it also shines in our imaginary world: "The Mecca Writers' Club has two hundred members. They meet every Tuesday. The government rewards each new book with a minimum

of money. There are clubs similar to the Mecca Writers' Club in Jeddah, Riyadh, Al-Qasin, Gizan, Medina and other cities” [8.107].

RESEARCH METHODOLOGY

The contemporary poet Alisher Navoi and Zakhiriddin Muhammad Babur were not only a great talent, but also the ruler of the lands inherited from his father. Fate and life trials forced him to go to distant countries. His work "Boburnoma" not only serves as a program for a number of contemporary travels, but also as a spiritual support for our writers. We all know that many of these works are visible around the world under the influence of this work. This, of course, does not mean that the work was written in imitation. Perhaps we want to acknowledge that every piece of information in it is clear evidence, and that when the time comes, they will cite those facts instead of important information.

And the sacred duty of each of us is to preserve the world heritage, precious to humanity. To this end, through the efforts of the scientific expedition "In the footsteps of Bobur", unique works of such talented people as Mavlono Lutfi, Mir Alisher Navoi, Boborahim Mashrab, Abu Nasr Farobi, Jalaliddin Rumi, Shams Tabrizi, Ali Kushchi were brought to the exhibition. In our country, their graves have been identified and repaired.

As a member of the scientific expedition "In the footsteps of Bobur", Kamchibek Kenja made extensive use of relevant excerpts from the masterpiece of the great Babur Mirzo "Boburnoma", enriching the content of his travels. Each of these passages is evidence of the author's narrative and provides a basis for his words to be valid and persuasive. The writer, in particular, directly refers to "Boburnoma" when describing the names of places and events associated with them: "Seeing the signs of Karnal, Somon, Nematillo said: "Look, the names mentioned by Bobur. They are still there". In Boburnoma Somon is mentioned, but she is given as "Carnal", "Carol", and in the Kazan edition it is mentioned that it is written "Carmol". Babur Mirza called the province of Somon "Muhammad Kukaldosh". This means that these areas were sacred places touched by Babur Mirza, Humayun and other Babur". [10.115]

Unlike the stories about the travels of Kamchibek Kenji, although "Boburnoma" by Hayriddin Sultan contains impressions of the trip, it does not contain any content. The work contains a lot of historical and scientific information, as well as a number of instructive and spiritual events. Directly from "Boburnoma" by Zakhiriddin Muhammad Babur, the description of a number of events and images is presented in a comparative and consistent form in order to make the information understandable and memorable for the reader. The author explains this as follows: "The book was born as a valuable force in the educational analysis of the life of Babur Mirza and his glorious descendants. The book was named "Boburnoma" because of the deep content of the immortal "Boburnoma", it's pure, simple, courageous beauty. Of course, in meaning and content, this is a classic work of our great ancestor, which is impossible to achieve in this respect. We hope that our forgotten works will remind us of "Boburnoma", even if it is a form [1.7].

ANALYSIS AND RESULTS

Travel notes originated as a separate literary genre in antiquity. He has come a long way of development and improvement. Travel forms come in many different forms. They appear in both poetic and prosaic form. The further development of this genre is directly related to the independence of Uzbekistan. These travel stories can be seen as a worthy contribution to the

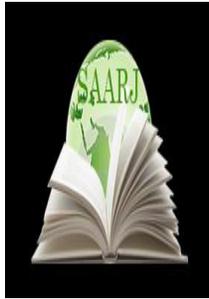
genre's renewal process. Special attention in this respect deserves "Boburiynoma" by Hayriddin Sultan. Kamchibek Kenja has created a number of works in this genre, which clearly demonstrates his significant contribution to the development of the genre.

CONCLUSION

"A long way tests a horse, a difficult way tests a man" or "Torment of the road, torment of the grave" [7.468], say our wise people. Since time immemorial, travel has not always been safe for all tourists. Just as travel is travel in itself, travel abroad is a challenge in itself. In such cases, patience, will and perseverance are tested. However, it should be borne in mind that at a certain stage of development, the role of tourists who have traveled and learned about the conditions of other countries and the best examples of life progress is invaluable. It not only serves the interests of one person or one country, but also serves as a bridge connecting human relationships. Travel notes are not just journals written while traveling. Anyone who goes on a journey cannot write travel stories that serve the excellence of humanity. At the first glance, this genre is based on high skill and immense work. Each of them, regardless of whether it is called a travel story, has something in common, such as kindness, consequence, and humanity.

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THE USING OF AUTHENTIC MATERIALS IN TEACHING OF READING

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ABSTRACT

Reading is an essential skill, and the course book certainly offers plenty of dialogues and texts to read – but the problem is they are written specifically for ESL learners. The conversations often sound stilted and contrived. The reading passages are simply not “real” enough. When you think of authentic reading materials, you probably automatically think of books, newspapers and magazines, which are fine and dandy for advanced learners, but too difficult for beginners to tackle. The good news is there are plenty of authentic texts ESL students can read – at any level.

KEYWORDS: *Reading Skill, Reading Strategy.*

INTRODUCTION

Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However, reading always has a purpose. It is something that we do every day, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. The reason for reading depends very much on the purpose for reading. The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context. Other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. [1]

The combination of these qualities makes for a more real-world reading experience: beyond the classroom learners encounter such an enormous variety of reading and listening material. All very well for upper intermediate and advanced level learners, but what of lower levels, for whom such a range of language at native-speaker-like level can be challenging and demotivating? It's

too simplistic to suggest that all learners at lower levels have similar needs, but there are obvious candidates for useful types of text - most students will at some point need to understand a menu in English, or read a brochure of some description - and course books provide these. But no learner is the same: each will have different passions and interests, and their learning needs will differ wildly. So, there is a strong case for opening up the world of text beyond that of course books - and in doing so, focus on teaching the student, not the lesson. This is where authentic texts come in useful even at lower levels, but to avoid the risk of overwhelming the student, such texts need to be short: short articles or short films, short stories or poems, or a section of a podcast, for example, and this involves extra preparation for the teacher.

Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible. One of the main reasons for using authentic materials in the classroom is once outside the “safe”, controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used.

1. Classified Ads

Folks who place classified ads have to pay per line, which makes abbreviations absolutely necessary. But some are quite cryptic. With the use of classified ads you can give students a reading task that is challenging but not too difficult. [2]

Suggested Reading Activity: First, go over a list of abbreviations; don't tell them what each one means – have them guess. Include several like: *a/c, furn., bdrm., kit., bath., lg., sm., etc...* Then, give each student a real ad that they must decipher: *1 BR apt. in downtown Manhattan, near subway, lg. kit, central a/c, 2000/mo.* They must answer questions about the property in question: *How many bedrooms/bathrooms does it have? What are its main features?*

2. Takeout Menus

Restaurant takeout menus offer a wealth of authentic food-related vocabulary, and not just the food items themselves, but the ways in which they are prepared (sautéed, fried, baked, etc.)

Suggested Reading Activity: After making sure that any new food-related vocabulary has been properly introduced, divide the class into pairs or small groups. Tell them that they are going to order some takeout, but first they have to decide what they are going to eat. Hand out role cards to make it more challenging:

- You are a vegetarian, but you don't like onions.
- You're allergic to shellfish.

Before reading:

Show learners the title of the text, a subtitle where there is one, and any accompanying photographs or illustrations. Ask them what they think the text is about, and to make a mind map of what they already know about the topic. Next, ask the class to work in pairs or small groups to write three questions they would like answered in the text. After reading, students can then discuss whether they found the answers to their questions in the text, and if so, where.

As an alternative pre-reading activity, show learners the first and last one or two sentences of the text. Ask them what they think the text is about, and to brainstorm ideas about what they might find in-between. After reading, students can then discuss similarities and differences between their predictions and the actual text.

While reading

The way in which to approach the actual reading of a text depends very much on the individuals in the group. Options are to have students read individually or to have students read aloud in pairs or small groups. Having students read individually is more akin to real-world reading contexts and usually my preferred option.

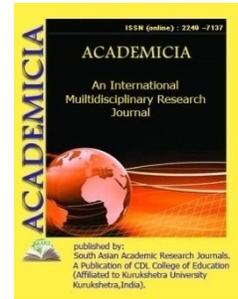
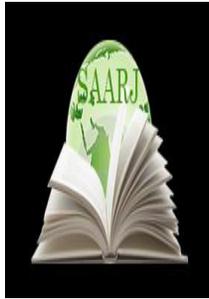
Post-reading

Questions and activities here divided into three sections: content, organisation & style, and language focus. Provided a comprehensive list of questions, but it's important not to explore a text 'to death' - be selective and choose the questions and activities that you think will generate most discussion and be most useful for your class, and that are appropriate for the text you have chosen. Discussion questions can be presented on the whiteboard, by reading them aloud and allowing time for students to discuss, or written on individual cards or post-it notes around the room or that you can rotate from group to group. Alternatively, you can give each group two or three different questions from the same section and regroup the class to share their original questions and responses.

As can be seen, using authentic materials is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation. This is only a brief introduction to the ideas involved, but some of these ideas could easily be expanded to form part of a motivating and effective course.

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POETICAL INTERPRETATION OF THE IMAGE "COUNTRY" IN THE WORK OF ABDULLA ORIPOV

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ABSTRACT

In this article is described about the analysis and interpretation of the poetry of the hero of Uzbekistan, People's Poet of Uzbekistan Abdulla Aripov. It was analyzed that the poet reached the peak of poetry in Uzbek literature, his poems on the theme of the homeland were sung on high curtains, with high pathos.

KEYWORDS: *Poetic Content, Poetic Image, Authoritarian System, Ode, Skill, Literary Tradition.*

INTRODUCTION

It is well known that at the beginning of the last century, representatives of Jadid literature followed the path of renewal of classical literary traditions. They sought innovation in both poetic content and form, and in poetic images as well. Cholpon, Fitrat, Behbudi and other representatives of modern literature fought for the fate of the homeland and the nation, its well-being. It is well known that their fate was difficult. At this point, it would be more correct to interpret the following lines of Cholpon in connection with the love for the freedom of the Motherland and the nation:

*The spark of love in the heart
I hid in a corner of my mind.
I'm tired of the power of this spark in my soul
I have a severe wound that cannot be healed*

The spark of love in the poet's heart is undoubtedly associated with the dream of independence. It is also clear that under the dictatorial regime, he had no choice but to hide it in a corner of his mind. This spark is so strong that it burns the heart of the patriotic poet incessantly. It seems no secret that the incurable, heavy wound in his heart is the result of his dream of independence, his transformation into a dream. The poet Abdulla Aripov is a sensitive artist who continues the dreams of his predecessors and is able to illuminate the image of the homeland in poetry.

Artistic image is the basis of literature. Where there is no figurative thinking, there is no literature. The works of true artists are distinguished by the bubble, the brightness of the image. Abdulla Aripov's poetry is a vivid example of this. The reason why the images created by the great poet always live in the minds of lovers of poetry is that the works of this poet are close to the heart of the reader, and it can be clearly seen in the eyes of the reader.

The secret of the poet's image is revealed in the fact that "the artistic image is a reflection of the being (object, event, etc.) seen through the eyes of the artist and expressed in a way that can be creatively processed and emotionally understood on an ideal basis."¹ It is impossible to find a poet or writer who did not write about his homeland. However, Abdulla Aripov is distinguished by his ability to write like no other, his ability to place a deep essence in the image, the ability to embody a mysterious spirit. The emergence of the poem "Why I love Uzbekistan" at a time when the feeling of abstraction, the land of the tyrants who invaded our country was interpreted as the homeland, and sometimes the concept of vast cotton fields is understood, struck a chord in the hearts of poetry fans. According to Professor Nurboy Jabborov: "... in 1964, when the poem was created, vulgar, ineffective words about the homeland and the people were presented as examples of poetry, and almost all of them had the same spirit of vitality.

In Uzbek poetry, lightning flashes and thunder blooms. Because of this lightning, the false feeling that the whole country is the union, the nation is the Soviet Union, was ignited. This thunder rang out from the hidden experiences of the Homeland. "Why do I love Uzbekistan?" - no one before him had been able to put such a question on the agenda in this way. Every honest person will admit how brave it was for that time."² The poem begins with a rhetorical question. Although it seemed to be the poet's own question, it was in fact an appeal to a nation alienated from itself, thrown into a whirlpool of abstract emotions:

Men nechun sevaman O'zbekistonni

Tuproq'in ko'zimga aylab to'tiyo.

Nechun Vatan deya yeru osmonni,

Muqaddas atayman, atayman tanho

Why I love Uzbekistan?

Why is it Dear to turn the soil into my eyes?

Why is the earth and heaven called dearest to me?

I call it holy, I call it lonely.

The soil is a symbol of the Motherland. That's why he was blindfolded. Abdulla Aripov is a poet who can add great meaning to every word. Given that clarity is the substance used to illuminate the eye, it is clear that it is not in vain that the poet uses the word in the beginning of the

poem. After all, in order to know the Motherland, to understand the Motherland, both the outward eye and the mind must be clear. It is known that at that time the beggars of the dictatorial regime did everything possible to hide the eyes of the nation. From the very first lines of the poem, this essence is fully interpreted artistically.

The poet used the word "soil" six times in this single poem, which was not large in size. But this repetition was applied so appropriately and in accordance with artistic logic that each time it revealed new facets of meaning. It served to ensure the balance of poetic content and form in the poem.

Men nechun sevaman O‘zbekistonni?
 Bog‘larin jannat deb ko‘z-ko‘z etaman,
 Nechun ardoqlarkan tuprog‘ini men
 O‘paman: “Tuprog‘ing bebaho, Vatan...”
 Aslida tuproqni odil tabiat
 Taqsim aylagan-ku yer yuziga teng.
 Nechun bu tuproq deb yig‘ladi Furqat,
 O, Qashqar tuprog‘i, qashshoqmiding sen?!
*Why do I love Uzbekistan?
 I see your gardens as paradise,
 Why do I cherish the soil of my land?
 I kiss: "Your soil is priceless, my Motherland ..."*
*In fact, the just nature of the earth
 Distributed the soil evenly over the earth..
 Why because of the soil Furqat cried,
 O soil of Kashgar, are you poor my dear?!*

Here, "soil" is a poetic detail that materializes the image of the Motherland. Being one of the four elements, the fact that human beings are actually created from dust also means that the meaning layer of this word is deep. The meaning of the word "umbilical cord blood" makes this word an embodiment of the national spirit. In this sense, the poetic detail of "soil" is open in discovering the essence of the image of the Homeland.

*Xo‘sh, nechun sevasan O‘zbekistonni,
 Sababini aytgin desalar menga,
 Shoirona go‘zal so‘zlardan oldin
 Men ta‘zim qilaman ona xalqimga:
 Xalqim, tarix hukmi seni agarda
 Mangu muzliklarga eltgan bo‘lsaydi,*

*Qorliklarni makon etgan bo'lsayding,
 Mehrim bermasmidim o'sha muzlarga?
 So why do you love Uzbekistan,
 Tell me the reason,
 Before the poetic beautiful words
 I bow to my native people
 My people, if the judgment of history is on you
 If it led to the permafrost,
 If you had a place of snow,
 Wouldn't I love those icebergs?*

When writing about the Motherland in the poetry of the pre-Soviet period, Abdulla Aripov was guided by the spirit of propaganda, the description of its subterranean and subterranean riches, the call to love it. However, poetry is not a tool of propaganda or a means of propaganda. In the poet's own words: "In a real lyrical work there are vibrations that neither the eye nor the ear can perceive, but only the strings of the soul."³ That is why a real poem depicts painful feelings, it is unique. The unexpected turn of the stream of artistic interpretation, the poetic conclusion that no one could have imagined, made the above poem a unique example of our national poetry. In his opinion, the feeling of love for the Motherland should be impartial, sincere and sincere. Such love has no value if it is due to material factors such as the inexhaustibility of its wealth, the uniqueness of its nature. He deserves to be loved only because he is the Motherland. "My people, if the judgment of history had taken you to the Eternal Glaciers, if you had settled the Snowmen, would I not have mercy on those icebergs?" - The lines are valuable in that they reflect this high criterion of love for the Motherland. The poet's poem "Uzbekistan" is also distinguished by the fact that the image of the Motherland is depicted with a unique, high art.

*Yurtim, senga she'r bitdim bu kun,
 Qiyosingni topmadim aslo.
 Shoirlar bor, o'z yurtin butun –
 Olam aro atagan tanho.
 Ular she'ri uchdi ko'p yiroq,
 Qanotida kumush diyori,
 Bir o'lka bor, dunyoda biroq
 Bitilmagan dostonidir bori.
 Faqat ojiz qalamim manim,
 O'zbekiston, Vatanim manim.
 My country, I finished a poem for you today,
 I never found your comparison.
 There are poets, the whole country -
 Olam aro atagan tanho.
 They flew the poem too far,*

*The land of silver on the wings,
There is a country in the world, however
It's an unfinished epic.
Only my weak pen is mine,
Uzbekistan, my homeland.*

Abdulla Aripov's poetry is dominated by a unique poetic interpretation of the national spirit. The first paragraph of the fifteen-verse poem is of a programmatic nature. This paragraph expresses the creative intention of the creator. "There are poets, the whole country is the only one in the world. Their poems have flown far away, the land of silver on their wings," he said, describing him as competing with Russian poets. "Silver Land" is a metaphor for Russia, which has been covered with silver snow for almost twelve months of the year. They have described their country sufficiently.

The poet's homeland is "an unfinished epic". Here is the national spirit, the feeling that the fruit he was born and raised is no less than any other country ...

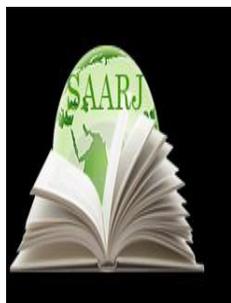
It is true that even before Abdulla Aripov, two great poets - Oybek and Hamid Olimjon - wrote poems on this subject. But the creator is not satisfied with this. He aims to create a new - magnificent monument of art, which depicts the Motherland with unique art. Professor Nurboyo Jabborov writes: "It is known that Oybek and Hamid Olimjon sang this theme at a high level in our poetry before Abdulla Aripov.

While Oybek's poem compares his time and the recent past, Hamid Olimjon's poem "Uzbekistan" depicts the unique nature of our country in the form of his unique spring. These two poems do not talk about the ancient and rich history of our people. It is also clear that Abdulla Aripov faced a difficult task, such as a unique poetic depiction of the great past and present of our country with all its complexity"⁵.

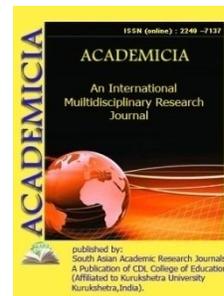
In addition to combining the composition of the poem "Uzbekistan, my homeland" repeated at the end of each verse of the poem into a single poetic system, it also served as a poetic conclusion of the interpretation in each verse.. Apart from the artistic image, neither literature nor poetry, which is its most active form, can exist. After all, the image is a condition for the existence of fiction, and figurative thinking is a key factor in the creative process. The world of images in Abdulla Aripov's poetry is of special importance in this regard. It is worth noting that the image of his homeland is sung on high curtains, with high pathos.

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CYBER INSURANCE IN UZBEKISTAN: STATUS AND PROSPECTS FOR DEVELOPMENT

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ABSTRACT

The article deals with a topic that is relevant in modern society - cyber insurance, the essence and necessity of this type of insurance. The state of implementation of cyber insurance in Uzbekistan is described; the results of research in this direction are given. The factors and reasons preventing the development of cyber insurance are analyzed; proposals for the development of this type of insurance in the republic are formulated.

KEYWORDS: *Information And Communication Technology (ICT), Cyberrisk, Information Security, Insurance, Cyber Insurance.*

INTRODUCTION

The world is changing; the humanity lives in a society where information and communication technologies (ICT) are becoming the main means of all life processes. The active implementation and development of ICT in all areas of activity contributes to service improvement, the increase of goods and services quality, time and costs efficiency, economic activity growth, etc.

Recently massive computerization has become a global trend in world development in recent years, the world deals with a transition from an "industrial society" to an "information society".

On the one hand, the use of modern ICT, leads to a significant improvement in the activities of business entities, although, on the other hand, potentially creates the prerequisites for the risks of loss, theft, loss, modification, distortion, counterfeiting and destruction, including production management systems, electronic document management systems, unauthorized use of their own information and, as a result, economic, financial, social or other types of damage.

In the mid-90s of the last century the need to use a new approach for solving the problem of information security led to the emergence of a new concept of "information risk", which today is interpreted as "cyber risk". Cyber risk is a possible event of which leadsto unauthorized information deletion, distortion, or its confidentiality or availability violation. That is, the concept of cyber risk is used as a synonym of information security threat. Management of such risks comes down to information protection. Moreover, many experts understand information security as protection of themselves mainly from malicious actions.

Prevention and elimination of information security threats is based on the development and implementation of a set of means and protection mechanisms. These can be economic, technical, software, social, legal and other mechanisms that ensure the localization and prevention of threats. In the world practice of risk management, various methods are used to reduce risks and prevent their consequences. The experience of developed countries shows that one of the most effective methods is insurance, i.e. hedging of risk to a professional subject of such risk management - an insurance company. Today cyber insurance is gaining popularity as a method of protecting against cyber risks.

Uzbekistan, like most countries in the world, consistently takes measures to develop ICT. Along with this, preliminary results have been achieved on the introduction of cyber insurance in the country. In this article, the author examines the results achieved in Uzbekistan in this area, as well as the existing shortcomings and measures that need to be taken in the near future.

LITERATURE REVIEW

Cyber insurance is a frequently discussed topic in modern society. The role and importance of cyber insurance in the cyber security system are actively studied in foreign literatures and scientific articles. In particular, according to Ivanov IK, cyber insurance is an insurance product for the protection of information risks of any companies whose business is directly or indirectly related to the processing and storage of data [2].

Bolot J., Lelarge M. note that insurance is an important component of cyber risk management [3].

The article (Shetty, Schwartz, Felegyhazi, Walrand, 2010) examines the impact of cyber insurers on information security. The authors look at cybercrime protection at the individual and global levels. It is noted that cyber insurance has a positive effect on the safety of specific insured persons [4].

The authors Woods D. and Simpson A. investigated the practice of cyber insurance in public-private partnerships. Their research notes the mutually beneficial nature of cooperation between cyber insurers and government authorities. The authors analyzed the nature of the influence of state institutions on the functioning of the cyber insurance market [5].

Methodology

While preparing this article, the study used the statistical and economic method.

RESULTS AND DISCUSSION

Since the first days of independence of the Republic of Uzbekistan, large-scale transformations in the information and communication sphere have been carried out on a state scale, contributing to the further development and widespread introduction of ICT in all sectors of the economy.

The work carried out in previous years by the leadership of Uzbekistan on the widespread introduction and development of ICT is already bearing fruit. This is evidenced by the results achieved below:

- the level of coverage with digital television was 100%, the level of coverage with mobile communications - 97%, the level of coverage with broadband access to the mobile Internet network was brought to 70%;
- an online payment system has been established: in 2019, 299.3 million transactions worth 6.5 trillion sum were made through online payment systems;
- at the end of June 2020, according to the “Speedtest Global Index” rating, Uzbekistan demonstrated a sharp increase in Internet speed, taking 94th position, having risen by 36 positions over the year;
- the Unified Interactive Public Services Portal (EPIGU) - my.gov.uz – is formed for the further development of forms of contactless communication of the population and business entities with state bodies, through which more than 176 electronic public services are provided;
- ongoing work on implementation of Safe City project in all regions of the republic is conducted, the completion of which is scheduled for 2023 [6].

The technological growth in the field of ICT confirms the fact that cybersecurity has become an urgent issue in our country as well.

Nevertheless, cyber insurance in Uzbekistan, despite the rapid development of the ICT sector, until recently has not yet been recognized as an independent method of ensuring cyber security.

Taking into account this gap, in 2005 by the decision of the board of the Uzbek Agency of Communications and Informatization (now the Ministry of Development of Information Technologies and Communications of the Republic of Uzbekistan), a program of research work was approved to develop an appropriate regulatory framework. For this purpose, a working group was formed, which included the author of this article.

The implementation of the developments was started in 2007 and included the solution of the following main tasks:

- Consideration of the possibility of implementing a new type of insurance in modern conditions - cyber risk insurance;
- Study of the sources of cyber risks and possible mechanisms for protecting information resources, and from the standpoint of insurance to develop a classification of cyber risks;
- development of methodological approaches to the organization and conduct of cyber risk insurance, in particular, the development of a methodology for calculating the value of information resources and a procedure for assessing the amount of possible damage, i.e. the amount of insurance compensation;

- development of a procedure for the examination of information systems, during which deficiencies in the system of information protection measures are identified or for the investigation of an incident related to the loss of information.

In the course of the research, the following regulatory documents were developed [7]:

1. Rules for insurance of information risks. The rules establish the procedure and conditions for insurance.
2. Methodology for calculating the cost of information systems from information risks, which provides a calculation of the value of physical resources, determined by the cost of their restoration in the event of destruction.
3. Methodology for assessing damage and determining the amount of insurance compensation, which provides for the identification of risks, assessment of damage and threats, as well as possible damage when insuring information risks and ensuring the practical implementation of insurance compensation for damage in case of information risk.
4. Instructions for the examination (audit) of the security of information systems. This instruction regulates the procedure for the examination of information systems to identify deficiencies in the system of information security measures or to investigate an incident related to the loss of information.

The developed product covers losses associated with the loss, destruction or damage of information, loss of securities or funds in electronic form as a result of the following events:

1. Failures (failure) of information systems due to errors in their design, development, creation, installation, configuration, maintenance or operation;
2. Intentional unlawful actions of the policyholder's employees, committed by them independently or in collusion with third parties in order to damage the policyholder or obtain illegal financial gain;
3. Computer attacks against the policyholder by third parties;
4. Intentional illegal actions of third parties aimed at unauthorized modification, copying, and damage, destruction of electronic data, permanent or temporary disabling of the information systems of the policyholder;
5. Actions of computer viruses - fragments of malicious computer code or electronic instructions capable of self-replicating and spreading in information systems and networks independently or upon their activation by users (this also includes "Trojan horses", "worms", "logic bombs");
6. Theft of funds and securities in electronic form as a result of unauthorized access by third parties to the information system, including by:
 - a) Entering fraudulent electronic commands into the information systems of the policyholder;
 - b) Unauthorized modification of the computer code (programs) of the policyholder;
 - c) Transmission of a falsified (fraudulent) electronic order, allegedly originating on behalf of the policyholder, to the bank or the depository of the policyholder.

It should be noted that information is the property of its owner if it is documented information, created at his expense, acquired by him legally. Therefore, all the provisions of property insurance provided for by the legislation of the Republic of Uzbekistan are applicable to this type of insurance.

Therefore, the objects of insurance can be:

- Information resources - information in any electronic form (databases, libraries, archives in electronic form on technical media of any kind), software tools and complexes under development or operation;
- Financial assets - funds in electronic form in the form of entries on accounts (client-bank systems), securities in electronic (non-documentary) form.

As a supplement to the basic insurance coverage, indirect losses and unforeseen expenses related to the occurrence of the following insured events may be insured:

- losses from the temporary suspension of commercial activities in the event of an insured event - this is the lost profit for the period of forced downtime, current expenses for maintaining the business during the period of forced downtime, i.e. this is the remuneration of employees, mandatory contributions and payments that do not depend on the production facility;
- Additional expenses for emergency business recovery:
 - a) Temporary rental of equipment;
 - b) The use of third-party processing services;
 - c) Costs for urgent replacement of hardware and software;
 - d) Expenses related to investigation of the circumstances of the insured event;
 - e) Costs of protecting the reputation of the policyholder.

The sums insured (liability limits) for insurance objects are determined based on the cost of information systems in accordance with the "Methodology for calculating the cost of information systems from information risks".

Information is assessed using the cost method, i.e. based on the costs that may be required for its restoration, including both the additional time spent by the company's staff and the involvement of independent expert organizations.

The insurance rate is set separately for each risk. Its size depends on the state of the level of information security of information systems and the degree (number) of risks, determined on the basis of the analysis of the cyber security of the information systems of the insured.

In accordance with the decision of the Uzbek Agency for Communications and Informatization (now the Ministry of Development of Information Technologies and Communications of the Republic of Uzbekistan), in August 2009, a pilot implementation of a newly developed innovative insurance product was launched.

A number of organizations providing telecommunication, postal and Internet services, as well as other institutions operating in the field of communications and informatization, were identified as subjects in which the pilot implementation was carried out.

The Computer Incident Response Service "UZ-CERT" at the Center "UZINFOCOM" was determined as an expert in conducting an audit of the level of information security of information systems, as well as assessing the cost of information systems and damage caused as a result of an insured event, and the insurance company "ALSKOM" was identified as an insurer.

Based on the results of the pilot implementation, this product was approved and recommended for further use in the system of the Uzbek Agency for Communications and Informatization (now the Ministry of Development of Information Technologies and Communications of the Republic of Uzbekistan).

It should be noted that over the past period this product has not been so much demanded by potential customers. The limiting factors were the following:

1. Absence of serious incidents that threaten the cybersecurity of state and economic entities, there was only one insured event during the period of implementation of this insurance product in which the insurance company reimbursed the damage caused by the impact of cyber risks.
2. Limited statistical information for calculating insurance rates for this type of insurance, taking into account all risk factors. Unlike traditional types of insurance, where risk assessment and calculation of the insurance rate are based on statistical data using actuarial calculations, in cyber insurance, the use of classical approaches to calculating the insurance rate is not acceptable. This is because the limitation or absence of statistical data makes it impossible to apply the appropriate mathematical distribution laws to data series. The rapid development of ICT is accompanied by an increase in the number of risk factors, an increase in their cumulation with each other, which significantly increases the risk of errors in calculations.
3. Insufficient development of pre-insurance expertise in this area. At the stage of concluding an insurance contract, the available data on the activities of a potential insured is insufficient for an objective assessment of the state of their information security. This issue is especially problematic in commercial banks due to the specifics in the banking sector. In addition, potential policyholders may hide essential information regarding the state of information security.

However, over the past couple of years, along with the development of ICT, there has been an increase in the number of cyber security threats that can cause significant damage.

In 2019, 268 incidents, 816 vulnerabilities and about 132,000 cyber security threats were detected in information systems and websites of the national segment of the Internet [8].

In the first half of 2020, the number of fraudulent crimes in Uzbekistan doubled compared to the same period in 2019 and reached 3,881 cases. It should be noted that the growth of such crimes is associated with the development of technology. The most common of them are associated with bank plastic cards [9].

Thus, today, with the active development of ICT in Uzbekistan, ensuring cyber security is of paramount importance.

CONCLUSION

Currently, the Republic of Uzbekistan pays special attention to the tasks and problems of ensuring cyber security at the state level, as evidenced by the ongoing work to identify threats, vulnerabilities and incidents in cyberspace. The State Program for 2020, the Year of Science,

Education and the Digital Economy, approved in Uzbekistan, provides for a number of cyber security measures, the most important of these measures is the development of a bill on cyber security [1]. The bill provides for the protection of ICT from modern cyber threats, the introduction of modern cyber security mechanisms for various levels of systems, the definition of the rights and obligations of state bodies, enterprises and organizations in the field of cyber security, the coordination of their activities, and the unification of regulatory legal acts. Along with this, in order to develop and widely use cyber insurance in Uzbekistan, we propose to provide for the development of cyber insurance in the bill.

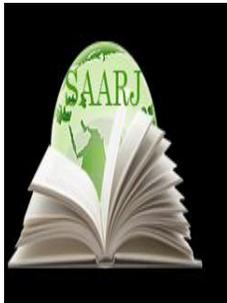
Today, government agencies are actively expressing their desire to purchase high-quality insurance coverage against cyber risks. The main problem hindering the widespread use of the existing insurance product for cyber insurance is the issue of assessing the cost of information, that is, determining the exact monetary value - the insured amount, within which the insurance organization will be responsible for fulfilling its obligations under the insurance contract. The fact is that according to the developed methodology, when calculating the cost of information resources, the costs associated with the creation and commissioning of information resources are taken into account. The amount of costs incurred is calculated on the basis of the balance sheet data. In the applied calculation of the cost of information systems, the level of value and criticality of information is not provided for, which does not allow realistically assessing the actual cost of the information resource and the information system as a whole. In this regard, we believe that it is necessary to improve the methodology for assessing the cost of information systems, taking into account the use of the level of value and criticality of information in it. This will allow assessing information resources and systems of not only legal entities, but also individuals.

In general, we can say that favorable conditions are emerging in Uzbekistan for the development of cyber insurance. At the same time, it is obvious that with the development of digitalization and widespread use of ICT, the demand for this type of insurance will grow. This, in turn, will serve to strengthen the cyber security system and minimize damage from the impact of cyber risks.

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EXPRESSION OF IDEAS OF SELF-ORGANIZATION IN AVESTA

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ABSTRACT

In the article highlights the epistemological understanding of the features of self-formation in "Avesta", its process, the principles reflect the determinants of knowledge of the world and ourselves in relationship, provide the scientific and conceptual analysis reflecting mechanisms of the spiritual and psychological self-formation of people. Scientific conclusions, proposals and recommendations on the constructive (creative) influence of the philosophical ideas of "Avesta" on the development of modern philosophical thought, its place in the spiritual and moral self-organization of people, in educating young people as patriots and humanists were developed. Developed proposals and recommendations for improving the mechanisms for the wide use of the possibilities of synergetic methodology in an even deeper awareness of the ontological, epistemological aspects of the scientific, philosophical ideas of "Avesta". As a result of the objective study of "Avesta", we substantiated that the early elements of the idea of self-organization began to carve their way with the appearance of this outstanding work, subsequently gave a powerful impetus to the formation of humanistic, dialectical, synergistic ways of thinking as a theoretical basis of scientific knowledge. It is the epistemological analysis of the idea of self-organization that not only increases the historical value of this category, characteristic of synergetic methodology, but at the same time determines the place of this category in the development of today's philosophical thought, and also directs the whole society to a decent self-organization, self-ordering only with such qualities as "creativity", "Virtue", etc. In order to consider the Avesta the earliest source in which issues of ontological, epistemological, epistemological, ecological, synergetic knowledge are highlighted, researchers need to further study this work more deeply, logically substantiate these findings and prove to the world scientific community. At the same time, it is the synergetic methodology that is of

paramount importance. Of course, in development, in the progress of every state, of every society, in determining the prospects for their future, special attention is paid to the historical, spiritual heritage. Great history, high spiritual heritage serve as a reliable basis for a prosperous future. That is why the most effective results are provided by the analysis based on the synergistic methodology of such samples of rich spiritual heritage, like "Avesta".

KEYWORDS: "Avesta", world, self-organization, to know, knowthe world, self knowledge, synergetics.

INTRODUCTION

In the 21st century, ideas about humanism, human dignity, honor, life, honor, inviolability are rising to the highest level of value in the world. At the moment, these ideas were mentioned three thousand years ago in Avesta as ancient and unharmed values, which greatly influenced the development of philosophical thoughts of the whole of mankind. The content and versatility of the opinions expressed in it are also striking to today's researchers. Based on the synergistic approach that arose in the second half of the 20th century, the need to re-comprehend ideas in Avesta on the basis of non-verbal reasoning shows that the roots of synergistic laws are rather ancient, in particular, in the ancient lines of "Avesta" it is found that there are also non-verbal thought buds. In the years of independence, serious attention was paid to the restoration of our spiritual and religious-philosophical heritage in our country. "We follow the traditions of the wisdom of our ancestors and, with a deep understanding of their creative ideas, carry out decisive reforms, follow the path of forming a new image of our country" [1].

2. Materials and Methods:

Synergetic philosophical ideas in the sacred book Aves-to, which combines creative ideas and inspires people at a time when various global challenges - environmental disasters, terrorism, extremism, human trafficking and drug addiction threaten international security. From the point of view of studying, it is of great practical importance in the analysis of complex scientific and conceptual problems of today, formation of ideological immunity, national self-consciousness.

Creating a spiritual and intellectual environment that enables our compatriots to enjoy the philosophical teachings of the peoples of the East and the West, to give them a deeper understanding of the various, even contradictory, philosophies of the modern world. It is important to expand the scope of research in the field. After all, just such a serious philosophical ground serves as a solid scientific-theoretical and methodological basis for the creation of national and universal philosophy, which embodies the noble intentions and aspirations of our people. According to the scholar-scientist M.Isakov, the book "Avesta" is a historical written source that contains unique information about the social life and spiritual world of our ancestors [4; 3]. It is worth noting that ancient Central Asia has long been considered the cradle of world civilization. The great doctrines, priceless manuscripts and works that greatly influenced the spiritual and intellectual development of the East and the West were formed on this earth. The development of philosophical thought in Central Asia is more ancient than the one established by Avesta.

It should be noted here that the influence of the Orientalist philosophical thinking on the modern Western thought is determined, first of all, by the philosophical understanding of the inner world of man, the combination of the micro-universe and the macro-universe with moral and aesthetic

ideas. While the West has made significant progress and results in theoretical exploration of the outside world, the East has also made impressive advances in knowing the inner world (man). In this regard, academician Konrad writes: "For every generation, it is important to remember that the theoretical reflection of the Orient in all areas of human and social science is important, especially in these areas. Designed in the East "[6; 462].

K. Jaspers, one of the representatives of existentialism, who criticized European centralism, explained the need to appeal to Eastern philosophy and culture: "There is something we lack in Asia and it is important to us! From there, questions are being addressed to us, buried in our hearts. We paid a price for everything we did, what we could do, what we achieved. We are not yet on the path of perfection of human nature. Asia is a necessary supplement to us. "[12; 90]. That is why the need for external and internal harmony in human nature and the need for unity in world culture make the need for a healthy dialogue between the philosophy of the East and the West.

The high cultural heritage created by the peoples of Central Asia has served as an important source not only in this region but also in the formation of the Eastern and Western philosophies in general. The history of development of philosophical and scientific ideas and ideas in the territory of our country, which is recognized worldwide as one of the oldest centers of world civilization, goes back to the distant past. From today's research, it can be said that the beginning of the development of philosophical thought is more than three thousand years of history. In particular, the results of scientific researches after independence have shown that the roots of the history of spiritual and philosophical thought in our country can be compared with the ancient Greek civilization.

The scientific essence of the article. When we look at the history and development of philosophical ideas in ancient Central Asia, we can see that the book "Avesta", created centuries ago and its ideas are very important. The formation of the Zoroastrian philosophy and the creation of its sacred book Avesta have been the first, most complete, rare, and most powerful factor in the history of Zoroastrianism in the history of mankind. The strength of the ideas of Avesta lies in the fact that the highest esteem and respect for human beings with high morals and creative work are at the forefront.

One of the important ideas of synergetics is the idea of self-organization. Although it was founded in the late 20th century as a theoretical and philosophical doctrine, its philosophical ideas have a long history. The synergistic research combines distinct styles and rules that incorporate a new approach. This results in a change in the scientific picture of the world, a renewed way of thinking. . In general, the question arises as to how Zoroastrianism can be an idea of self-organization, based on the belief that God, the Creator of the universe, man, and the universe, is God. Because self-organization seems to be rejecting God, but it is not. In this sense, we should note the conversation of Russian scientist E.N. Knyazeva with the founder of synergetics G.Haken about the development of synergy. In this interview, Knyazeva told Haken, "One of the main ideas of synergetics is that everything is spontaneous and spontaneously everything comes from self-motion, self-organization. Does this idea mean that synergy denies the creator, God, primary motivation? Does this synergy conclude that it is atheistic teaching? " In response, the founder of Synergy G. Hacken made a very thoughtful comment. In other words, in the natural sciences it is impossible to prove the existence or absence of God. At the same time, it cannot be denied. Therefore, we cannot say that synergy is neither theistic or atheistic.

Synergetics is based on the idea of self-organization: At first glance, it seems that the role of God is ignored. But the puzzling question continues: Under what laws does self-organization take place?

Who made these laws? Or, as we know, self-organizing systems are always labeled with fluctuations that we cannot see in advance, but they are part of the system. Here we face the limitations of our thinking [10; 58]. So we need a broader approach to the idea of self-organization in the broader sense. The process of self-organization in synergetics is an important manifestation of spontaneous, spontaneous behavior. At the same time, it is the basis of self-government and, in general, reflects the possibility of the existence of a private, territorial unit. Many scholars have put forward their views on the question of self-organization and what its elements are. Especially noteworthy are the philosopher Fayzullaev's views on self-organization. According to the scientist, "Self-organization is an important manifestation of spontaneous movement without external influence; at the same time, it is the basis of self-government; Opportunities for the existence of a private, territorial part of the whole "[9; 32 b]. Amanulla Fayzullaev goes on to explain this, explaining the process of self-organization using examples. It is well-known that in human society and social life it is necessary to organize the processes of activity in order to achieve a particular goal. This function is usually performed by an organizer or an organization of several people. The task here is the object, the executing entity. This assumption also applies to nature. Artificial nature, as a rule, is man-made, that is, nature itself, the universe itself, ranging from elementary microscopes to solar systems, galaxies, quasars, and pulsars. The universe and its parts and systems are self-organizing. That is, the system is self-organized without external influence. According to religious teachings, God has made the world, man, and everything in it is the responsibility of man.

The task of synergetics is clear: both in the living world and in the animal world and the human community, there is an objective activity beyond the subject's organizational ability, and many things are organized without human subjectivity. Like all religions, Zoroastrianism and its sacred book Avesta teach that the universe, nature, and all things are created in the Supreme God Ahura Mazda. The emphasis is on the ability of the human being to organize itself in every way. It is said that every sane person in Ahura Mazda, by his words, organizes himself by virtue, or chooses the way of evil. We read in Avesta:

"Lies (duruj) from those two worlds Those who volunteered to do the worst, and those who turned to the Ashahar Truth, built for the righteous, covering the eternal heaven, pleased Ahura Mazda for their noble deeds and their love of freedom. " [3; 10].

So we can sometimes see that a person can be self-motivated, mentally or physically healthy, or willing to bark so that they can do something useful in this world. "...Then you gave him the freedom to choose his way so that he could obey the leader of truth or the leader of lies. " [3; 11].

While analyzing Avesta, spontaneous self-organization cannot be ruled out by the influence of matter on matter.

Although it is acknowledged that the Creator of all things, all things, nature, society, and man, is the creator of all things, it is argued that all things are preserved only through the good and the good deeds of mankind.

Especially Avesta, and all things, plant, land, water, man, all their own favors (fravashiy), there is a saying (there is some kind of inner power of self-preservation, or a spirit of ancestors). It is recognized that thanks to these freakashas, everything and events are self-sustaining.

We read in Avesta:

If not all the nobility of the nobles would have helped me, my most beautiful animals and men would have died; The keeper of the sky, the water-keeper; ground keeper; cow keeper; it is the Fravenies who have saved the lives of their babies in the womb so that they will not die, and that the bones, hair, flesh, and internal organs, feet, and the signs of masculinity and femininity are born before birth. [3; 252] From a synergistic point of view, the "Fravashi" referred to in Avesta can be understood as a systemic effect on the self-organization of all things, all beings, nature and the human world. "Arrangement" means the order and the process of locating a particular whole. Organization is a simple and complex feature that provides a unified structure and function of systems. If the source or the driving force of the organization itself is in the system itself, this property becomes self-organizing if it creates the nature of the environment by changing the parameters of the structure and function.

On the process of self-organization. G.I.Ruzavin writes: "In the field of synergistic research, we intuitively refer to the notion of self-organization, which means that the processes taking place in the system do not depend on human interference or external factors."

As we know, self-organization is the result of the collective action of components of an object only at the expense of their internal connections and in accordance with their past history. When we analyze the ideas of "Avesta", this doctrine appeared as an internal link in the process of self-organization. According to Professor S. Kushakov, the study of the phenomenon of self-organization began in the 18th century. This is in line with the theoretical studies of Adam Smith, founder of classical political economics (1723-1790). In his work *The Essence and Causes of the Wealth of Nations*, he argues that spontaneous ordering in the market is a result of interaction between participants with different, often opposing goals and interests described. [11; 157] With this in mind, the scholar points out that A. Smith implied that market prices should be regulated by themselves, not by anyone's will. On the basis of these considerations, the ideas of Avesta were gradually self-regulated by the circumstances of that time, which is under the influence of system changes.

It is worth noting that events and processes in space and time are also self-organized. According to B.Turaev: "The spatial points formed by the body and internal organs of each body are arranged in such a way that each point has its own fixed position. [8; 223] Ordering is also a form of self-organization. Everything in the universe has been in its present form since the beginning of its existence. Objects that were not self-organization were damaged without adaptation.

Professor S.Koshakov argues that the gnoseological root of the concept of self-organization lies in the idea of self-action. According to the scientist, the source of self-activity is the motive behind the moving object itself. The organism, the human community, the universe, and the like systems are the "things" that act on their own. From the earliest times, this problem has been discussed - is it the source of the movement of the universe in or outside it? [11; 153] According to Avesta, each system is a source of development and self-organization. At the same time, Professor S. Koshakov noted that self-organization is the source and basis for the existence of

evolutionary process. The self-organizing system is characterized by the fact that it continuously regenerates, stabilizes its components due to matter and energy it receives from the external environment, and updates its structure and function in response to internal and external influences. [11; 168]

The teaching of synergetics is based on a multifaceted, diverse approach to everything in the same way. In particular, for the development of the educational process, today we have a multilateral, diverse approach to it by representatives of the sphere, achieving a unity of Science and education, as well as the direction in which science and education serve for the development of our society. Synergetics leads to the fact that a person gets rid of the patterns of monotony, which limit his cognitive abilities. In the development of mankind, a person has a great influence on the activities of people, especially young people. Therefore, the moral perfection and maturity of each individual is necessarily influenced by society, the internal components of society and its components in determining the norms of social processes, changing them. Including changes in the educational process, reforms do not affect the spiritual and material formation of people. Therefore, it is very important to take a serious approach to this process, to work together, in cooperation. It is impossible to carry out reforms to the educational process with the instruction, opinion and reasoning of a single organization, or an individual. In this process, of course, the principles of plurality and tolerance must be strictly observed. After all, non-linear analysis and style of thinking create a wide opportunity for the formation of new knowledge. Ensures being in the right attitude to the issue, eliminates monotony [12; 37]. From these considerations, if we analyze the ideas of Avesta, we can see that the creator of the work, Zoroaster, and his posterity thought about the universe, nature, the source and the motive of society. According to Avesta, the supreme deity is Ahura Mazda, the source and driver of the movement. We read in Avesta:

"Oh Ahura!"

I beseech you, answer me with truth:

Who is the Creator of the whole universe?

Who founded the sun and the stars?

... Ashah - I have really heard that Ahura is her creator...

... He who created the worlds

That's what Ahura told me

I want to say It is a great practice for people to listen to these words. [3; 22].

From these texts, Ahura Mazda can be understood as the first cause of self-organization.

Philosopher V.P.Bransky, referring to self-organization in his article "Theoretical Foundations of Social Synergetics," states: "If a system generates its own function without any external, special effects, we call it a self-organizing system. The theory of self-organization combines all phenomenological features of development, complexity, diversity and flexibility on the basis of choice. This synergistic theory as a universal development mechanism is typical of all dissipative systems. Society is a similar system, so this theory is directly relevant to the development of society." [5; 117] It should be noted that the process of self-organization differs from that of an

ordinary organization in that it harmonizes with the nature of the system, penetrates the nature of the system, and is not influenced by external factors.

Sequencing is also a form of self-organization. Everything in the universe has been in its present form since the beginning of its existence. Objects that were not self-organizing were damaged without adaptation. One of our scholars who studied philosophy and ideas at Avesta A. Choriev answers the question of how spiritual maturity is defined in the book *The Philosophy of Man: Avesta* states that a person's spiritual maturity can be attributed to his friends, loyalty, forgiveness, and ignorance of the ignorant. is measured by the same criteria as Researcher B. Rakhmonov took a different approach. According to him, according to the ideas of Avesta, the most important force that manages human activity is moral standards. Therefore, the Supreme Leader of Zoroastrianism, Ahura Mazda, is tasked with defining the principles that lead people to moral perfection. According to him, a person can only be self-disciplined, self-directed, and self-directed. [7; 9) That is, spiritual growth according to the ideas of "Avesta", A. Choriev believes, is largely determined by the external world and human relations, but in B. Rahmanov's view it is determined by the inner world of man. At the same time, the problem becomes clearer when we study the features of the system in a comprehensive and comprehensive manner. Clearly, it is natural that there should be such different approaches and approaches to the principle of openness and closure. The main thing is that it retains originality and originality. "According to Avesta, Zoroaster was a self-organized and refined Ahura based on Mazda's divine words. And other people have self-organized under the influence of such ideas, pandas, and scriptures, and of course, the results of this organization have been informed by their actions. The following comments from Avesta are evidence of our opinion:

"- O Ahura Mazda!

You did good things; you have spoken and acted; We will bring before you the good, the word and the deeds. [3; 227]

Categories of synergetic became the theoretical and methodological basis of the postnonclassical style of thinking. Postnonclassical scientific thinking incorporates the Conceptual elements of modern sciences at the same time highlights the problems with the epistemological and heuristic value which are important for scientific knowledge and practice. The state of non-linearity, which is examined by postnonclassical science, manifests in objects that have not been studied by classical and non-classical science. It may be noted the formation of the concepts: "instability", "disbalancity", "organize" "self-organizing" that stand for characterizing features of objects. [14.21]

In the process of researching the Avesta book using synergistic methodology, new scientific conclusions were reached on the philosophical, religious, and scientific nature of the work. Avesta has proved to be a great spiritual force and power for human perfection today. According to the First President of the Republic of Uzbekistan Islam Karimov, in today's turbulent times, only a truly enlightened and enlightened person can fight for the value of human dignity, self-awareness, self-determination, living in a free and free society, and making our independent state a worthy place in the world community. . [2; 16]. Avesta plays an important role in nurturing and nurturing such highly motivated, well-educated, well-motivated, versatile, self-organized genuine creative people. Therefore, the purpose of the scientists of the country in which this

great work was created is to find the best, most consistent way to convey Avesta to the people and to discover new aspects of it based on modern methodological principles.

CONCLUSION

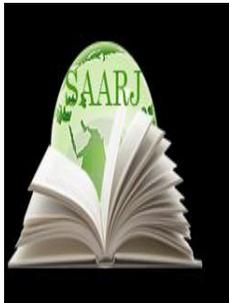
First, although the analysis of the process of self-organization has been the subject of research since recent times, its ideas go back to the very past, to the time when Avesta was created.

Secondly, understanding and identifying elements of the process of self-organization in Avesta enables us to re-examine the work using the methodological principles of the present. This in turn reflects on the processes of self-organization in Avesta, the importance of ideas for self-regulation, self-preservation, self-control, and self-organization for the development of humanity, nature, and society. and how important it is

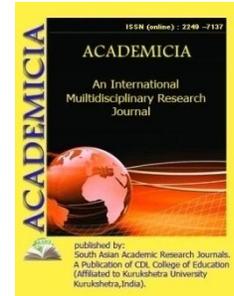
Thirdly, Avesta is very important in nurturing and developing genuine creative people with high spirituality, enlightenment, firm will, versatility and self-organization. Therefore, the purpose of the scientists of the country in which this great work was created is to find the best, most consistent way to convey Avesta to the people, and to discover new aspects of it on the basis of modern methodological principles.

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THE ROLE OF LIVESTOCK REFORM IN THE DEVELOPMENT OF THE COUNTRY'S ECONOMY

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ABSTRACT

This article highlights the state of the livestock sector in the country, development trends, its importance in various sectors of the economy, the factors of increasing efficiency, the opportunities created, the importance of the adopted reforms. Uzbekistan is one of the ancient centers of animal husbandry. The soil and natural-climatic conditions of the republic are fertile irrigated lands, vast hills, steppes and foothills, which are very favorable for the development of animal husbandry. Livestock is one of the most important sectors of agriculture. It serves as a source of protein from livestock, such as milk, meat, eggs, honey, fish, which are very important for human needs, as a raw material for industrial production, processing industry.

KEYWORDS: *Agriculture, Animal Husbandry, Fodder Base, Cattle Breeding, Sheep Breeding, Poultry Farming, Fisheries, Beekeeping, Pedigree And Pedigree Livestock, Soft Loans, Subsidies.*

INTRODUCTION

According to international experience, one of the essential tasks facing our government is to modernize and liberalize the economy in the country, to create organizational and economic conditions for the development of farms with private ownership in the agricultural sector, in particular.

As our President said: “The purpose of agricultural reforms is to ensure economic security, as well as food security and increase the welfare of the people. We must never forget that.”[1]

Uzbekistan is one of the ancient centers of animal husbandry. The soil and natural-climatic conditions of the republic are fertile irrigated lands, vast hills, steppes and foothills, which are very favorable for the development of animal husbandry. Livestock is one of the most important sectors of agriculture. It serves as a source of protein from livestock, such as milk, meat, eggs, honey, fish, which are very important for human needs, as a raw material for industrial production, processing industry. As a result of economic reforms and structural changes and diversification in the livestock sector, the number of livestock has increased in recent years. The production of products has been growing in recent years.

The literature review on the subject

The issue of increasing the efficiency of the livestock sector and its various products has been studied in detail by domestic and foreign agro-economists. In particular, scientists of our country N.S Bazarov, U.I Isanov, T.S Mallaboev, S. Mekhmanov, K.D Mirzaev, T. Omarov, J.H Rashidov, R. Khakimov, T. Kudratov have been developed proposals to increase livestock production and increase its efficiency, in order to meet the demand of the population for livestock products in Uzbekistan. Moreover, the proposals and recommendations developed as a result of research conducted by foreign scientists G.A Avanesova, I.A Altukhin, V.I Gayduk, F. Kotler, P.G Jennings provide services to the livestock sector. serves as an important theoretical and methodological guide in the development, increase of production and increase of network efficiency.

Analysis and results

In 2015, more than 4.5 thousand veterinary and artificial insemination centers in the country artificially inseminated 2 million 106 thousand cows and provided 11.5 billion soums to livestock farms. Soums worth of services were provided. [2]

Increasing foreign direct investment in the national economy, informing foreign investors about the opportunities and potential of the country in this area, improving the coordination of state and economic management and local executive authorities, as well as the five priority areas of development of the Republic of Uzbekistan in 2017-2021. Fulfillment of the tasks set out in the Action Strategy and the “Year of Active Investment and Social Development”, the implementation of the tasks set out in the State Program for the developing the Republic of Uzbekistan as also being launched until this days.

Over the past five years, 213 billion UZS have been allocated for these purposes to improve livestock breeding. To date, 18,191 head of cattle have been imported from abroad. The number of veterinary stations has been increased to 2,486 in order to provide qualified veterinary services to livestock of personal assistants, farmers and farms. More than 4.5 thousand veterinary and artificial insemination centers in the country artificially inseminated 2 million 106 thousand head of cows and provided 11.5 billion soums to livestock farms. soums were provided. For the development of fisheries, 761 fish farms have been established, bringing the total number to 3,281 and reaching 45 billion soums. soums were spent. In the development of beekeeping, 424,145 bee families are mainly cared for, and 2,320 queen bees have been imported by

beekeeping associations, and more than 80,000 bee packages have been prepared and sold abroad.

30 million 500 thousand breeding eggs were hatched in 320 poultry incubators operating in the country, and the chicks were delivered to the newly established poultry farms. In order to improve the breed and increase the productivity of poultry, 900,000 chickens and 11 million eggs were imported. Livestock is closely related to crop production, as the efficiency of network activities is determined by the state of the fodder base. In animal husbandry, field (grain waste, straw), vegetable growing (non-standard vegetables, leaves, stalks), processing industry (husk, bran, cotton-cake, meal) are used. In turn, animal husbandry helps to increase soil fertility by providing crops with organic fertilizers. The main feature of animal husbandry is that only part of the feed provided is used by livestock to produce the product, the rest of the feed is used to store them, determined by the additional feed. Therefore, a balanced and rational diet is necessary for the efficient use of livestock.

Compared to crop production, animal husbandry differs in that it is less dependent on natural-climatic conditions. Therefore, in animal husbandry, fixed and circulating production resources, labor resources are used evenly throughout the year, and there is a profit from the sale of products throughout the year. Livestock includes dairy and meat farming, poultry, pig, sheep, fishing, beekeeping, horse breeding, fur and other industries. Livestock is widespread in the country. The diversity of natural and economic conditions makes it possible to distinguish different species in the composition and proportions of different livestock.

The choice of livestock system is influenced by a number of factors, such as the location of the agricultural enterprise, the composition and proportion of fodder crops, labor supply, the degree of mechanization of work, the state of livestock markets. The development and location of livestock sectors should be designed to meet the demand of the population for livestock products, the rational use of production resources, especially feed and labor. Livestock production needs to be developed on the basis of intensification in all regions of the country, increasing livestock productivity.

As a livestock sector, it also plays an important role in the development of other sectors of agriculture. In agriculture it is a valuable organic fertilizer, ie manure. The availability of labor resources and mechanization of the farm are also taken into account in the placement of livestock. Dairy farming is one of the most labor-intensive industries in the industry and requires relatively high labor costs. Labor costs for milking cows are 40-50 people / hour per head of cow per year, which is up to 32% of the total labor cost of caring for cows. Labor costs in this area can be reduced only through the introduction of advanced technology.

Nowadays, the cultivation of dietary meat is of great importance for human health. Taking into account the lucrative nature of this sector in agriculture, positive work is being done to develop the rabbit industry in Kamashi district of Kashkadarya region. Mainly pedigree rabbits imported from Italy were raised and a large agro-firm was established. As a result, efforts are being made to provide the population with diet meat, create jobs and increase incomes. The possibility of achieving positive results by processing rabbit meat and exporting its skin and fur is expanding.

The main problems in the development of animal husbandry include:

- per head of livestock in the area under fodder crops for livestock

not proportionally separated;

- low productivity of fodder crops;
- Incomplete fodder harvest with modern techniques;
- Lack of breeding at the required level;
- failure to provide comprehensive veterinary services in a timely manner;
- production and sale of pedigree cattle and reduction of import of pedigree cattle;
- Insufficient provision of soft credits, etc.

To overcome the above shortcomings, we make the following suggestions:

- creation of opportunities for agricultural specialists with sufficient knowledge and technology, knowledge of modern methods of production and innovation;
- Ministry of Innovation to strengthen cooperation, develop training and retraining programs for farmers;
- Satisfaction of the demand for veterinary services for livestock farms, increase the productivity of livestock, provide appropriate scientific advice and assistance in improving the quality of livestock products;
- Achieving an adequate food supply;
- We must consistently fulfill the tasks set by the Cabinet of Ministers for the adoption of the "National Program for Food Security in the country for 2019-2024."

In addition to providing the consumer market with food products, agriculture also plays an important role in the economy. The products grown in the agricultural sector of this industry are primarily aimed at meeting the needs of the population, as well as providing the industry with raw materials and strengthening the fodder base of livestock.

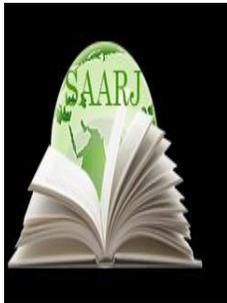
Given the current situation, it is expedient to study the international experience and pave the way for the private sector to monopolize areas where competition can be introduced, thereby creating a competitive environment. In this regard, it is necessary to update the laws on natural monopolies and competition in the country and to develop a strategy for creating a competitive environment in the economy.

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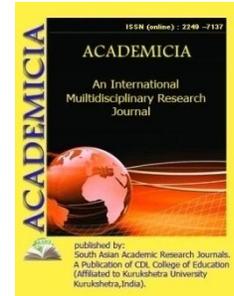
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LEGAL BASIS FOR THE PREVENTION OF CRIMES RELATED TO HUMAN TRAFFICKING

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ABSTRACT

In This Paper, The Role Of Family Relations In The Development And National Spiritual Values Has Been Highlighted. The Theoretical And Legal Basis For The Prevention Of Human Trafficking Has Been Analyzed. Young People Expressed The Need To Harvest Immunitet Against Trafficking And Not Be Unpunished From Any Crime. The Article Highlights The Methods And Means Of Training Of Young People In The Family On The Basis Of National And Spiritual Cadres.

KEYWORDS: *Family, Historical Heritage, History And Literature, National And Spiritual Value, Patience, Prosperity Of The Nation, Human Trafficking, Offenses, Crime.*

1. INTRODUCTION

Currently, human trafficking is becoming one of the most global issues in the world. It is a pity, especially in the coming days, that young children and teenage girls are abducted and sent out to other countries to buy, if they do not have parents. Of course, we can see that in the World of similar offenses there is a grave crime, as if depriving a person of the right to live freely.

The problem of trafficking in people exists in all countries, the only way to solve this problem is by creating a legal framework in the national legislative system of resistance to trafficking in people, if it is.

The first President of our country, “We are committed to deepening democratic and market reforms in our country with important structures such as the European Organization for security and cooperation, the European Union and NATO, and to strengthening cooperation in ensuring

security and stability in our country and in the region as a whole” [1. 43] his words are proof of our opinion.

In the process of globalisation, efforts are being made to bring about regional and state conflicts through various ideological means. Among the ideological conflicts that arise between the regional and the states, the most terrible is human trafficking. [2.488]

The following reasons can be cited, which characterize the occurrence and rapid development of the phenomenon of human trafficking. Firstly, there is a lack of international law in itself, which clearly expresses the measures of combating trafficking in people, the possibility of real implementation in practice; secondly, there is a lack of appropriate control over the activities of organizations engaged in the provision of citizens with unlicensed work abroad; thirdly, the low level of the legal culture of citizens is that they do not have information about the issues of human trafficking and ways of combating it.

In many types of international legal norms, measures have been developed aimed at combating human trafficking, the purpose of which is, of course, the protection of human rights. "Human trafficking has been a thing of the ancient times and now it exists. In fact, this crime can not be completely eliminated. Only it is no more reduced in a certain period. Over time, if this thing is a little out of control, it will develop again and may escalate in different parts of the world.”[3.32]

In addition, it is important to say that this criminal case, judging by the information above, exists from history. The primitive community system, after which, during the periods of slavery, led people into captivity, sold them as slaves, treated them as if they were dealing with a fur animal, completely deprived them of their rights and freedoms. And its modern appearance is widely spread in the countries of the world.[4.21]

This negative defect, which was previously Russian, is now widely persecuted not only within the framework of national legislation, but also internationally. The last, despite the fact that for more than 200 years there is a fierce struggle against slavery, he still exists pulpit. According to the United Nations, approximately 12 million people live in slavery conditions in Latin America, Africa, South Asia.[5.30-33]

For the first time, the activity of combating trafficking in Persons was embodied in the content of the convention “threat of trafficking in Persons and exploitation in prostitution”, adopted in 1949. But this agreement has received many criticisms and has not been accepted by most states because it has not given a satisfactory definition to the trafficking of trafficked people, the majburlovymi is free of shortcomings and prostitution is a cross-border human trafficking.

2.RESULTS AND DISCUSSION

In the process of research, the same thing is revealed that the legal and criminological problems associated with kidnapping in Uzbekistan are extremely complex, and most importantly,eksex problems.

The conducted research shows that the active, comprehensive use of the opportunities of law enforcement agencies makes it possible to take timely measures to prevent crimes such as kidnapping, to predict the actions of the perpetrators of the criminal acts committed, to prepare and to commit them.

It is necessary to know the following in the study of the definition of future directions aimed at improving the Prevention of criminological problems, crimes:

- the use of positive experiences in the prevention activities of law enforcement agencies and public organizations;
- what is justified from the theoretical-practical point of view, all-round consolidation in their practical activities;
- to reflect and take into account at a high level the essence and characteristics of crime prevention in the territorial aspect, its objectives, the content and main directions of its occurrence;
- to establish social guarantees of the participants of social relations that arise in connection with the commission of a crime, to give the most important of them the power of law.

For the successful solution of the task of crime prevention, it is very important that such a description covers as much as possible the criminological symptoms that allow to algorithm the work of obtaining the receipt of crimes, the most effective profilactic measures and the choice of means for their implementation.

It is important to note that when considering the elements of the description of crimes related to trafficking in Persons, law enforcement bodies should take priority.

The development of the main directions of increasing the effectiveness of human trafficking prevention activities implies the development of a number of directions, which, in addition to the general directions, necessitate the specificity of the activities of divisions in different regions of the Republic. In particular, it is possible to include in the sentence shular the provision of the legal and organizational framework for the cooperation of all state bodies and public associations interested in the Prevention of trafficking in persons. All of them must be inextricably built into a single system of law enforcement agencies in the territories. The study of the set of causes that provoke crime, the personality of the criminal and the environment around him is not only one goal at a time, but also the most necessary conditions for the purposeful Organization of work for the Prevention of crime in general, including human trafficking.

This constitutes the issue of compliance with the law of the most basic problem of activity, including the Prevention of crimes.

The Constitution of the Republic of Uzbekistan proclaimed the highest value of man, his rights and freedoms. It states that the recognition, observance and protection of the rights and freedoms of Man and citizen are the obligations of the state. This means that in the state respect for the individual, the protection of rights and freedoms is the obligation of all state bodies, public organizations and officials.

When considering the organizational basis for the Prevention of trafficking in persons, it is possible to draw a number of conclusions highlighting the characteristics of this institution in practice in different regions of the Republic:

- Prevention the moral content of the activity is often defined in this way that the actions of the offender do not contradict only the right. If a crime has been committed and has not been exposed, then it is necessary to consider that not only the right to crime, but also the morality is

violated, because in such cases the norms of social morality, like the norms of law, will not be implemented. Therefore, the timely and effective implementation of the actions that ensure the Prevention of crimes makes it possible for morality to prevail. Thus, the moral character of such activity is determined mainly by the fact that it is directed to the expressed humanism, which itself is the most effective means of confirming the norms of morality in society;

–when assessing the Prevention of crimes in general from the point of view of morality, it is necessary to proceed from the rules of scientific ethics that there is no pre-conditioned “good” or “bad” means, but there is a necessary tool. The choice of means for its intended purpose is based on compliance with certain parameters;

– it should be necessary to solve the task set before the tool: it is impossible to ensure the achievement of a positive goal in terms of morality in the situation that arose without it;

– the tool must be sufficient to achieve the set goal. The use of the selected tool should allow to effectively solve the task set before it, without involving other tools in this work;

– the chosen tool for the solution of the problem posed to him should not destroy the moral character of the goal, which will stand higher when compared with the task to be solved.

The proposed strategy in the field of solving the task of preventing crimes related to human trafficking, in our opinion, will help to raise the development of law enforcement systems and the improvement of its activities to a qualitatively new level.

Of course, it is necessary to struggle with solidarity of the countries of the world with the persistent Prohibition of such criminal acts. In the legal norms of each state, measures aimed at combating human trafficking are established, and in their implementation, special agencies require a period of serious approach.

The USA Department released a report on "human trafficking" in 2005 year. In this report, "trafficking in people" is becoming a rapidly growing criminal case around the world. This path of cholera, which has become a form of slavery of our time, has shared the lives of 600 thousand to 800 thousand people, and 14 states that do not fight against human trafficking, are individually monitored. In conclusion, taking into account the above information, we can say that more and more countries are trying to solve this problem, are in agreement with the measures taken. But in order to completely eliminate this plague, every country must strive harder.

Summing up from the above points of view, it is necessary not only for all countries, our government, ourselves, our own children, our sisters, our brothers and sisters to act in order to eliminate the plague of "human trafficking", but also to warn against deception. It is also desirable to create a climate of meaningful competition in the fight against human trafficking. In this regard, the definition given by Sh.Negmatova to spiritual competition clarifies the issue, "spiritual competition is the formation of an enlightenment-ideological, religious, political, legal, economic vision, which consists in understanding and understanding the events, processes taking place in the mutual Nature, Society, human thinking, in order to establish the goals of living, in order to find solutions to problems, to, they are told of their behavior towards achieving a certain advantage by promoting and promoting them." This means that due to spiritual poverty in people, the victimization of human trafficking has increased.[6.108]

In particular, the reason for the increase in human trafficking is moral poverty, low intellectual culture. In particular, the reason for the escalation of human trafficking is also the neglect, neglect and bitterness of malpractice.

The problem of human trafficking is caused by the lack of tolerance in people. If there was a principle of tolerance in people, then greed, humiliation of others, eating someone else's right, hitting the ground of human dignity could not be observed. After all, tolerance combines the properties of endurance, tolerance and endurance. According to the principle of tolerance, everyone has the freedom of thinking and remains in his own way of thinking, thinking. But at the same time it is distinguished by respect for the way others perceive the worldview and way of thinking. [7.171] It means that shaping tolerance thinking also serves as a moral criterion in the fight against human trafficking.

One of the issues that was found to be resolved internationally was the crimes related to trafficking in people, their prevention and the fight against these crimes. The most preliminary document aimed at ensuring and protecting human rights was the UN Universal Declaration of Human Rights, adopted in 1948 year. [8] exactly one year after the adoption of the Universal Declaration of Human Rights, on December 2, 1949, the United Nations adopted the Convention Against Trafficking in Persons and the use of prostitution by third parties, an international instrument aimed at preventing trafficking in persons. [9] to date, such a phenomenon as trafficking in people has become an integral part of transnational organized crime, and is now so widespread around the world that the number of people suffering from it, according to the analysis of experts from the UN and the International Organization for Migration, is millions.

Illegal use of people, their migration and resistance to trafficking in people requires the collaborative effort of several government agencies. Accordingly, there will be a need to identify the state bodies and their authorities that carry out activities to counter trafficking in people. In conclusion, from the last century to the Twenty-First Century, the three most dangerous types of transnational crime were "inheritance". The first of them - the spirit of international terrorism and violence under the guise of religion, the use of force, that is, extremist, fundamentalist, separatist attacks, the second-jinai associations engaged in narcobusiness or narco - traffics, the third-human trafficking, traffic-engaged in large-scale criminal organizations are increasing year by year.

Let's not analyze what kind of crimes listed transnationally crime, that is, do not choose a territory or border, it will be known that all of them are an obvious obstacle to the civilization of mankind, pose a serious threat to the development of society and the development of states.

That is why the problem of combating any form of trafficking in Persons, among the most serious crimes associated with organized crime, in particular international terrorism, drug trafficking, illegal sale of weapons, is of paramount importance even in our national legislation.

At the moment, it is no secret that in the whole world there is a growing number of crimes such as discrimination of people, non-recognition of their rights, trafficking in people. The real situation in the current age of extinction, which is becoming more and more dangerous to swallow any society from its own domain, dictates the need to further complicity in such a crime, to establish mutually independent cooperation within the framework of state and international organizations and to unite forces in this regard.

The self-governing bodies of citizens in the localities, non-governmental organizations, enterprises, institutions and organizations, officials, as well as the state bodies that carry out activities to combat trafficking in persons, as well as provide necessary assistance. Of course, the ongoing propaganda and propaganda work will give its effect, with the help of which it will be possible to take over these crimes, without doubt, to achieve a decrease in the number of victims. A thousand unfortunately, to dispose of human life, to turn a person into a bought-sold item is becoming a source of constant activity of some savage and notorious persons, as well as a possible source of income. But all measures are being taken in order to fight this disaster seriously in our country. In this regard, all legal grounds have been created. And from us it is always necessary to be vigilant and considerate. Therefore, we do not have time to be indifferent to this scourge, which is ravaging the life and future of the people next to us.

"In turn, non-governmental organizations in the fight against trafficking in human beings should carry out certain goals and objectives, in particular; 1) to raise the level of awareness of society about the dangers and scale of trafficking in human beings, as well as to have a proper attitude towards the global threat of this reality; 2) to promote the improvement of the National; 3) assistance in information, scientific and organizational support of all subjects participating in projects and programs to combat trafficking in human beings; 4) assistance in all-round development of cooperation of all layers of society in the fight against trafficking in human beings is necessary. [10.149]

3. CONCLUSION

1) In the Criminal Code of the Republic of Uzbekistan, the crime of trafficking in Persons is expressed in addition to the crime with the purpose of exploitation of people in terms of objectivity. Human trafficking or sale, acquisition and exploitation of people yollash, transportation, topshirish, concealment or acceptance is a phrase from a separate criminal context. Therefore, even in the Law (Criminal Code), these acts must be expressed in separate articles.

2) In order to increase the effectiveness of the fight against these crimes, it is necessary to improve the methods of identification of persons who go from our republic to foreign countries and are engaged in prostitution and annexation, to develop international cooperation in this regard.

3) Since human trafficking is mainly committed by the method of deception, it is necessary to pay attention to the content of offers, ads that promise a good job abroad in the media, in the internet system, it is necessary to set out to check their activities.

4) the crime of trafficking in Persons is committed in our republic by taking the nearest Army, which in many cases is easy to deviate citizens, to the states and then to the countries of the far abroad, therefore, it is necessary to determine the specific goals of our citizens who are leaving the army to the states, to cooperate with law enforcement.

5) instead of the question "use" in the first part of Article 135 of the Criminal Code of the Republic of Uzbekistan, the words "exploitation" and "use of people" in the eighth section of the code, called the legal meaning of terms, should be changed to "exploitation of people".

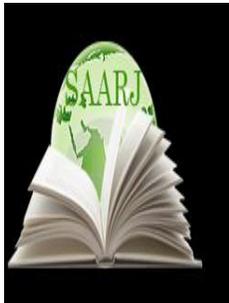
6) The question "cheating" should be entered after the word "stealing" in Paragraph a of the second part of Article 135 of the Criminal Code of the Republic of Uzbekistan.

7) The crime committed by the method of theft under Article 135 Part 2 “a” of the Criminal Code should be distinguished from the crime of kidnapping provided for in Article 137 of the Criminal Code. For this reason, it is proposed that the first part of the Criminal Code should be described in a new edition:

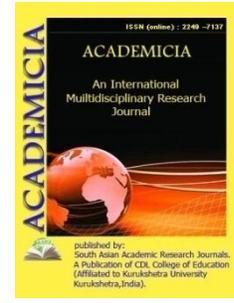
It is found that” kidnapping in the presence of symptoms provided for in articles 135 and 245 of this code”.

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INTELLECTUAL CULTURE OF UZBEKISTAN

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ABSTRACT

In the article, the issues of interdependence of the reforms carried out in Uzbekistan to the civil culture are analyzed by social philosophy. Attention was paid to the role and importance of pre-school educational institutions, general secondary, special secondary, higher education and scientific research institutions in the development of cultural culture of the younger generation in Uzbekistan, and views and comments on the content and level of development of cultural culture were expressed.

KEYWORDS: *Social Development, Cultural Culture, Modern Technologies, Innovative Ideas, Increasing The Intellectual Potential Of A Person, Raising The Madanical Culture Of Citizens, Innovative Culture In The Field Of Education And Science.*

INTRODUCTION

The achievements of Science and technology and innovative ideas have laid the foundation for the development of society in any era. The current period is considered to be the age of Science and innovative technologies, and it is impossible to imagine the current period without modern technologies, innovative ideas, a wide range of information and a high level of culture in Citizens. In the process of economic reforms carried out in the economic life of society in Uzbekistan, great attention is paid to the issue of increasing human potential, its material and spiritual stimulation, raising the level of citizens' social culture

In the global environment of the world economy, the innovation activity of Uzbekistan is directly related to the macroeconomic and active investment policy implemented by the state effectively and consistently, the development of foreign experience and the further attractiveness of the investment environment, and the formation of a social culture in the citizens of Uzbekistan is carried out in connection with the innovation. Today, innovation is an innovation introduced to

ensure the efficiency of processes and quality growth of products due to the demand of this market, which is the final result of human intellectual activity, its fantasy, creative process, discoveries, inventions and rationalization. If we look at the experiences of developed countries according to the democratic principles in the history of mankind, the results of the current development processes, we can see that the basis of socio-economic life is not only science, technology, technological development, but also the intellectual potential in their organization, the renewal of thought in complex historical periods is of great importance. In a word, today the world is being built with the help of the mind and intellect of humanity, at the same time, the negative or positive of the achievements is also the result of the actions. [1.34]

Intellect (in Latin intellectus-knowledge, understanding, perception) is the intellectual ability of a person, the ability to reflect and change life, the environment in consciousness, to think, to read – to learn, to know the world and to accept social experience; the ability to solve various issues, to come to a decision, to behave wisely, to foresee events. The structure of intelligence includes psychic processes of perception, memory, thinking, speaking, etc. [2. 139]. Today, the role and importance of intellectual activity and culture in the daily life of a person is increasing. In the process of Education, Labor, communication, a person lives, assimilates and socializes under the influence of factors such as social experience, knowledge, various relations, moral norms, political idea, national ideology, and in this process is formed as a person. Self-control, self-education, feeling of high responsibility, fighting for an idea, having a strong sense of self-esteem, freely expressing one's thoughts, socio-political activity and having a social culture are signs that are characteristic of a person. The issue of raising a virtuous and harmonious person in the conditions of transition to market relations in Uzbekistan has become an urgent task, and the reforms carried out in the field of education and training in our country have been entrusted with the task of forming such a person. A person occupies a special place in the system of democratic values of the Earth, freedom is a necessary condition for a person to achieve spiritual perfection. Man, thanks to freedom, manifests his creative abilities, fully feels personal responsibility and human duty. The person erkinligi first of all, morality, word, conscience, the press erkinligi will come true on the basis of. In a democratic society, the legal basis for the freedom of a person is created, and other spheres of science, art, religion, law and social consciousness are improved on the basis of spiritual culture. As the spiritual potential of society grows higher, people tend to treat freedom as an opportunity for spiritual development. In the formation of a perfect person, values such as spirituality, morality and enlightenment occupy an important place, and on the basis of these values, noble human qualities and spiritual culture are formed in people. In Article 29 of the Constitution of the Republic of Uzbekistan, Everyone has the right to freedom of thought, speech and religion. Everyone has the right to receive and disseminate the information he wants, [3.12], it says.

In the process of reforms in Uzbekistan, great attention is paid to the development of citizens' intellect and culture, Strategy of Action on the five priority directions of development of the Republic of Uzbekistan in 2017-2021, as well as the State program "Year of active investment and social development", The importance of increasing the intellectual culture of citizens is also important in such important programs and plans as "Every family is a businessman", "Our future for youth", "Five positive initiatives". is on the agenda. The strategy of action is to expand the network of pre-school institutions in the priority areas of education and science development, to radically improve the conditions for comprehensive intellectual, aesthetic and physical

development of children in these institutions, to significantly increase the availability and access of children to preschool education; Upgrading the level, etc. The Strategy also outlines the key objectives of improving youth policy, educating physically healthy, mentally and mentally developed young people with independent thinking, devotion to the Motherland, deepening democratic reforms and enhancing their social participation in the development of civil society; to support and realize the creative and intellectual potential of the younger generation, to promote healthy lifestyles among children and youth, and to involve them in physical culture and sports [4. 26].

Preschool, general secondary, secondary special, higher education and research institutions play an important role in the development of the intellectual culture of the younger generation in Uzbekistan. New kindergartens, schools, universities, branches of prestigious foreign universities, cultural and sports facilities, schools of Temurbeks, Presidential schools, schools of creativity are created in our country. It promotes the training of a new generation of capable professionals [5. 384].

Today, educational development is not only a means of training specialists, it is also raising the general intellectual, technological and cultural level of society, supporting the desire for innovation and development, and instilling in the public consciousness the modern way of life in society. In Uzbekistan, the role of the education system and, above all, the institutions of higher education is invaluable in developing the intellectual potential and intellectual culture of young people.

As it is known, today in Uzbekistan the youth under 18 are more than 11 million 720 thousand, that is 40% of the population and 60 million 60% of the population under the age of 30. It is obvious that the issues of increasing the intellectual potential of the younger generation remain one of the priority tasks of the state policy. On April 20, 2017, President Shavkat Mirziyoyev issued a decree "On measures for further development of the higher education system", which defined the following as the most important tasks of further development of higher education:

- Optimization of specialties and specialties in higher education institutions, taking into account the requirements and needs of programs implemented in the regions and industries, the prospects of integrated development of economic sectors and territories;
- Creation and wide introduction of new generation textbooks in higher education, provision of higher education institutions with modern educational-methodical and scientific literature, including the constant updating of information resource centers on the basis of acquisition and translation of the latest foreign literature;
- Continuous improvement of professional skills and qualification of pedagogical staff, organization of internship of teachers and researchers, training of graduates of higher educational institutions on the basis of PhD and foreign master's programs;
- Strengthening the scientific potential of higher education institutions, further development of scientific research in higher education, enhancing their integration with academic science, increasing the effectiveness of the teaching staff, attracting talented students to research activities;

- to strengthen the spiritual and moral content of higher education, to instill in the hearts and minds of students the idea of national independence, a sense of devotion to the high spirituality and patriotic traditions of our people;
- provision of higher education institutions with modern information and communication technologies, expanding access to electronic catalogs for students, teachers and young researchers worldwide for advanced educational resources, scientific literature and databases.

In order to ensure the effective solution of the tasks set in the Resolution, a comprehensive program for the development of the higher education system for 2017-2021 has been approved in order to qualitatively and radically improve the level of higher education, strengthen and modernize the material and technical base of higher education institutions. In accordance with the program, a comprehensive development program for 2017-2021 has been approved. In accordance with the program, construction, reconstruction and overhaul of 180 educational, research and laboratory buildings, sports facilities and social and engineering facilities in 48 higher education institutions in 2017-2021. Besides, 400 educational laboratories in 53 higher education institutions will be gradually equipped with modern teaching and laboratory equipment, and 7 higher education institutions will create scientific laboratories in collaboration with all higher education institutions. Most importantly, this program is based on the establishment of cooperation with each higher educational institution of the country with the leading scientific and educational institutions of the USA, UK, France, Italy, the Netherlands, Russia, Japan, South Korea, China and other countries. . This year, it is planned to involve more than 350 highly qualified foreign teachers and scholars in the educational institutions of the country and involve foreign scholars, teachers and specialists in the educational process of universities and network centers for retraining and advanced training of teachers of Uzbekistan. mechanism has been greatly simplified [6.336].

If all the states that have built a democratic, democratic state and a just civil society, building a well-developed world economy, a complete socio-political system, an improved ideological and spiritual life, have achieved these goals, first of all, science, culture and education. The education system, scientific achievements, cultural development, the priority of universal values and national nligiga its citizens on the basis of intellectual consciousness and culture, legal consciousness and culture, political consciousness and culture, economic and cultural development of the mind as a priority.

Emphasizing that the issue of upbringing the young generation is one of the most urgent issues facing all humanity, President of the Republic of Uzbekistan Shavkat Mirziyoev addressed the following issues in his speech at the 72nd session of the UN General Assembly. Today's young people are the largest generation in the history of humanity because they number 2 billion, "says Shavkat Mirziyoev. - The future of our planet depends on the well-being of our children. Our main task is to create the necessary conditions for young people to realize their potential and to prevent the spread of the idea of violence. We consider it necessary to develop multilateral cooperation for social support of young generation, protection of its rights and interests. In this regard, Uzbekistan proposes to develop a general international legal document - the UN Convention on the Rights of the Youth, aimed at the formation and implementation of youth policy in the rapidly developing environment of globalization and information and communication technologies. [7. 252]. The issue put forward by the President of Uzbekistan "to

create the necessary conditions for the youth to realize their potential" also reflects the issue of raising the intellectual culture of young people.

As the development and enhancement of the intellectual culture of the citizens of Uzbekistan, first and foremost, are shaped by the educational process and scientific achievements, not every innovation in the education system can be innovative. This is recognized as a failure if the activity is short-term and does not have a holistic system and entails only modifying some elements in a particular system. This process is considered innovative if the activity is conceptually based and results in development of the system or its fundamental change. The purpose of preparation for innovative activity is to improve the teacher's ability to innovate, to develop skills and self-study skills, to conduct lessons and extracurricular activities using new pedagogical technologies and interactive methods. When a teacher is ready for innovation, bringing the latest in the classroom to an exciting and engaging learning process, it guarantees the quality and effectiveness of the learning process. One of the most important issues in innovation is the personality of the teacher. The teacher must be an innovative creator, be creative, use pedagogical innovations and take an interest in pedagogical innovations. The innovative activity of a teacher is continuous innovation, which is formed and improved over time. Structure of innovative activity - creative approach, creative activity, technological and methodological preparation of innovations, new thinking and communication culture.[8. 48]

Intelligent culture, in turn, depends on innovative thinking, and its role and importance in science and practice depend in part on the development of heuristic approaches and approaches. Our research shows that innovative thinking is new, that is, in addition to traditional methods of inventiveness involving relocation, transmission, merging and separation, stimulating imagination: a system of tight deadlines, free discussion of problems, and creating an atmosphere of controversy, making fun of the assumptions. This includes liberalization of approaches to scientific thinking, probability, and intellectual game aspects. Innovative thinking has the feature of ijdoot science, which is the direction of research. The main task of creativity is to build a model of the new search process for a particular system, giving the same process details.[9.172]

In the study of creative thinking, which manifests itself in such activity, researchers began to distinguish between fertile and restorative, reproductive and innovative types of thinking. In our opinion, thinking, as a priority activity, is aimed at the production of new ideas, concepts and projects, and has the basis to define it as an innovative thought, and not simply productive one. The fact is that in every way of thinking there is an idea (image, idea and hoc.) the process of formation exists. A developed idea can be a new or restorative idea for the owner of thought. In a certain sense, the term productive thinking has a broader meaning than the term "innovative thinking". On the basis of the formation of non-directional, sectoral innovation thinking is aimed at the development, implementation and dissemination of new ideas, after the activity becomes a routine process, creative thinking rises to the level of productive, creative activity, that is, productive activity. In this way, cognitive, intellectual innovation is formed.[10.571]

Today many countries around the world are trying to make as much education as possible. Today's innovations require an organized, planned, mass approach, and innovations in education and science are long-term investments that accelerate the development of society. In order to stimulate innovation and nurture a person who wants to innovate, education and science itself must be innovative, with a spirit of creativity and atmosphere.

Since the first years of independence, care and attention of young people in our country has been considered as one of the main and priority directions of the state policy. Because young people are our future, - says President Shavkat Mirziyoev - The Law of the Republic of Uzbekistan "On State Youth Policy" was recently adopted to further deepen state policy in this area. All of this gives its results today. Our young people are making great strides in business, science, culture, arts, literature and sports. It gives us great confidence in the future of our country, and will continue the good works of our great ancestors for future generations [11.32-33]. It is also required by the President, Shavkat Mirziyoev, that perfect people, who are making great strides in the fields of business, science, culture, art, literature and sports, must be highly intelligent people.

It is clear from the international experience that the strengthening of intellectual culture depends on a system of free and open education. The education system under state control, the separation of the school from the church, universal free education - all this is the greatest achievement of social progress. But everything has its flip side: in this case, it is too much unification, which applies to teaching itself, and to programs, especially in such subjects as literature, history, social studies, geography, and the exam system. One cannot help but see the danger in an excessive appeal to authorities, in a certain narrowing of the scope of discussions and the intellectual courage of conclusions at the age when the formation of beliefs takes place. In old China, the system of examinations for a position led to mental stagnation, to the canonization of the reactionary sides of Confucianism. It is very undesirable to have something like this in modern society. [12. 12]

The notion of intellectual culture has a theoretical approach developed in the sociopolitical and philosophical sciences, in addition to the practical aspects related to the processes taking place in the life of society today. The theoretical framework of the concept of intellectual culture helps to integrate it into the life of society and to mobilize people for future goals. In the philosophical definition of intellectual culture, Intellectual culture is the level of personal development that involves the acquisition of spiritual wealth, the harmony of various knowledge, the independence of thinking, the understanding of the supremacy of universal values, antisocial approach and evaluation, the active pursuit of knowledge and creative approach to work. Intellectual culture includes a range of knowledge and approaches in the field of intellectual labor, which include the ability to determine the purpose of cognitive activity, its planning, the implementation of different cognitive processes, and the use of resources. The process of formation of intellectual culture is an integral part of children's mental development that involves the formation, transformation and development of mental activity under the influence of biological and social factors. To understand the essence of intellectual culture, it is necessary to consider it in combination with the process of intellectual development. In different historical periods, intellectual culture is defined in the context of the mental activities, knowledge, worldview, goals and objectives of the people of that time. The development of science and technology in the history of mankind has influenced the rise of intellectual culture. The emergence of new forms of intellectual culture does not mean complete renunciation of old forms in the course of development, and the positive aspects of the old intellectual culture in the form of cultural heritage remain in the dialectical denial of philosophy. At every next stage of development, the intellectual culture, tested by life and practice, is preserved and evolves, displaying all the

positive aspects. The essence of intellectual culture develops in the light of philosophical methodology.

Problems of formation of intellectual culture P.Ya.Galperin and N.F. Talizina , it has been studied in students' research on the processes of formation of intelligent activity, in studies of , V.V.Davidov and I.S.Yakimanskaya in the directions of improvement and personal orientation in education. V.V.Davidov believes that the intellectual culture of schoolchildren is formed by the development of theoretical thinking in them. I.S.Yakimanskaya believes that the development of individual cognitive capacities is determined by opportunities for self-development and self-development. N .A. Menchinsky, D.N. Epiphany, Z.I. Kalmikova try to study the ways of cognitive activity in the aspect of educational development, while V.V.Rubtsov and G.I.Tsukerman develop the theory of interaction in educational activity have been substantiated by [13].

Intellectual culture is the ability to solve extraordinary life, professional tasks, the mental abilities of a person, his emotional, spiritual state, it is a combination of a general culture and a culture of mental work. The structure of intellectual culture includes human intellectual activity, which includes four critical components: logical thinking, intelligence, creativity, critical thinking. The concept of intellectual culture encompasses a totality of ideas about educational potential, about the mechanisms of its reproduction and about its implementation in industrial, economic and social innovations. [14.99]

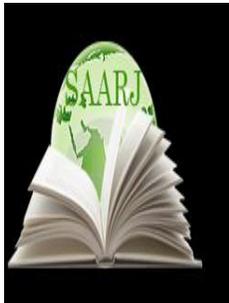
Today, in the process of building a democratic legal state and civil society in Uzbekistan, much attention is paid to the restoration of rich historical spiritual heritage and national values. The processes of national self-consciousness, revival of historical memory, increasing the national pride and dignity of citizens are accompanied by the reforms in the field of education, achievements in the field of science and culture. shows positive effects.

As a product of intellectual innovation is introduced to society in the innovation, it must first be used and benefitted in the socio-economic, spiritual and cultural life of the people. To do this, this product of intellect must be based on the principles of culture, humanism and ethics.

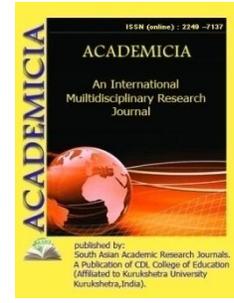
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**INSIGHT TO THE DESIGN OF CRANE WHEEL ASPECT OF E.O.T
 CRANE AND STUDY ON E.O.T CRANE WHEEL LIFE IMPROVEMENT**

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ABSTRACT

The present work deals with designing and analysis of crane wheel of E.O.T cranes that runs on a rail span of 34 meters. Weight of crane is 150 T and working load of 16 to 20 T. E.O.T crane consists of 8 wheels and all these wheels are subjected to total load of crane (170 T). hence wheels are subjected to more wear and tear. To overcome this problem, different parameters like wheel diameter, width of tread, depth of flange and thickness of guiding wheel flange at the base, are to be adopted carefully. Crane wheels have straight tread. To guide the crane properly and to prevent its derailment, they have flanges. In case of flangeless wheels there are guide rollers on both sides of track rails. The wheels are mounted in such a way that they enhance /facilitate removal and replacement will be easy. The wheel tread width is greater than rail head by such an amount which can facilitate for known variation in the gantry rail alignments and gantry track span dimensions.

KEYWORDS: Hoisting Assembly, Diameter, Forged.

INTRODUCTION

List of notation

p= pressure between wheel and rail, kgf / cm²

P= wheel load, Kgf

C_1 = Speed factor.

C_2 = Life factor

K_e = Useful width of rail head, cm

D = wheel diameter, cm

p_a = Allowable contact pressure, Kgf / cm²

$K_e = k - 2r_1$ (flat rail)

$= k - 4/3 r_1$ (Railway rail)

K = width of rail, cm

r_1 = corner radius of rail head, cm

3. ESSENTIAL PARTS OF E.O.T. CRANE

Sl.no.	Name of the part	Quantity
1	Bridge	2
2	End carriage	2
3	Wheel of the bridge	At least 4
4	Crab	1
5	Hoisting assembly	At least 1
6	Wheel of crab	At least 4
7	Bottom block assembly	At least 1
8	Wire ropes	At least 1
9	Rail for long travel	2
10	Rail for cross travel	2
11	Operators cabin	1

4. Important Design Parameters

4.1 Maximum Load: it is necessary to arrange for second hoisting machinery, called the auxiliary hoist, to lift a much lighter load. If the load at which the crane is operated in general is considerably less than the maximum load, an auxiliary hoist may be used.

4.2 Span of the crane: The distance between the centre to centre of the gantry rails over which the wheels on the bridge run.

4.3 Height from floor to gantry rail level If the crane is required to lift out of pits or from below the floor level, particulars should be specified.

4.4 Class of work of the crane: classification shall be determined in accordance with the provisions of clause 5 of IS: 807-2006

1. The working period is short if the crane is operated for less than 500 hours per year. Otherwise, it is long.
2. The effective load is high if the crane is used to lift loads greater than two third of its safe working load on more than one thousand occasions per year. Otherwise, it is low
3. The dynamic effect may be considered low if the speed of traveling of both crab and bridge or hoist is each less than 100m. per minute. If speed of operation is higher than this, the dynamic effect is high.

4.5 Operating speeds under loaded condition

Capacity In tons	Slow			Medium			High		
	Hoist	C.T.	L.T.	Hoist	C.T.	L.T.	Hoist	C.T.	L.T.
5	6.0	30.5	76	9.0	38.0	91.5	15.0	46	122.0
10	6.0	30.5	76	9.0	38.0	91.5	15.0	46	122.0
30	3.0	24.0	61	4.5	33.5	91.5	6.0	46	122.0
50	2.0	24.0	61	3.0	30.5	76.0	4.5	40	107.0
75	2.0	23.0	53	3.0	30.5	76.0	4.0	37	91.5

5. SPECIFICATIONS: Jessop cranes, 20T 34 m Span

1. Class IV cranes
2. Rotating trolley
3. Magnetic
4. Weight of cranes 150T
5. Material C 55 Mn 35

6. DESIGN OF CRANE WHEELS

1. Values of C_1

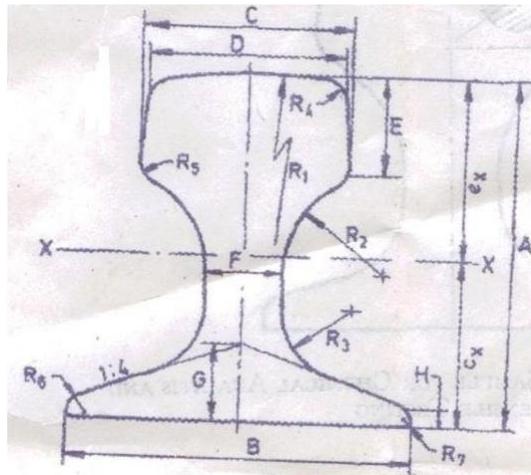
RPM OF WHEEL	C_1
200	0.66
160	0.72
125	0.77
112	0.79
100	0.82
90	0.84
80	0.87
71	0.89
63	0.91
56	0.92
50	0.94
45	0.96
40	0.97

35.5	0.9
31.5	1.0
28	1.02
25	1.03
22.4	1.04
20	1.06

Values of C_2

Relative operating period of travel drive, %	C_2
Upto 16	1.25
16 to 25	1.12
25 to 40	1.00
40 to 63	0.9
Over 63	0.8

Values of k and r_1



Designation	Dimensions, mm															
	A	B	C	D	E	F	G	H	R_1	R_2	R_3	R_4	R_5	R_6	R_7	
ISCR 50	90	90	55	50	25	20	20	9.70	300	26	18	6	6	5	1.5	
ISCR 60	105	105	65.5	60	27.5	24	22	9.82	350	32	20	6	6	5	1.5	
ISCR 80	130	130	87	80	35	32	26	9.75	400	44	26	8	8	6	1.5	
ISCR 100	150	150	108	100	40	38	30	11.2	450	50	30	8	8	8	2	
ISCR 120	170	170	129	120	45	44	35	15.3	500	56	34	8	8	8	2	
ISCR 140	170	170	150	140	50	60	40	20.6	700	60	40	10	10	10	3	

Values of wheel diameters IS : 4137 – 1985

The diameter so calculated shall be selected from the following preferred diameters:

315, 400, 450, 500, 630, 710, 800, 900, 1000 and 1120 mm.

Allowable pressure, p_a , kgf / cm²

Material of wheel	p_a
CI	28
Cast or forged steel UTS 45	43
Steel UTS 50	50
Steel UTS 60	56
Steel UTS 70	65
Hardened Steel	65

7. DESIGN CALCULATIONS:

GIVEN DATA:

Weight of EOT crane = 150 T

Lifting capacity 16 to 20 T

Number of wheels = 8

Wheel diameter = 630 mm

Maximum speed of crane = 150 m/min

Relative operating period of travel drive, % = over 63%

TO FIND:

$p < p_a$

As per given data design is safe or not by taking 630mm wheel diameter

SOLUTION:

Weight of EOT crane = 150T

Maximum Lifting Capacity = 20T

Total weight of crane = 170 T

Maximum speed of crane = 150 m/min

$V = \pi DN$

60

$V = 150 \text{ m/min} = 2.5 \text{ m/sec}$

$\pi = 22/7$

$D = 630 \text{ mm} = .63 \text{ m}$

$N = ?$

$V = \pi DN$

60

$$2.5 = \frac{22}{7} * .63 * N$$

$$60$$

$$N = 2.5 * 60 * 7$$

$$22 * .63$$

$$= 76 \text{ rpm}$$

So C_1 Value from data book.

For 80 rpm of wheel

$$C_1 = 0.87$$

For 71 rpm of wheel

$$C_1 = 0.89$$

By interpolation C_1 value for 76 rpm of wheel.

$$C_1 = 0.881$$

From data book

C_2 for over 63%

$$C_2 = 0.8$$

Allowable contact pressure from data book for hardened steel.

$$p_a = 65 \text{ kgf / cm}^2$$

Crane consists of 8 wheels and all these wheels are subjected to load of crane.

So P_{\min} = weight of EOT crane

$$= \frac{8}{8} 150 \text{ T}$$

$$= 18.75 \text{ T}$$

P_{\max} = weight of EOT crane + lifting Load

$$= \frac{8}{8} 170 \text{ T}$$

$$= 21.25 \text{ T}$$

=> From data book $P = \frac{P_{\min} + 2 P_{\max}}{3}$

$$= \frac{18.75 + 21.25 * 2}{3}$$

3

$$= 20.416 T = 20416 \text{ Kg.}$$

From data book

$$K_e = k - 4/3 r_1$$

From IS : 3443 – 1980

K = width of rail = 100mm of ISCR 100

$$= 10 \text{ cm}$$

r_1 = corner radius of rail head

$$= 8 \text{ mm of ISCR100}$$

$$= 0.8 \text{ cm}$$

$$\Rightarrow K_e = k - 4/3 r_1 = 10 - 4/3 (0.8)$$

$$= 8.933 \text{ cm}$$

$$D = 630 \text{ mm} = 63 \text{ cm}$$

$$\Rightarrow p = \frac{P}{C_1 C_2 D k_e} < p_a$$

$$= \frac{20416}{0.881 \times 0.80 \times 63 \times 8.933}$$

$$= 51.471 \text{ Kg / cm}^2$$

$$p = 51.471 \text{ Kg / cm}^2$$

Hence the obtained pressure between wheel and rail is less than allowable contact pressure.

Hence preferred diameter of 630 mm crane wheel is accepted safe design parameters

As per Indian standard width of tread of 630 mm diameter is 130mm

Depth of flange and thickness of guiding wheel flange at base is given below as per Indian standards which are determined by the crane manufacturer

FLANGE DIMENSIONS		
Diameter of wheels , mm	Depth of Flange, mm	Thickness of guiding wheel flange at base, mm
From 300 up to 500	20	20
Above 500 up to 1000	25	25
Above 1000	30	30

Depth of flange of 630mm diameter = 25mm

Thickness of guiding wheel flange at base of 630mm diameter = 25mm

8. ANALYSIS

The crane speeds are varying from 50 m/min. to as high as 150m/min. in case of shipping cranes. The details speeds are as shown in the table.

Sl. No.	CRANE	SPEED m/min	
		LT	CT
1	DAEWOO 20/5T	80	50
2	DAEWOO 50/10T	80	50
3	JESSOP 16&20T	150	60
4	BRAITHWAITE 10/7.5T	60	50

- 1) These cranes are very vital.
- 2) These are directly linked with production.
- 3) These are having a huge number of wheels.
- 4) The travel speeds are very high.
- 5) They are engaged continuously.
- 6) The long travel distances are high, nearly, 1.2 km.

They are subjected to thermal stresses, being operated in hot zone

Crane wheel flange wear is inevitable and unavoidable and prolonging of crane wheel life is very much important for uninterrupted operation of cranes and this can be achieved by taking corrective and careful measures at various stages.

- 1) At design stage
 - a) Careful selection material.
 - b) Providing correct Heat treatment process.
 - c) Proper thickness and height of the flange.
 - d) Better clearance between flange and the rail.
- 2) At the time of erection
 - a) Proper fixing and alignment of wheel.
 - b) Maintaining of square ness of crane structure.
 - c) Proper laying and alignment of gantry and rail track.
- 3) In the course of maintenance.
 - a) Periodical lubrication of track and wheel flange.
 - b) Proper working long travel mechanism.

- c) Proper condition of electrical brake controls
- d) Proper fixing of wheel and wheel bearings.
- e) Periodical checking and realignment in time.
- 4) While operating the crane.
 - a) Smooth braking while stopping.
 - b) Avoid hitting of bay end stoppers and adjacent cranes
 - c) Avoid dragging of loads / wagons
 - d) Avoid hitting of the billets and pulling of cobbles.

As per ISO 9002 procedures we are maintaining inspection reports on monthly basis and yearly basis, which includes regular checking of wheel flange thickness. Basing on the above inspection as and when the flange thickness reduces 50 % of the original thickness, we plan to replace the wheel assembly, giving due importance to the wheel tread. In brief the common reasons for replacing a crane wheel are,

- a) Flange thickness wear out,
- b) Tread wear out,
- c) Failure of bearing, and
- d) Failure of axle.

wheels replaced due to flange thickness wear out and tread wear out comes under preventive maintenance. Failure of bearing and failure of axle comes under breakdown maintenance. The wheels changes occur in the period of January 2002 to December 2007 are as summarized below.

9. SOLUTIONS

1. MISALIGNMENT OF CRANE WHEEL

Crane wheels are generally mounted on live axles fixed with antifriction bearings. The housings are provided with guides which match with corresponding seating in crane structure, when fixed. In case wheel trucks are used, wheels fixed in the seating of the truck in turn is fixed to the crane by a pin over which it can freely oscillates depending up on the track condition.

The perfectly aligned wheel will have its horizontal axis and its vertical axis perpendicular to the rail axis and its vertical axis will be in the same vertical plane passing through rail vertical axis.

Minor deviation in the vertical axis does not have much effect on the wheel performance. The misalignment of horizontal axis will cause the flanges of the wheel to grind with the rail resulting in faster wear out.

Excessive deviations may even lead to raiding of the wheel on the rails if the wheel flanges are worn out badly. When new wheel assemblies are fixed, it should be checked that the wheels are properly seated in both the vertical and horizontal planes.

Reasons for misalignment of wheels

- a) Improper seating of wheel bearing housing.
- b) Loose fixing bolts of bearing covers.
- c) Deformation of end girders.
- d) Lack of proper jacking pads.
- e) Wearing wheel truck and pin.
- f) The variation in the wheel span.
- g) Improper parallelism and perpendicularity of the wheels.

Detailed Explanation

- a) Improper seating of the wheel bearing housing results the gaps at guides. The housing should be made to sit properly and gaps to be eliminated and fixing bolts to be tightened.
- b) Loose fixing bolts of bearing covers may ultimately lead to misalignment of the wheel. So fixing bolts should be tightened properly and damaged bolts should be replaced.
- c) Deformation of end girders where the wheel is fixed will also cause the misalignment of the wheel. This type of problem in heavy duty cranes occur due to
 - d) Dragging of jamming loads. E.g. Cobble removing, wagons pulling.
 - e) Hitting of suspended loads. E.g. hitting of billets with magnets.
- 3) Frequent collision of the cranes with adjacent cranes or end stoppers.
 - f) Using of lifting jacks in odd positions due to Lack of Proper jacking pads while changing the wheels will cause deformation of end girder. In this case the deformed structure should be repaired and realigned if possible.
 - g) In case of multi wheeled cranes fixed with wheel trucks it is found the housing, where the truck axle is fixed, wear out under the constant loading.
 - h) The variation in the wheel span beyond the norms causes wedging of the wheels with the track and thus resulting in faster wear out of wheel flanges. Normally the tolerance of wheel span is + 5mm. and the difference in the wheel diagonal lengths should be within the tolerance of +5mm.
 - i) To attain proper parallelism and perpendicularity of the crane wheel the diagonality must be maintained within the safe allowable and permissible limits.

j) Method of alignment checking

There are various methods available for checking the alignment of the wheels of EOT cranes. But with practice and experience it is possible to judge misalignment by a simple visual observation of the wheel. The vertical misalignment can easily judge by a plumb line. The horizontal misalignment is worked out by measuring of distances to the wheels from a reference wire stretched perpendicular to the crane longitudinal axis. In a sophisticated method of alignment checking has been adopted i.e. geodetic survey with the help of theodolite. Wheel spans, wheel diagonals, wheel misalignment and skew in crane can be very accurately ascertained by the above method.

9. ALIGNMENT OF CRANE WHEELS

As per I.P.S.S (Interplant standard steel industry)

Description	Maximum permissible tolerance in mm
1. Tilt of wheels (verticality) for LT and CT	1 in 1000mm
2. Parallelity of wheels with track and horizontality for LT and CT	1 in 1000mm
3. Difference in Diagonal	+ 5 + 3
4. Bridge span LK	+ 5 + 3

Span (side A) = 33.997

Span (side B) = 33.987

Skew = Span (side A) ~ Span (side B)

= 33.997 ~ 33.987

= 0.01m or 10mm.

10. MISALIMENT OF CRANE TRACK

Proper alignment of the track is also equally important. Even best aligned wheels of any crane working on a bad track will give poor life. The alignment of the track rails is directly linked with that of the alignment of gantry girders. So proper care should be exercised from the construction stage itself.

Following are the norms of track rail alignment to give the better performance.

- 1) Variation in span.= + 10 mm.
- 2) Max. permissible deviation of crane track rail from centre line = 15mm.
- 3) Variation of track rail levels =1mm/m length.
- 4) Difference in level between rails on both runway girders =max 1mm/m. length of span.
- 5) Wear of rail tread width =10% of original width.
- 6) Rail joints are to be joined closely and evenly.
- 7) Buffers or stoppers should be at equal distance.

11. ALIGNMENT OF CRANE TRACK

The problem of crane alignment can be solved by machining the bottom flange of the rails and realigning the track rail with modified clamping plates to adjust for the best possible alignment. This has resulted in an appreciable improvement in the wheel performance.

Periodical track maintenance involving through tightening of clamp bolts, fish plate bolts, maintaining of joint gaps and replacement of worn out fish plates are very much desired for getting good wheel life. Besides the alignment and levels are to be checked at least once in a year and suitable adjustments has to be done.

Bad track joints result in pitting and dents on the wheel tread and reduces the wheel life. The variation in the temperature results in thermal expansion and contraction. In other words the joints are under thermal stresses and they are getting cracked. Thermit welding of track joints can solve the above problem. Though, thermit welding is costly it can pay back, by improved wheel life and reducing thermal shock loads on girders.

Excessive level difference in track rails across the bay causes shifting of the crane towards one side and the flanges get wear out. Sinking of columns might also causes this, but it is very rare occurrence, releveling of gantry girders in such cases is very much required although this is very major job. The rail track is relevelled .Hence the problem can be reduced to a greater extent.

11. SKEWING OF THE CRANE

The leading ahead of one side wheels to the other side is called skewing of the crane. It can further be explaining of the crane longitudinal axis will become inclined with reference to the track axis instead of being perpendicular to it. This causes wearing out of opposite collars of the diagonally opposite wheels. The wear out will increase with the magnitude of the skewing.

The reasons for skewing as follows—

a) Unequal wheel diameter :

b) Unequal wheel loading :

a) Unequal wheel diameter: Unequal diameter is either due to metal flow at the corner of tread of driving pair of wheels. The side with bigger wheel diameter will lead the crane and cause skewing. The running pair of wheels with equal diameter should be fixed to avoid this. Normally variation in diameter up to 0.02D can be allowed.

b) Unequal wheel loading: Normally all the wheels of the crane should take designed load, when the crane is erected on the gantry. But in course of time it is some times noticed that one or two of the wheels are not taking the load as designed. This is due to the deformation of the crane structure at corner of the wheel support. This deformation causes all the four corners of the crane being not in one /same level. If the off loading is on one of the drive wheel the other drive wheels will lead causing skewing of the crane.

This could be checked by taking the crane to even position of gantry and checking the wheel loads by strain gauges. Use of copper strips can be restored to, which can give fairly good idea of wheel loading by measuring the strain in the strips when placed below the wheels.

Proper loading can be restored, after identifying off loaded wheel, by giving required horizontal packing between the crane end girder and the wheel seating.

Some of the cranes have developed a tendency to skew to one side due to frequent hitting side bye cranes or end buffers. In such cases creating skew in opposite direction is very much helpful. Skewing may occur frequent dragging of jammed loads, pulling of cobbles, hitting of billets. It may also occur, if one side wheels slip, or if the one side of level is appreciably lower than the other side. Hence necessary corrective action to be taken to improve the situation.

FRICITION

Crane wheel flange wear can also be controlled by reducing the friction at the contact surfaces, i.e. between wheel flange and the side of the rail head by using suitable lubricants. Inadequate

lubrication of overhead crane wheel flanges leads to excessive wear and premature failure of the wheels. The flanges are difficult to lubricate since they are not readily accessible. Dry lubricants are more preferred as it will avoid the unnecessary spreading of the lubricant onto the tread and subsequent slippage of the wheel. Some brands of quick drying lubricants are developed which, after application will solidify and will be effective for certain period of time. But these need manual application.

Carbon disulphide sticks are also used for this purpose which were kept pressed against the moving wheel flanges by a suitable fixer with spring arrangement.

We are using graphite grease-5083, as crane wheel lubricant. It requires manual application. It gives very good result for minimizing the wheel flange wear out.

Last but not least as far as possible the worn out wheels which are removed from the cranes can be reused by building up the material on the flange inner surfaces. Metal is diffused on worn out flange surface by arc welding process. Tufalloy-320, welding electrodes are the best suitable material for this purpose. After completing material built up grinding is required to get the smooth surface.

After having seen all the possible reasons causing wear of wheels from the maintenance and operation point view it shall be worth, if the following points also taken due care.

- 1) The wheel housing structure of the crane end girder should be designed adequately strong sections to with stand all forces during the course of operation.
- 2) The end connections of the main bridge with the end girder should be strong enough to with stand all possible forces that might occur either in the normal use or in the accidental abuses.
- 3) The clearance between end girder joint and the rail head should be adequate enough to avoid fouling with rails.
- 4) Suitable jacking pads with adequate jacking clearances should provide.

12. Materials

Materials for crane wheels : (C55Mn35 IS :1570 or equivalent)

Wheels shall be of cast or forged /rolled steel or shall have cast steel Center with steel type shrunk on and registered. The material used shall Comply with relevant – Indian standard as appropriate.

The average surface hardness of wheel tread shall be 350 BHN(Brinells hardness number) and tread and flange should have min hardness of 300 BHN to a length of not less than 6mm.

But in industries after testing the wheels they got the hardness of wheel Around 220-260 BHN. It is also one of the regions to get more wear out of wheel.

If under any unavoidable circumstance wheels of higher hardness or with toughened steel are used, the rate on which they are running shall be heat treated to avoid frequent replacement of the same.

If we use wheels of higher hardness i.e. more than 350 BHN

Then the material becomes more brittle and it leads to crack and set failure of material.

So as per IS they must be in between 300-350BHN.

Material of crane rail:

Chemical composition

Designation According to IS: 1762 – 1974*		C	Mn	Si	S Max	P Max
New	Old					
55C 11	C 55 Mn1	0.50-0.60	0.95-1.25	0.05-0.30	0.060	0.060
55C 12	C50 Mn1	0.40-0.60	0.90-1.45	0.03-0.30	0.060	0.060

The material used shall comply with relevant Indian standards as appropriate.

The average hardness of crane rail shall be 275-280 BHN and

It should not be less than 200BHN. Hence rail track hardness is less than wheel hardness i.e. wheel carries the load and rail guides the wheels.

12. COST OF SAVING

Number of wheel replacements before modifications = 69 per year.

Cost of each wheel = Rs 1,75,000/-

Cost of replacement = Rs 10,000/-

Total cost per year = (1,75,000 + 10,000) *69
= Rs 1,27,65,000

In 2007

Number of wheel replacement after modifications = 37 per year.

Total cost per year = (1,75,000 + 10,000) *37
= Rs 68,45,000/-

Cost of saving = 1,27,65,000 – 68,45,000 = Rs 59,20,000/-

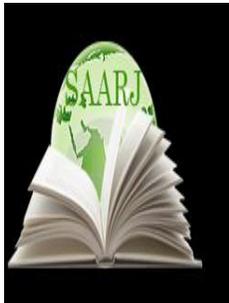
Saving percentage in 2007 as compared to 2006 = cost of saving / total cost of year 2006
= $\frac{59,20,000}{1,27,65,000} = 46.37\%$

13. CONCLUSION

The phenomena crane wheel wear is inevitable and unavoidable and hence could only be minimized by continuous alertness and awareness of the whole system. Each wheel problem has its own specialty and one type of rule or set of remedies can't be used as a thumb rule for all problems. Each has to be studied in the light of above discussion and solutions to be worked out careful analysis.

Hence the design parameters of the crane wheel that have been studied in this project is found to be safe and in accordance with I.S norms . This ensures complete safety and sustainability of the crane wheels.

In huge steel complex like VISAKHAPATNAM STEEL PLANT with ever increasing material handling activity in turn with raising production, the problem of wear can't be ignored. Efforts are being made constantly, by a regular system of watch on the wheel life, supplemented by up to date documentation of all wheel changes with reasons for each and every wheel, which helps in analyzing the causes and to apply the correctives.



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LANGUAGE AS A LINGUISTIC DISCIPLINE

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ABSTRACT

This article is about the theory previously studied in the course called Linguistics. In a way ties will be established between general principles of linguistics and concrete linguistic facts, in other words, theoretical knowledge will find its application in practice. The field of linguistics may be divided in terms of three dichotomies: synchronic versus diachronic, theoretical versus applied and micro linguistics. According to the micro linguistics view, languages should be analyzed for their own sake and without reference to their social function, to the manner in which they are acquired by children, to the psychological mechanism that underlie the production and reception of speech, to the literary and the aesthetic or communicative function of language.

KEYWORDS: *Linguistics, Discipline, Social Function, Psychological, Mechanism, To Realize, Fulfillment, Satisfaction and Achievement.*

INTRODUCTION

Literature that inspires and educates aims to make society a better place to live in. The audience of a good work of literature should feel uplifted in thought after completing the book. All epics in different languages do this. They convey a message to society through their art.

Though literature is all this, the result of having read a piece of literary work is a sense of fulfillment, satisfaction and achievement. We recognize we are not alone in what we feel and think, for literature is the depiction of universal thoughts. We realize that men and women have the same emotions and react almost similarly cutting through time, space and matter. Literature

intrigues our minds with its allusions, similes and metaphors. When we decipher them, we partake of the creative process. This gives us a sense of accomplishment. [1, 3]

In rare cases, books have had the power to shake the very foundations of society. They lead to paradigm shift of thought and way of living. They inspire whole nations to rebel and change. This is the power of literature. It shapes, it moods and in the process entertains.

The poem is great relaxation. If literature is spiritual rest, honorable literature then is like a treatment of soul that often gets tired and exhausted of everyday worries, problems, and even sorrow. Food for the heart and other better senses of the human species can be given only by literature and other fine arts. They nourish souls and enrich lives. A society or a people who give up on literature do themselves a terrible harm.

It is important to note that subject of the proposed course work was not yet a subject of the broad discussion in study of literature since analysis in this aspect was not subjected to the aggregate. There were only some eyewitness publications about it.

MATERIALS AND METHODS

Every language has a history; and as in the rest of human culture, changes are constantly taking place in the course of the transmission of a language from one generation to another. Languages change in all their aspects, in their pronunciation, word forms, syntax, and word meanings. These changes, mostly gradual in their operation, become noticeable only cumulatively over the course of several generations. [1,3] In studying a foreign language, English in our case, the student inevitably compares it to his native tongue and is often astonished to find great differences not only in the structure of the target language but also in the way ideas are expressed in it.

There is no denying that English spelling is somewhat difficult for a Belarusian learner of English. This is because the written form of the English word is conventional rather than phonetic. Therefore, some phonetic phenomena cannot be explained from the modern point of view without going into the history of the language. When the Latin alphabet was first used in Britain, writing was phonetic. After the introduction of printing in the 15th century, the written form of the word became fixed, whereas the sounds continued to change. This resulted in a growing discrepancy between letter and sound. Hence, such 'difficult' words as *light*, *daughter*, *speak*, *great*, *book* and many others where their pronunciation and spelling differ. Moreover, if you ask a little English boy or girl to write the word *light* (in the meaning of *daylight*) he or she would rather spell it as *lite* because they have not learned its spelling yet .On the other hand, modern spellings show how such words were pronounced in the past. For example, the word *light* sounded as [lix't], which is easy to prove if you compare it with the Belarusian word *лiхmap* (something that produces light). [5]

As far as English vocabulary is concerned, it contains words, which are similar to words found in other languages. For example, English – German (*mother – Mutter*, *father – Vater*, *winter – Winter*, *hand – Hand*, etc.); English - French (*revolution – revolution*, *autumn – automne*, *river – rivière*, etc.); English –Russian (*float – ллот*; флот); English –Belarusian (*glebe – глеба*, *must – мусiць*, etc.). Without going into the history of English, it is difficult to say whether these words are native or borrowings from the above mentioned languages. [5]

English grammar also presents some phenomena, which a Belarusian learner of English will find misleading. For example, the irregular plural of nouns (*man- men*, *foot –feet*, *mouse – mice*, etc),

or the same form for both singular and plural of such words as *sheep, deer, fish*, or the fact that English modal verbs, unlike the other verbs, take no ending –s in the 3d person singular, and many other similar facts. All these things are traced back to a distant past and can be accounted for only by studying the history of the language.

Another important aim of this course is of a more theoretical nature. Study of the history of any language is based on applying general principles of linguistics to the language in question. While tracing its evolution through time, students will be confronted with a number of theoretical questions connected with the language development in general and its aspects in particular. To find answers to these questions, students will have to rely on the theory previously studied in the course called *Introduction to Linguistics*. In this way ties will be established between general principles of linguistics and concrete linguistic facts, in other words, theoretical knowledge will find its application in practice.

While studying the history of the English language we will inevitably have to deal with the history of the English nation considering the ‘traces’ it left in the language development. It goes without saying that a systematic study of the language’s development from the earliest times to the present day will enable the student to acquire a more profound understanding of modern English, its role in our world and perspectives of its future development.

The field of linguistics may be divided in terms of three dichotomies: synchronic versus diachronic, theoretical versus applied, and micro linguistics versus macro linguistics. A synchronic description of a language describes the language as it is at a given time; a diachronic description is concerned with the historical development of the language and the structural changes that have taken place in it. The goal of *theoretical linguistics* is the construction of a general theory of the structure of language or of a general theoretical framework for the description of languages; the aim of applied linguistics is the application of the findings and techniques of the scientific study of language to practical tasks, especially to the elaboration of improved methods of language teaching. The terms *micro linguistics* and *macro linguistics* are not yet well established, and are used purely for convenience. [2, 4] The former refers to a narrower and the latter to a much broader view of the scope of linguistics. According to the micro linguistics view, languages should be analyzed for their own sake and without reference to their social function, to the manner in which they are acquired by children, to the psychological mechanism that underlie the production and reception of speech, to the literary and the aesthetic or communicative function of language, and so on. In contrast, macro linguistics embraces all of these aspects of language.

Every living language changes through time, but no records of linguistic changes have ever been kept, as most changes pass unnoticed by the contemporaries.

Therefore, the main source for the history of any language is written documents that have come down to us. And on the basis of these documents a language history is reconstructed. As for documents themselves, they give a clear picture of the vocabulary and grammar of a certain period. As for phonetic structure, such documents do not always give clear enough information, for, as we have already discussed, sound may change but spelling remains or, as often as not, one letter may denote different sounds, etc. So in this sense written documents may be misleading.

Nevertheless, study of pronunciation of a particular period may be helped by illiterate spellings which are found in private letters and diaries as they are mostly phonetic. (Remember the example with *lite* = light). So they can give a clue to the pronunciation of this or that word.

Some hints are proved by rhymes. For example, careful study of words, which in spite of similar spelling, do not rhyme together, may help to establish phonetic differences hidden by the spelling. For example, a rhyme *light* – *write* gives good reason to suppose that digraph **gh** was no longer pronounced at the time the text was written.

DISCUSSION

In many instances the availability of extant texts is not sufficient to explain some phenomena of the language in question. That is why scholars may resort to studying related languages, (the comparative method) which have older written records as is the case, for example, with Gothic, namely the translation of the Bible made in the 4th century AD, while the earliest documents written in Old English date about 7th century AD. Besides related languages, English can be compared to other languages of the Indo-European family, namely those which came into contact with. For example, Latin and French.

Beowulf is an epic poem written in the Anglo-Saxon language, which was composed in the eighth century and written down circa 1,000 by an anonymous bard. The poem is the oldest surviving epic in English literature.

Part history and part mythology, the long narrative poem, which was written in England, relates the story of a great Scandinavian fifth century warrior, Beowulf, a Geat (Swede) whose fame 'far flew the boast of him'. [2, 4]

The only surviving manuscript dates to around 1010. This manuscript fortunately survived the Dissolution of the Monasteries under King Henry VIII and a disastrous fire which destroyed the library of Sir Robert Bruce Cotton (1571-1631), a keen collector of old manuscripts. On 23 October, 1731, Cotton's home was engulfed in flames which destroyed or damaged a quarter of his library. Beowulf was rescued along with other manuscripts, but its edges were badly scorched. The manuscript is now contained in the British Library at London.

The story related in the poem occurred in the late fifth century, during the century after the Anglo-Saxons had begun to arrive in England, and tells of how for many years a monster by the name of Grendel had terrorized the hall, Heorot, of the Danish king, Hrothgar and his wife Wealhþeow. The monster descends at nightfall, while Hrothgar's court are sleeping, to feed on his retainers.

The poem is written in an alliterative verse, a style typical of Anglo-Saxon poetry. Alliteration is the repetition of initial sounds of words; Anglo-Saxon poetry does not possess stanzic form or rhyme. The mother tongue, from which Modern English descends, Anglo-Saxon, or English, as its speakers knew it, is closely related to Old Frisian and appears like an entirely different language to Modern English speakers.

Beowulf is as Language and Poetics

English is divided into three periods: Old English (ca. 449-1100), Middle English (ca. 1100-1500), and Modern English (ca. 1500-). While many people think of Shakespeare's English as old, Shakespeare wrote and spoke Modern English, albeit, an early form of it. Chaucer's poetry,

including his most famous work, *The Canterbury Tales*, are a good examples of Middle English poetry. *Beowulf*, which probably dates to some time between 700 – 1000 CE, is an Old English poem. Old English is sometimes known as Anglo Saxon.

It would be wrong to believe that the English language just changed from Old English to Middle English in 1100 and from Middle English to Modern English in 1500. These shifts took place over hundreds of years. It is important to realize that the wide-spread notion of a standard language or even of standardized spelling are modern notions only made possible by the printing press. Not only did the printing press made wide-scale distribution possible, it provided the ability to fix language in time on a grand scale, thereby slowing down the process of language change.

However, while English was always changing, the dates 1100 CE and 1500 CE, while approximate, are significant for the English language. Although major grammatical and phonetic changes took place throughout the Old English period, the Norman invasion of 1066 and its resulting influx of French words into the language meant that the English of 1100 was much more different from the English of 1000 than the differences between the English of 900 and the English of 1000. Likewise, while English underwent a number of grammatical and phonetic changes throughout the Middle English period, the fifteenth century saw such a radical change in the pronunciation of English that 1500 serves as a useful date for the shift from Middle to Modern English. [4]

Old English makes use of unfamiliar letters, most of which derive from the runic alphabet, an alphabet used by the Germanic peoples. These letters are "þ" (thorn) and "ē" (eth) (often used interchangeably to represent the "th" sound of "that" and "thin"), "ā" (ash) (the vowel sound in cat), and wynn, which represents "w" and is rarely used in modern editions of Old English texts. If you look at a picture of the first page of *Beowulf*, you can see two capital wynn in the first line. They are the second and fifth letters:

"H[wynn] ÆT [wynn]E GARDE." When looking at the manuscript page, you'll also notice one additional unfamiliar looking letter, "g" which is the letter "g."

While Old English can look foreign at first glance, it can also look and sound surprisingly modern when one knows a few basics. Consider, for instance, the sentence, which is repeated multiple times in *Beowulf*. "g" represents a "th" sound is the "a" in cat, and the "o" in god is pronounced just as if you were saying "go" but holding the "o" a little bit longer than you normally would. Knowing this, it is not hard to recognize the first three words, as "That was good." While that last word may be a little more difficult, it is still recognizable. The "c" in cyning is pronounced as a "k" and the word itself is pronounced just as if you were adding a "ing" to the word "kin" (kin + ing). Once you know how to pronounce cyning, it is not a stretch to see how the pronunciation of the Old English word could have simplified to our modern day "king."

Putting all this together, we can now recognize the Old English sentence to be our Modern English sentence "That was [a] good king."

Poetics

Note: No one translation of *Beowulf* will foreground or even have all the poetic elements that exist in the original Old English. A translation that tries to be true to the alliterative verse may

have done so by ignoring such features as compounding, formulas, and even variation. Likewise, translations that try to represent the phrasing of Beowulf, and thereby preserving a sense of the formulas and variation, will often have little or no alliteration.

Alliteration: Alliteration is the repetition of stressed sounds, particularly consonants from the beginning of words or syllables. Poetically, alliteration can have a similar function as rhyme. An example of alliteration is the tongue-twister "She sells seashells by the sea shore."

Compounding: Old English poetry makes extensive use of compounding, the combining of two words to make a new word. An example is *feorhseoc*, literally "life-sick" (*feorh* = life, *seoc* = sick), which can be translated as mortally wounded. A more common example can be found in the first line of Beowulf: *Gar-Dena*, literally "Spear-Danes" (*gar* = spear, *Dena* = Danes). Compounding may be done to meet the needs of the alliterative meter, as part of a formula, or to make a new word. [2]

kennings: Kennings are a special form of compounding that are metaphoric in meaning. For example, the kenning *banhus* (*ban* + *hus*), literally "bone-house," refers to the human body; *hronrad* (*hron* + *rad*), literally "whale's road," refers to the sea; and *rodores candel*, literally "sky's candle," refers to the sun.

For a more detailed discussion of Old English poetics, including the rhythm of Old English alliterative verse, see chapters 13 and 14 of *The Electronic Introduction to Old English*, in this poem.

The epic Beowulf had been told by the Anglo-Saxons for over five hundred years before it was finally written down. As you read, see if you can understand why it has remained popular.

Here you can read even original version of the poem and its modern translation as its more understandable than before.

Anglo-Saxon Original (first lines of Prologue)

Hwæt! We Gardena in geardagum,
 þeodcyninga, grim gefrunon,
 hu ða æþelingas ellen fremedon.
 Oft Scyld Scefing sceaþena þreatum,
 monegum mægþum, meodosetla ofteah,
 egsode eorlas. Syððan ærest wearð
 feascraft funden, he þæs frofre gebad,
 weox under wolcnum, weorðmyndum þah,
 oðþæt him æghwylc þara ymbsittendra

Modern translation

Praise of the prowess of people-kings
 Of spear-armed Danes, in days long sped,
 We have heard, and what honor the athelings won!

Oft Scyld the Scefing from squadron foes,
 From many a tribe, the mead-bench tore,
 Awing the earls. Since erst he lay
 Friendless, a foundling, fate repaid him:
 For he waxed under welkin, in wealth he throve,
 Till before him the folk, both far and near,
 Who house by the whale-path, heard his mandate,
 Gave him gifts: a good king he!

Soon after Canute's death (1042) and the collapse of his empire, the old Anglo-Saxon line was restored but their reign was short-lived. The new English king, Edward the Confessor (1042-1066), who had been reared in France, brought over many Norman advisors and favourites; he distributed among them English lands and wealth to the considerable resentment of the Anglo-Saxon nobility and appointed them to important positions in the government and church hierarchy. [2, 3] He not only spoke French himself, but insisted on it being spoken by the nobles at his court. William, Duke of Normandy, visited his court and it was rumoured that Edward appointed him his successor. In many respects Edward paved the way for Norman infiltration long before the Norman conquest. However, the government was still in the hands of Anglo-Saxon lords, headed by the powerful Earl Godwin of Wessex.

In 1066, upon Edward's death, the Elders of England (OE Witan) proclaimed Harold Godwin king of England. As soon as the news reached William of Normandy, he mustered a big army by promise of land and plunder (one third of his soldiers were Norman, others mercenaries from all over Europe), and with the support of the Pope, landed in Britain.

In the battle of Hasting, fought on October 14, 1066, Harold was killed and the English were defeated. A victory in battle by Alfred saved the English language, less than two hundred years later a defeat in battle by Harold threatened to destroy it. This date is commonly known as the date of the Norman

However, the main bulk of the population – the peasantry and the townspeople, and people in the countryside, those who lived in the Midlands and up north – spoke Anglo-Saxon (English) and looked upon French as foreign and hostile. Since most of the people were illiterate, the English language was almost exclusively used for spoken communication.

CONCLUSION

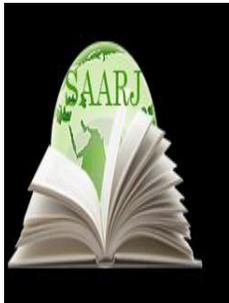
Though literature is all this, the result of having read a piece of literary work is a sense of fulfillment, satisfaction and achievement. We recognize we are not alone in what we feel and think, for literature is the depiction of universal thoughts. We realize that men and women have the same emotions and react almost similarly cutting through time, space and matter. Literature intrigues our minds with its allusions, similes and metaphors. When we decipher them, we partake of the creative process.

Another important aim of this course is of a more theoretical nature. Study of the history of any language is based on applying general principles of linguistics to the language in question.

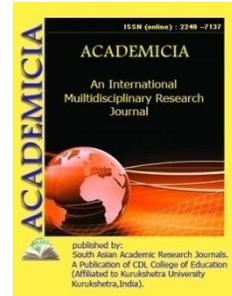
In my article I tried to explain the importance of literature in humans' life and I tried to open the main meaning of this Anglo- Saxon poem Beowulf. It is an epic poem written in the Anglo-Saxon language, which was composed in the eighth century and written down circa 1,000 by an anonymous bard. The poem is the oldest surviving epic in English literature.

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POETIC USE OF EUPHEMISTIC MEANING AND THEIR SOCIOLINGUISTICS ANALYSIS

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ABSTRACT

Euphemism is an issue of sociolinguistics used in both past and contemporary society because it is the language behaviour of a group of people. Euphemism is a word or series of words which replaces sad, unpleasant or shocking ideas with softer and nicer expressions. But in fulbemaare euphemism is unique, it has been categorized into domains e.g. religious, excretion, death etc. another uniqueness of it is that, it's not just replacing of unpleasant and what have you; even the accepted and pleasant words/phrases will be euphemized because of its (fulbe) doctrine called Pulaaku. Pulaaku is a fulbe code of conduct related to shame or shyness which they are known with and this sometimes makes them to use pleasant and accepted words/phrases in indirect words or phrases for a leisure and style in the use of their language.

KEYWORDS: *Euphemism, Sociolinguistics, Domain, Word(S), Phrase(S) and Fulbemaare, Linguoculturology, Euphemistic Meaning, Orphoepic Factor, Mental Factor.*

INTRODUCTION

The word "euphemism" comes from the Greek word "euphemos", meaning "auspicious/good/fortunate speech" which in turn is derived from the Greek root- words "eu", "good/well"+"pheme" "speech / speaking".The"eupheme" was originally a word or phrase used in place of a religious word or phrase that should not be spoken aloud especially the taboo words (Wikipedia, 2006: 1).

Within any society, people are organized into groups. These groups can be characterized in terms of shared attitudes and beliefs, which are expressed by the accepted behaviour of the members of

the group, including, of course, their language behaviour. Thus, common attitudes, beliefs and values are reflected in the way members of the group use language. For example, what they choose to say and how they say it. However, certain words in all societies are unacceptable for social or cultural reasons; they are considered taboo-words. What acts or words are forbidden reflect the particular customs, beliefs, attitudes and views of the society. In addition, some words may be used in certain circumstances and not in others. In certain societies, words which have religious connotations are considered profane if use outside the formal or religious ceremonies. Another type of words which are related to death, and natural bodily functions, make up a large part of the set of taboo-words of many cultures. The existence of taboo-words or taboo ideas stimulates the creation of euphemism. (Fromkin, 1983: 266-70).

These issues gave birth to new euphemisms prove to be nonce terms, while those that are ratified through reuse as true euphemisms may last for generations or centuries, while others fade away or develop into unconscious euphemisms which are still in use but reflexively without thought of their checkered origins. However, euphemisms are embedded so deeply in our languages. Few people including those who are proud of speaking plain language i.e. without jargon, slang, code mixing, code switching etc. can ever get through a day without using euphemism. In other words, euphemisms have become a part of our everyday language. Euphemism is a word or series of words which replaces sad, unpleasant or shocking ideas with softer and nicer expressions. For instance: "departure from life" is a euphemism for "death".

Examples are as follow:

1. Rose's father is a gentleman on the high way. (He is an armed robber)
2. The young school girl has been put in family way. (she has been impregnated)
3. The thug has gone to the white college. (he has gone to prison)
4. The beautiful lady is every man's wife. (she is loose/immoral)

In the examples above, it can be observed that a word/ phrase have being substituted to mild or subtle instead of the offensive or direct word. So also, many languages of the world use Euphemisms where unpleasant or direct words or phrases are substituted with a mild and indirect words or phrases. But in some languages the substitution may be beyond "Sociolinguistics Analysis Of Euphemism In Maare Fulfulde" harshness or directness of the words or phrases. Fulfulde for example, the use of euphemism is beyond harshness or unpleasant. It becomes a style or a mastery of the language will make the speakers use euphemisms in the language. More so, Fulbe have a doctrine called Pulaaku (shame or shyness). This is a code that controls them in their activities.

MATERIALS AND METHODS

The national nature of each language is visible in the examples of the folklore, artistic literature, the press, cinema, television and radio, using the variety of figurative expression, proverb, saying, and phrases which are used in people's daily speech. That's why these language expressions are evaluated as units which are untranslated events, but their casual counterparts and alternatives are found in other languages, too. Their originality is associated with the view of the people and scope, traditions which are its product, the geographical environment and economic situation which are determined by the way of their life, it is being closely as the skin

and nail, they generally show the unity of life and culture. They show speciality with their polyphonic nature in the example of proverbs as the symbol of the wisdom of the nation.

Understanding the universe has the ethnic character. Researchers will gesture to the national speciality of understanding the universe. Of course, it is not true to absolutely reject or complete it. There are number of objective factors. First of all, the nation - in many cases, is the discrete event of linguistic aspects. After all, any national language has the dialectic points. The speciality of dialectical points is marked by phonological, grammatical and lexical differences. Orphoepic and mental factors exist under these differences, and have determining status. The look and intuition which are the roots of mentality and at the same time, the branches, are related with ethnic factors as the characters of national unit like the articulation base for the orphoepics. The ethnic-level among the person and nation is also discrete, the mental and geographical foundation is more stronger than the linguistic base of this discretisizm.

Clearly, the differences are visible at the linguistic "view" of the parish who forms the nation. The linguistic differences on the basis of the national discretisizm decreases from the differences on the basis of ethnic discretisizm to particular personality element as the arithmetic progression. Indeed, the motivational base which came out in its expression, of course, is objective, universal, and indifferent rather than representational.

It seems, understanding the universe has specific feature in the different dialects in one language as its speciality in each language, but the differences among the ethnic languages (dialects) are the subtlety case.

Research specification of understanding the universe may be done at the diachronic or synchronic aspect. Research specification of understanding the universe will be the analysis of the combination of the form and the particular development of the language at the diachronic aspect.

Understanding the universe on the basis of linguistics, nation and cultur is considered to be the mutual counterpart influenced by these events. The national look and intuitive form serve not only on the basis of national culture, but also as the development factor or tool of the national culture.

For example, the first euphemistic use of the unit of particular language is the result of the influence of the environment, the national-cultural situation, also, it serves to enrich and develop culture which is related to it in its level. Studying the proverb and adage which is the product of the nation's wisdom, in particular, their euphemistic use are undoubtedly on the focus of originality of research of national culture.

The poetic making event and literary norm relation of euphemistic meaning

Any artistic work is the utterance of national artistic mentality, the national mentality is the product of the national look and intuition. National culture, the antiquit and richness of inscription culture which are part of it, provide the suitability of elasticity and euphemistical level of expressions which is the product of artistic mentality. The elasticity of language expressions is implied first of all by their multiple meanings and the opportunities of speech identity of multiple meanings.

In the speech identity euphemistic paint has the special role. Euphemistic depiction of language expressions in poetic text is seen as one of the artistic appearances. The common aspect on the basis of artistic speech and literary speech is seen in the inseparable completeness of the literary from artistic and artistic from literary. Although literary and artistic word is the product of one base, the genetic continuity among them in the terminological aspect exchange with the differentiability. For example, when artistic expression comes as the adjective for speech lexeme, it will serve to express the speech type which will be written in the artistic work as the alternative of expressions in the Uzbek language: “художественная” (речь) in Russian language, „artistic“ (speech) in English language. Literary speech has characteristics “over-simplified, normalized, recycled form of common national language”, three characteristics in this definition are combined with the artistic norm category. That’s why, in the literary speech, seeing the elements and symptoms of artistic speech is natural. In this regard, artistic speech corresponds with all measurements of literary speech.

These measurements can be divided as follows: 1) the accuracy and objectivity; 2) processing and sorting; 3) selecting and estimating; 4) stability and openness; 5) development and modernity; 6) traditionality and typicality; 7) widespreading and versionality; 8) strictly limitation and methodological identification; 9) record in measure and modelity; 10) samplity and nationwideity; 11) specific to some people and admitted by majority; 12) functional necessity, cultural and aesthetic property [1, pp. 26-27].

Linguist A. E. Mamatov added the sign of expediency and separated it with, such as stability, development, legalization, alternatively as the main dimensions among them [4, pp. 71-72].

According to the emphasis of the linguist G'. N. Zikrillaev that the norm of the Uzbek literary language is evaluated as a whole from the following criteria: 1) stability; 2) differentiability; 3) regulating; 4) variability [2, p. 24]. When this linguist comments each of these main characters, understands the unchangeability of the language structure as the stability. Clearly, the first stage of the literary language (literary language of the nation) and in the first period of the second stage (the national literary language) relative stability will lead to the next period of the second stage, namely, the strong developed stage of the literary language in which the strict stability will occur.

DISCUSSION

Euphemisms in Fulfulde like other languages“ euphemism is a substitution of direct, unpleasant, offensive words or phrases to indirect, pleasant, less offensive and mild words or phrases. Although sometimes words are not even offensive but Fulbe do substitute these words simply because of Pulaaku(fulbe code of conduct related to shame or shyness) which they are known with, and this sometimes makes them to use pleasant, indirect words or phrases for a leisure and style in the use of language.

The following are examples of Fulfulde Euphemisms according to the three sociolinguistics domain of their usage:

1. Religious domain

a) Taaskaago (preparation): this word is used when a person wants to be ready in doing religious activities such as performing ablution; he may simply say „haa mi taasko“ literally it take a meaning of (let me get prepared), but euphemistically it can take a meaning of „purification“.

b) Odonloota; she is washing; this word is used to refer to a female who is in menstruation period; although many languages do hide this kind of words for example they can say things like; O donnder al-aada, „she is menstruating“ but due to the code of conduct Fulbe known with, the sentence O donnder al-aada is also considered aggressive or unpleasant, they rather prefer the first sentence Odonloota, means literally „she is washing“ but it actually means „she is in menstruation period“. More so, the sentence „Odonloota‘ have a meaning of „he/she is washing cloth or something“. Therefore, the context determines the intended meaning.

Thus, in English we may also use an expression such as she has been put in the family way, (That is she is pregnant). But this expression mostly refer to the unwanted pregnancy (that is pregnancy out of wedlock). This is considered negative euphemism as Rawson, 1981: 3; Henry, 2006: 1 stated that, the negative euphemisms deflates and diminishes. It is defensive in nature, offsetting the power of tabooed terms and otherwise eradicating from the language everything that people prefer not to deal with directly. Thus negative euphemisms replace language that people prefer to avoid using. Examples include 'harvesting' in place of 'killing', 'collateral damage' instead of "civilian casualties" or 'deaths', 'relationship' for 'sexual relationship', and 'intestinal fortitude' in place of "guts".

In first column, second column indicates its direct usage in Fulfulde and the third column states the literal meaning of the Euphemism in English, while the last column states contextual meaning of the Fulfulde Euphemism in English.

G'. ZikrillaeV refers to versionality as the differentiability. "Differentiability means regional, functional and methodological of regulatory instruments, in other words, it is understood versionality. It is based on having more than one formal view of them in the case that the word and its form, main meaning of the syntactic units do not change" [2, p. 24]. Versionality is associated with euphemistic of language expressions. It may approach to this from both sides. The first is the characterization of objects at two types on the basis of euphemistic or uneuphemistic use of particular language unit, the second is giving two variants of one object - euphemistic or uneuphemistic expression.

For example, the proverb “Qarg“a qarg“aning ko“zini cho“qimaydi”, plead (yon bosmoq) phrase, compassionate (ayamoq) lexemes are the different linguistic forms which is representing one event, linguistic form represents one of the various objects in the euphemistic base, the other in the uneuphemistic base. Or eventuate (tamom bo“lmoq) phrasal verb means "end" (tu gamoq), “overwork” (holdan toymoq) and "die" (o“lmoq), in the first case the expression is neutral to the euphemistic, in the second is dispheemic and in the third has euphemistic value. Versionality of expressions is referred in the first case, versionality of the meaning is visible in the second case, too.

As linguists noticed, the norm of literary language, namely, is not its normalization but it is its pure social-legal and social-historical phenomenon, which historicity and traditionality lead in its formation. Together with this, the language policy in the society, the stability degree of the relationship among languages, as well as the dominant social religious belief have a great influence to the social value of the language. In particular, it has a specific role at the euphemistic level of language expressions. Euphemistic unit of one language is related to the

social-historical and socio-psychological factors, which is shown in the artistic speech at the brightness of images.

The euphemistic units which are used in the context of poetic texts, passed traditions, national outlook, experience of the nation which were formed historically from the artistic point of view of the author are harmonized with the system of created images. In particular, the proverbs are specified units which are used to represent thought with "encircling", this "cover" in them becomes stronger, and euphemistical level may increase.

The following tasks of euphemistic units are seen clearly in the artistic text, such as:

- Participation in the formation of the text;
- Aesthetic effect;
- giving beauty to the speech [9; 3; 5; 10].

In the poetic text, entirety of thought, expression and goal and mutual harmony of these elements supply the entirety and "strength" of the text. It is referred to the two techniques that effect to the formation of the text:

- expressing the thought in the text;
- connecting structural parts of the text.

In the expression of thought, the character of language is determined with the contribution to show logical weight of representing thought and supplying the aesthetic strength. The expression of thought creates openly the opportunity by directly giving to it the logical weight. Together with this, it surfaces clearly the artistic intention of the author or the speaker.

However, because of the artistic text which is one of the main component or characteristic of thought is not seen directly. Selecting the unit, which the sign of „softness“ is the leader variant in the expression system of thought which impacts the importance of the logic depending on the scope and situation of the listener. In this approach, using replacement language unit is determined by one of the two cases below:

- The speaker cannot afford using "rude" expression, therein, in the position of addressing person will be the second degree than the position of adresant in terms of the importance;
- the character of adresant cannot allow using "rude" expression of the speaker, therein, the balance will be seen at the position of speaker and the listener.

At communication balance the equal scope of both communicants gives opportunity to show the intension of adresant by the aspects of choosing and receiving euphemistical means.

Taking into account the nature of the listener in the first case, (his language knowledge, his scope, his cultural level) the euphemistic means may impede expressing properly and fully the communication intension of adresant. The ability and intellect of communicants choosing and using expression, is usually given with the "linguistic taste" term [9].

It should be noted that the linguistic taste is specified ethnosocially. The unit which is high in its cultural level, euphemistic capacity for one ethnic region may have different character for another [7, p. 42]. Therein, the author is out of the ethnic reality and acts in accordance with the requirements of the national literary norms. For example, tungullamoq (tungullamoq- means

“return”, “refuse”), unguillamoq words in the proverb “Tusi borga tungullama, tusi yo“qqa ungullama” at Kipchak dialects are specified ethnically, therefore, using this proverb is not expedient by the linguistic taste point of view at the individualization of ethnic outlook and language of character. It can not assume “softness” responsibility because it has no literary norm type and it is inhabited, and it impacts negatively to the linguistic taste level.

The proverbs are specialized by the aspect of using and directing socially, their euphemistical level will bow differently by this aspect. Specific to the herdsman’s speech or the euphemistical proverb used for the herdsman may be below the representatives of other field in terms of euphemisms. For example, the proverb “Semiz qo“yning umri kalta” is the euphemism for the sentence that “fat sheep is not stored, is slayed (die)”, it is not advanced to move wholly to the social life [7, p. 42] and, therefore, in other areas it is not euphemistic, contrariwise, it may be dispheemic. That's why, the dispheemic nature of this proverb shows that it will be poetic painful and "soft" expression. But using proverbs related to the herd is not limited by the social aspect, and, therefore, in the poetic speech they can do euphemistic task.

For example, Ot yigitning yo'ldoshi, Sinamagan oting sirtidan o'tma, Ot tepmas, it qopmas dema proverbs. Or in the proverb “Aslini bilmay so‘z demaslar, Naslini bilmay qiz bermaslar” using the word “generation” shows that this proverb is actually connected with the animal world, the world of herd. However, the correlation is very low and the proverb has social and euphemistic value. In the work of Tog‘ay Murod „The people walking in the moonlight“ (“Oydinda yurgan odamlar”), Eson qassob (butcher) replied with the euphemic proverb “Aslini bilmay so‘z demaslar, Naslini bilmay qiz bermaslar” to “Singlingning boshiga baxt qushi qo‘ndi, uchirib yuborma(euphemistic expression “the good husband is found, give sister to him”)” sentence of matchmakers (familiar with Eson butcher) who came to the house of her brother for Oymomo (orphan girl).

Competence in using euphemisms is an on-going linguistic socialization process throughout in individual’s life. Since euphemisms are culture-specific, they constitute the living and live experiences of individuals. They can only be acquired and used appropriately through the linguistic socialization process. This perspective is line with Duranti (1985) and Hymes (1972) who described speech events as “socially recognised activities that occur in specified situational settings, involving participant performing one or more socially relevant acts using communicative resources in conventionally expected way to achieve certain outcomes.” The point being made is that linguistic socialization.

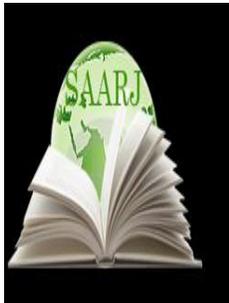
CONCLUSION

In this paper we have observed that Fulfulde euphemisms are words/phrases being used by Fulbe to hide unpleasant issues and substitute them with the pleasant words/phrases which is applicable to many human languages in the world. Euphemisms in Maare Fulfulde may change from time to time for instance if the substituted words/phrases to hide a particular expression become popular among the speakers of the dialect, another will be coined or euphemize to serve instead of the popular one. More so in Fulfulde some words are not even aggressive in nature but influence of Pulaaku (Fulbe code of conduct) they endowed with, might cause the substitution of the words to portray the image of Pulaaku. It is only three domains had been uncovered in this paper, there are possibility of other domains that are left for

other researchers to explore the area(s). We believed that there are gaps that need to be bridged because this is the nature of every realistic research.

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STRUCTURE OF NATIONAL AVRY HAIR TISSUE AND SPECIFICITY OF ITS PRODUCTION

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ABSTRACT

The article describes some of the parameters of the new national Aurora fabric, its specificity, the parameters of threading weaving on a loom, the main weaving processes, as well as the processes of forming the main pile, consumer properties of the finished fabric. In the current market economy, one of the important tasks of the textile industry is to increase the economic potential of the country through the deep use of environmentally friendly, natural raw materials grown in our country, deep processing and production of finished competitive products.

KEYWORDS: *Specificity, Textile Industry, Ornaments, A Ball-By-Ball Manner, Cross-Section Of The Ring, The Yarn, Mass.*

INTRODUCTION

In the current market economy, one of the important tasks of the textile industry is to increase the economic potential of the country through the deep use of environmentally friendly, natural raw materials grown in our country, deep processing and production of finished competitive products.

The decision of the President of the Republic of Uzbekistan dated March 29, 2017 on measures to organize the activities of the Association "Uzbek Silk Industry Association" not only implemented the program for the development of the industry, but also opened wide opportunities for the production of our national fabrics.

In our country, artisans are creating new types of "Uzbek Silk Industry Association", patterns with attractive designs. The demand for Uzbek Silk Industry Association in the domestic market of the republic, as well as in neighboring countries and tourists visiting our country is growing day by day. It should be noted that due to the prudent policy pursued in our country, great attention is paid to domestic and foreign tourism. This requires further improvement of the appearance and design of national fabrics quality indicators. The uniqueness of the unique pattern ornaments is the attractiveness of the texture, which differs from other fabrics in the design of the appearance of "heavy fabrics", which creates a pattern. The main goal of the article is to analyze and cover the process of creating a new range of national fur fabrics.

MATERIALS AND METHODS

It is worth to say about ancient traditions of hand-made silk fabrics, which are called the Ikat on the West. This name came from Indonesia and originated from the verb "mengikat", which means "to bundle". It is a very ancient way of creating designs in fabric by resist-dyeing the threads before the fabric is woven. In Uzbekistan such technique is called the abrband, which in Persian means "tying a cloud", and the fabrics produced by such a method are called "abra" fabrics.

There are some legends about origin of such technique. One legend states that once an artist sat by a fast running stream. The stream reflected the clouds, and changed their form. Suddenly sunrays were fractured and became a rainbow which was reflected in the stream. The artist saw a picture of clouds playing with colors. He painted that picture and showed it to weavers who then transferred his picture to fabrics. Later the word abr (which means cloud) was used as the name of the process of dyeing base threads in traditional fabrics, so fabrics were named abr-fabrics and weavers were called abrband.

Pure silk is used as the body yarn of the new woolen woolen fabric, and as a back yarn, a mixture of silk and cotton yarn is added [1], [2]. At present, test variants of the fabric are being produced. In the basic laying parameters of the national fur fabric: the linear density of the threads in the ground is $3.23 \times 3 \text{ tex}$. The linear density of the wool yarns is $3.23 \times 3 \text{ tex}$. The linear density of the back yarns is $3.23 \times 3 + 18.5 = 28 \text{ tex}$. The number of threads per cm of ground yarn, ie the density of 16 threads per sm.

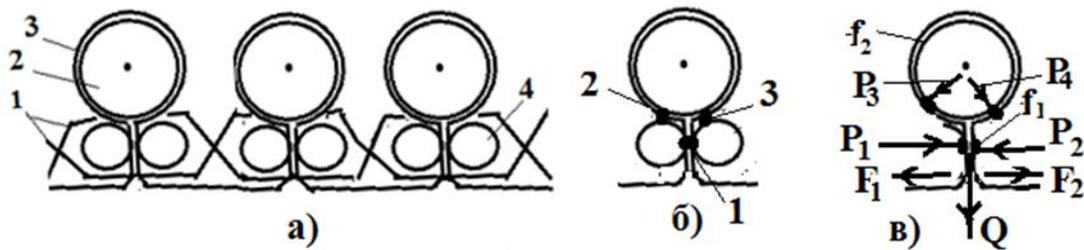


FIGURE 2: A) SECTION OF THE HAIRY HAIR TISSUE IN THE DIRECTION OF THE BODY), B) THE POSITION OF THE GROUND BODY THREADS WITH THE THREADS OF THE HAIR BODY, C) THE STATE OF BALANCE OF THE HAIRY BODY THREAD DUE TO THE FORCES ACTING ON IT WHEN THE THREAD IS THROWN.

In the figure, the points of influence of the main forces on the strand of the strand are shown in the case of the strand of the stalk (Fig. 2 b) and c) the direction of the forces acting on the stalk of the stalk when it is in a state of equilibrium. In the following articles, the effect and direction of these forces will help to develop the equations of the ring in equilibrium. In the picture above a) ground tangent thread 1, rod 2, loop hair 3. Also b) in the picture the point of forces acting on the fluff threads passing between the back threads 1, at the top of the hair ring thread, the points of impact of the back thread with the thread on the hair ring thread 2.3 are given. The next figure c) shows the direction of the forces acting on the yarn, in which the tensile force F_1 , F_2 is directed to pull the ring in the horizontal direction. The mass Q of the thread in the fleece is directed downwards. The compressive forces on the hair strands passing between the back strands are P_1 , P_2 . The forces acting on the thread in the loop of the hair thread are denoted by P_3 , P_4 . The friction forces between the back thread and the hair thread f_1 , the friction forces between the thread and the hair thread 2.

Once the thread is pulled out of the ring, the tension force of the thread in the loop is lost, as well as the force that pulls it is lost, in which case the loop thread can be pulled out between the back threads due to the forces F_1 , F_2 at the bottom of the loop.

In order to prevent such a defect from occurring in the tissue, the forces of interaction between the back and hair strands must be in balance and the following condition must be met. That is: F_1 , F_2 , $Q \leq P_1$, P_2 , f_1 must be greater than the tensile strength of the yarn and its mass, the compressive strength and coefficient of friction of the back yarn to the yarn. When this condition is met, the height of the feathers on the surface of the tissue and the coefficient of filling of the tissue with feathers is the same, and its quality is further improved.

Of course, the size of the rods, that is, the diameter of their shape, the perimeter has a great influence on the formation of hairy tissue using rods, as we know. In the production of heavy woolen fabrics, the type of raw material, the linear density of the threads, the diameter is 1.2, depending on the purpose for which the fabric is used; 1.4; 1.6; 1.8; It is advisable to use in the manufacture of cylindrical rods of 2.0 mm. When throwing rods into the hammock, the surface of the rods should be smooth, there should be no bulging areas; otherwise the breakage of the threads will increase.

In the first variant, after weaving both loops of yarn in the woven fabric on the loom [3], the yarn is again spun into the fleece, which increases the density of the fleece and increases the consumption of natural silk.

Now let's look at the second option, which is to produce a slightly reduced yarn in the fleece (Fig. 3). In the weave in this structure, 2/1 half-body reps was taken as the base weave for the ground weft strip. The two strands of feathers are made into one (Fig. 3b) and form a weave in the same direction as the first ground thread, but are separated only when the feathers are formed. Figure 3 below (Option II) shows a reduced version of the hair density of the annular tissue of the ring hair.

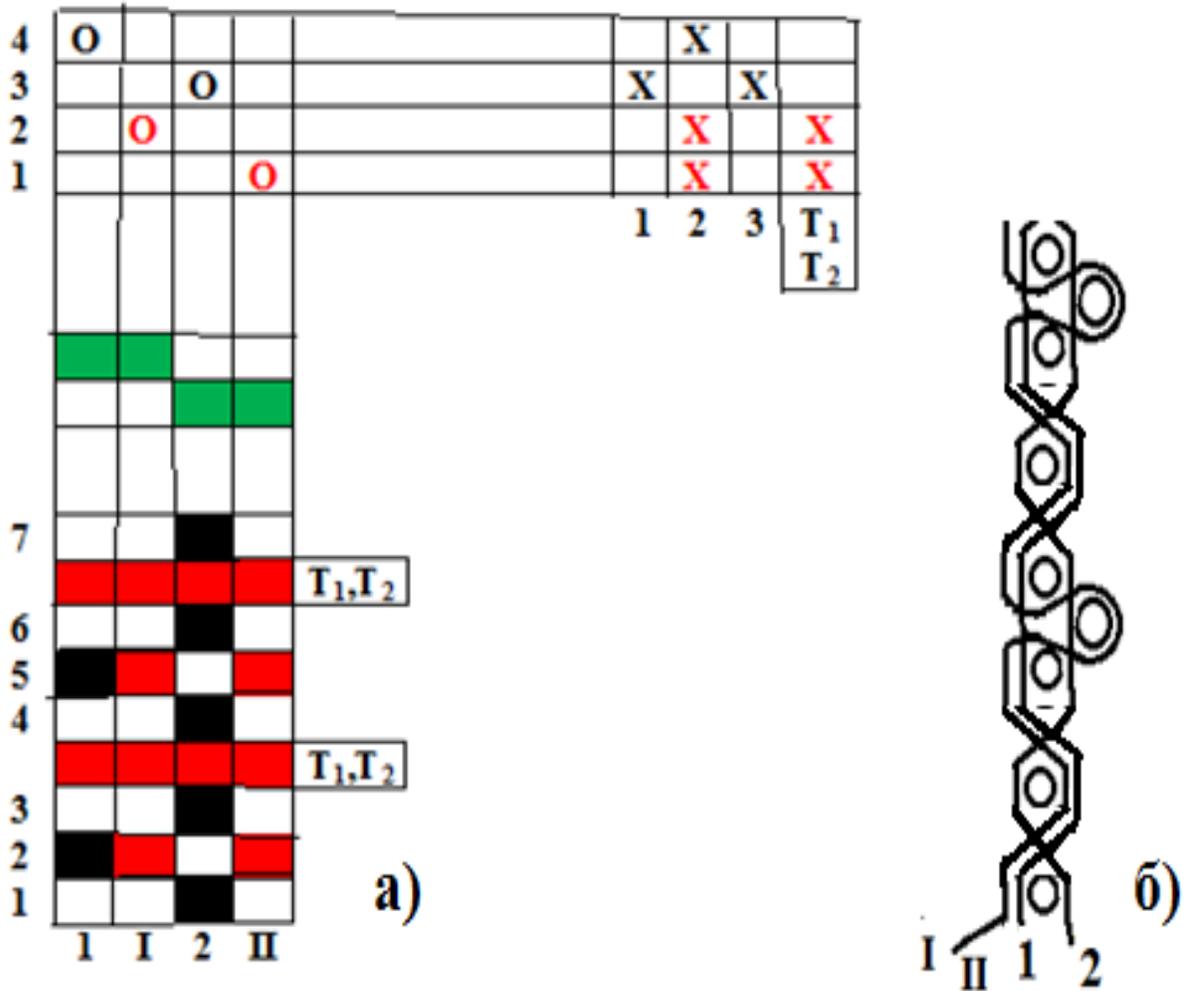


FIGURE 3: A REDUCED VERSION OF THE HAIR DENSITY OF A RING-SHAPED AVOCADO TISSUE. A) CROSS-SECTIONAL DRAWING, B) CROSS-SECTION IN THE DIRECTION OF THE BODY.

When a braid is formed in this structure, a single hair is formed after three back strands are thrown. The average back density in the fabric was 21 and the number of loops was 7.



FIGURE 4: APPEARANCE OF A NEW NATIONAL HAIRY FABRIC.

A replica of the second version of the national fur fabric is shown in Figure 4. The quality of suits, shirts and other items is used in the consumption of national fur fabric in this form. In existing abrband, the gap between the feed rolls is constant and the feed rolls performance is controlled by changing the number of their revolutions. In the gap between the rollers, the abrband should have a density that does not damage the seeds. Abrband rollers pick up raw cotton from the storage shaft and feed it to the section of the cleaner. During the passage of raw silk between the rollers, the fluffs and fibers should not be damaged. To quickly change the performance of the cleaner, the feed rollers must have a mechanism for regulating their rotation speed and work without fraction.

Let us carry out a theoretical analysis of the movement of with a uniform supply of the material. We consider raw cotton to be a compressible medium; the process is stationary; therefore, we assume that the cells (space) between the blades are filled with material. Select an element from the mass of raw cotton and compose the equation of motion of this element. The main goal is the effective use of environmentally national materials in the construction of housing in rural areas and their implementation with the help of innovative technologies.

Modern abr materials and technologies, from other materials to design proposals for adras, not only save beauty but also make the aesthetic appearance of the material attractive. Now you can provide such indicators, each of which (taking into account the thermal resistance and insulating properties of the outer look of abr). However, these materials were used successfully in the north. If we pay attention to proven energy-saving wall structures, then when designing energy-saving walls, we must first of all pay attention to their material, because there are a lot of types of insulation materials, such materials can be used depending on climatic conditions.

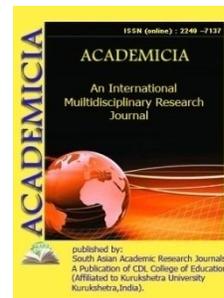
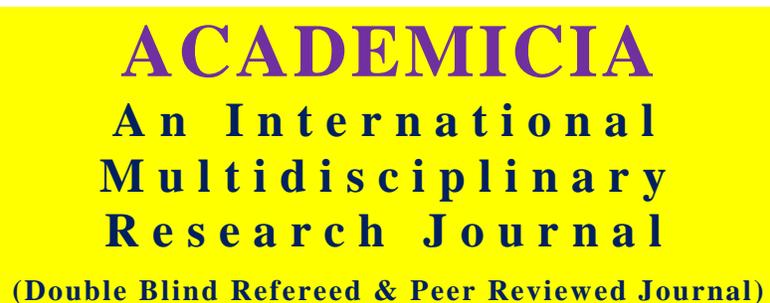
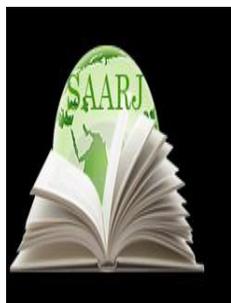
CONCLUSION

As mentioned above, the practical and theoretical studies of the process selected for the tissue being produced, studied as an experimental option in scientific research work, are reflected in recent articles. Modern abrband also were made in shape of traditional Uzbek abrband including

drop-earrings and triangular-shaped pendants (tumor). When a young Uzbek woman got married, she was expected to wear abrband, which represented the wealth of her family. It was said that if a woman could not walk due to the heaviness of her new abrband she came from a wealthy family. However, abrband was expensive, and a wedding ceremony without jewelry was considered shameful, so to solve this problem, people began to buy abrband with patterns representing jewelry.

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THE PROBLEM OF INTERFERENCE IN THE SECOND LANGUAGE ACQUISITION

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ABSTRACT

The paper presents the results of corpus-based research related to a linguistic interference mainly used in speech activity based on psychological-speech interference. The analysis focuses on the norms of one language under the influence of another which are observed in the speech of people speaking these languages. The examples analyzed cover interference in phonology, morphology, syntax, lexis and word-formation.

KEYWORDS: *Interference, Transference, Target Language, Specificity Of Speech Activity, Communicative And Non-Communicative Behavior, Types Of Interference: Positive And Negative, Progressive And Regressive, Explicit And Implicit, Inter-Lingual And Intra-Lingual, Productive And Receptive.*

MATERIAL *The material of investigation is based on the examples of speech activity (errors, mother tongue interference, mistakes) taken in the process of teaching students a foreign language.*

METHOD *A comparative analysis is used to reveal similarities and differences of languages belonging to different language family groups. The types of interference were analyzed and determined in the use of target languages.*

INTRODUCTION

The issue of linguistic interference is an urgent, at the same time one of the disputable problems and moreover hasn't been studied enough in Modern Linguistics yet. In this article we focused on the formulating the problem and showing the importance of this phenomenon in the second language acquisition. It is necessary to fight with negative interference as it leads to the breach the linguistic norms of the target language.

Main part

The method of comparative language learning is widely used in teaching foreign languages. In this process, practical knowledge of the structure and grammar of the native language, its abilities and relative automation can have both positive and negative consequences. When learning a foreign language, the first indication of the native language skills' influence is called *transference*, and the second indication is *interference*.

A *transfer* is a process of positively transferring the elements and skills of the native language to the target language, while *interference* is the negative impact of the same factor that leads to a violation of the norms of the target language, and to errors. The phenomenon of transference has been little studied referring to the problems of interference [Weinreich, 1999, p.7-42]. It is associated with the phenomenon of interference because both transference and interference occur under the influence of the same psychological mechanisms. Differences are usually observed only in bilingual and multilingual speeches. If the transfer creates a favorable environment for the absorption of new material, barriers are created by the interference. In the methodological literature little attention is paid to transfer issues. Interference, which is the primary source of errors, is of greater interest to researchers. However, transference also deserves the attention of lingua didactic.

Since interference is a complex phenomenon, it is studied by many related disciplines [Leontjev, 1997]. Therefore, the classification of interference patterns is based on their various characteristics (source, area of application, the degree of consideration of the distinctive features of the native language during polishing, the form of interference, its communicative sensitivity, etc.).

The source of transferring can be defined when we observe the communicative and non-communicative behavior of learners. We should take into account that not all errors in the learners' speech can be considered as a result of interference. That is why a teacher should analyze errors and find out those that have appeared due to interference.

There are several classifications of interference that have been undertaken in line with specific criteria.

I. Interference is related to positive and negative effects:

a) Interference can be communicative -relevant and communicative -irrelevant, i.e. not impeded to understanding and breaking mutual understanding.

b) Interference is distinguished as synchronic (invariable) and dynamic, which is preceded to the static and reflects progressive development in language mastering and can be overcome.

II. Interference is related to the specificity of speech activities, that is productive and receptive interference, i.e. during the speech production and its perception and understanding. The production interference usually has an explicit form and is stronger expressed than interference in perception and understanding that has implicit character.

III. Depending on its appearance between contacted languages and inside of the target language. There are inter-lingual and intra-lingual interferences. Inter-lingual interference is between two languages when we transfer knowledge and skills from the native language, but intra-lingual proposes is any transfer of some rules and sub skills within the target language. For example,

incorrect using: a) of an article – *the* Uzbekistan, b) inflexion in the past tense – He *taked* the book. Different kinds of errors within intra-lingual interference occur during the learning process of the target language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of the language itself.

IV. Depending on the deviation of the norm:

a) Combinatory and modifier interference. In the speech, combinatory interference is the elements of the other language or organization of the discourse incongruently to the target language norms and conventions. This type is associated with the inter-lingual phenomenon. In turn, modifier interference proposes the appearance of the correlated elements of the other language systems. For example, the English [t] pronunciation is as in Uzbek or Russian, not leading to misunderstanding.

IV. Depending on the character of breach language norm:

a) Over-differentiation when there is no specific indicator in the target language but a learner transfers it from the native language. E.g. *There is not nothing*. In English, two negations are not used.

b) Under-differentiation, when a learner does not use a certain element that is not in his native language, such as articles *I want book*.

c) Reinterpretation of differences when a learner confuses with the word *magazine* instead of *shop*.

V. The last types of interference become apparent in the bilinguals' speech in different form as explicit and implicit interferences. Explicit interference when breaking the linguistic norm is visible as *errors*, and the second one – *not using idiomatic language*.

Interference is an effect of the native tongue on speech production in the target language communication. It is most discussed in the academic literature [Karlinsky, 1972; Weinreich, 2000; Fomichenko, 2005] that interference is the primary source of errors in learners' speech (negative transfer). However, when the same elements or features can exist in both languages it leads to correct language production (positive transfer). The more differences between the contacted languages bring to more negative effects. It has been proved that individuals can refer to the native language and based on the first language acquisition to acquire the second language [Yusupov, 2007].

The transfer may prove to be justified because the structure of two contacted languages in the FLT framework is different – this case is called transposition or facilitation, or it may be proved unjustified because the structure of the two languages is different – that case is called interference [Haugen, 1972, p. 199].

The positive and negative transfer can appear at all levels of the language system, discourse organization, including pragmalinguistic aspect of communicative competence (sociocultural, pragmalinguistic).

The transfer can be dealt within two dimensions: 1) transfer of knowledge, sub skills and skills, 2) transfer in the cognitive process. The last one presupposes understanding the cognitive process

in the language acquisition and how learners can use the previous experience and what they have acquired before they can successfully use learning strategies to learn a second language.

Thus in the context of L2 acquisition or use, transfer broadly refers to the influence of a learner's native language. Any two languages diverge in some respects but converge in others. When the influence of the native language leads to errors in the acquisition or use of a target language, we say that negative transfer or interference occurs. When the influence of the native language leads to the immediate or rapid acquisition or use of the target language, we speak of positive transfer or facilitation. For example, in vocabulary acquisition, the positive transfer may account for the immediate recognition and acquisition of words with similar or identical pronunciation in both the native language and the target language; however, there are words that look or sound alike (or both) in the native and the target languages but have different meanings (*journal* – *журнал*). So interference is the transfer that has (at least temporarily) a negative or inhibitory effect on mastery of a new language, while facilitation is the transfer that makes the acquisition task straightforward or trivial. The extent to which transfer occurs is an essential issue in any general model of a second language acquisition; whether a given instance of transfer is negative or positive it is purely a function of whether proficiency in the target language is inhibited or facilitated.

Applied linguists (FLT methodology) tend to focus much more on negative transfer than on positive transfer because it is generally believed that only negative transfer presents teaching and learning challenges. Negative transfer manifests itself in different linguistic domains, including phonetics and phonology (or pronunciation), morphology and syntax, vocabulary, and pragmatics. From the methodological point of view, interference is defined as unintentional inaccurate using of linguistic items in the speech compared to the norms of the target language as a result of the negative influence of the previous language experiences. For applied linguistics, it is important to realize the mechanisms of spontaneous transfer in the process of code-switching.

That is why psychological and linguistic studies of transfer phenomenon introduced into the methodology of FLT because of the following reasons:

- 1) it is necessary to stimulate positive transfer leaning on the mother tongue and previous knowledge and skills;
- 2) it is necessary to fight negative interference because it leads to the breach of the linguistic norms of the target language.

Interference occurs at all levels of the language hierarchy. Accordingly, its phonetic, morphological, syntactic, lexico-semantic types are distinguished.

1. Phonological interference is related to phonetic errors. For example, the hick of distinction between the phoneme [p] and the phoneme [b] among Russian and Uzbek ESL learners; so we hear them is saying *pird* and *brison*, instead of *bird* and *prison* that leads to the replacement of the meaning of the word in the given context.

The transfer serves as a factor accelerating the process of learning a second language when the phonetic-phonological, lexical, grammatical phenomena of the native language and the languages being studied are mutually compatible.

Another example, since there are some nasal sounds in Uzbek (*сўнгги, денгиз, кўнгил, сингил, тонг*) such as [ŋ] which is easier for an Uzbek student to learn English words like *morning, evening, everything* with this sound than for a Russian learner.

The differences in the phonemes [c] and [rc] in Russian and the presence of only Uzbek phoneme [c] in Uzbek causes in Uzbek students' speech several errors in pronunciation and it can be an example of inter-lingual interference. Here are some examples to prove this fact: *свет – ёрузлик* and *цвет – ранг; рассвет – тонг* and *расцвет – гуллаш*. The English phonemes [w] and [v] differs, while the Uzbek language has only one [v] phoneme. It can lead to the indistinguishability of the following English words: *wine - вино, vine – узумтоқи; wail – додламоқ; veil - вуаль*.

2. **Morphological interference** is a deviation from the norm observed in the speech related to the infringement of categorical indicators of parts of speech, which appeared under interference. Norms of deviations can be formal and functional (inadequate using grammar structure). It is called modification interference. Here we come across with overgeneralization. Examples of overgeneralization include the use of *comed* and *goed* as the past tense forms of *come* and *go* and the omission of the third person singular s under the heavy pressure of all other endless forms as in *he go, or He write a letter*. One more example: *He can swims*. Instead of saying: *He can swim* or *He swims*.

A person accustomed to the general features and characteristics of his/her native language thinks so about all these features of languages. When learning another language the process of complete transmission of communicative behavior is implied. As a result, such a free system of correspondences is formed in the multilingual consciousness that all the contiguous distinctive features of languages are mixed. Not all scholars consider the integrity of the language. This phenomenon is often highlighted in methodological researches [Fromkin, 1988, p.117-138]. Because of the use of linguistic units is not well mastered, it can be transferred incorrectly from one case to another in the same language. The Russian language learners focus on incorrect usage of various verbs based on the similarities of their forms: They use the phrase "Я рукоплескаю" instead of "Я рукоплещу" (on the model of *таскать – таскаю*); the forms *хочем, хотите, хочут* are used instead of forms *хотим, хотите, хотят* – proceeding from the forms *хочу, хочешь, хочет* of the 1st, 2nd, 3rd persons.

The inability to distinguish between perfectness and imperfectness by Uzbek speakers in Russian (*я экзаменнесдала, я экзаменнесдавала*); in the use of Russian prepositions "в" and "на" (*в факультете, в стадионе*); in the verb governing (*испугалсяотнего*) leads to errors in the language use. All of them are interpreted, taking into account the influence of the native language. For example: *группада, факультетда, стадионда; унданкўрқди*.

In all these cases, the mother tongue interference to interlingual feature, that is, **progressive interference** occurs when the native language affects the foreign language being studied. However, *regressive interference* can also occur both in the mother tongue and target language. For example, a child learning Russian can use overgeneralization like "гулларниўтиргизайлик" in its language instead of "гулларниўтқизайлик", and "соатникиямиз" instead of "соатни тақамиз".

In Uzbek, the plural form of the subject does not influence the meaning of the predicate in the sentence. Sometimes the subject can come in plural and predicate in the singular form. For example, *итларакиллади, буйилёмгиркўнёгди*. This leads to mistakes in the Uzbek students' speech learning Russian: *сабакилает, в этом году участваиёлдожди*.

Moreover, under the influence of the Russian language, the agreement of the plural form of the subject and predicate can be observed. It also affects Uzbek speech, For example, *итларакилладилар, буйилёмгирларкўнёгдилар*.

3. **Syntactic interference** is related to:

–the agreement of tenses and the transmission of indirect speech as phenomena that are not present in the Russian language;

–non-distinction in English conditional sentences (*If-sentence*) of possible and unreal forms of utterance;

–incorrect word order in the sentence of the English (*analytical*) language under the influence of structural norms of the native (*synthetic*) language;

– the absence in the native language of the grammatical category of the complex complement-parts of the sentence (Complex Object) and complex subject (*Complex Subject*) significantly simplifies the syntax of the utterance.

For example, it implies errors in expressing syntagmatic relations between words (agreement), revealed in the wrong choice of prepositions in Russian and Uzbek students' speech that learn English. So the verb "*enter*" in English is used without any preposition; in students' speech, we often observe the usage of this verb with the preposition "*to*", which indicates a dative case in the Russian and Uzbek languages. Contrary to the verbs "*wait for, listen to,*" which are used in English only with fixed prepositions. Also, the wrong usage of the Complex Object expressed in gerundial, infinitive constructions in the English language can be referred to as syntactical interference (e.g., "*I expect he comes on time*" used by Uzbek students instead of the right sentence "*I expect him to come on time*").

4. **Lexical Interference** mostly is related with the lexicon of investigating languages:

- in vocabulary acquisition, positive transfer may account for the immediate recognition and acquisition of words with similar or identical pronunciation in both the native language and the target language; however, words that look or sound alike (or both) in the native and in the target languages but have different meanings (journal – журнал);

- Reinterpretation of differences, when learner confuse with the word *magazine* instead of *shop*;

- Communication base. When learner instead of “balloon” uses “air ball”.

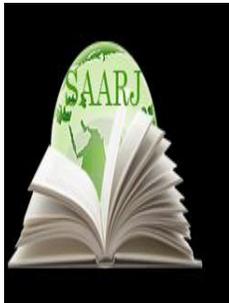
CONCLUSION

Thus, the analysis of errors caused by interference shows that in teaching a second language, it is necessary to take into account the differences between languages and the difficulties associated with the characteristics of the studied language system.

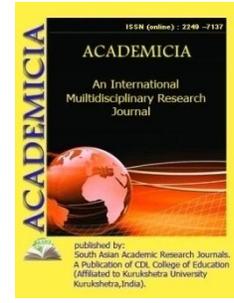
In the process of using another language in a speech situation, the use of linguistic means specific to the native language or the first foreign language, which to a certain extent is closest to it, is a key factor in the formation of interference. The phenomenon of interference can occur at any language level (graphic, phonetic, morphological, syntactic, lexical, and derivational). One of the essential factors in the presence of interference is the degree of a person's linguistic competence. During the study, it has been noticed that the phenomena of substantial interference are clearly manifested in the speech of persons with a low level of proficiency in a foreign language. The phenomenon of interference takes the form of interaction between the native language, the first foreign language, the second foreign language, and more. In speaking in any other language, the activity of the human brain is tuned to the opposite system of relations, in contrast to the usual system of manifestations of relations, in which the native language plays a leading role.

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IMPORTANCE OF UZBEK AND ENGLISH SONGS IN EDUCATION AND LANGUAGE LEARNING

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ABSTRACT

The article discusses the importance of Uzbek and English songs in education and language learning, and the importance of music in education. Uzbek music culture has an ancient and rich heritage. It embodies the national spirit, high human qualities, artistic spirituality, struggle for independence and aspirations and aspirations of our people. The role of education in Uzbek music is also invaluable. Music is also widely studied in the UK. Young people between the ages of 11 and 14 are given a lot of attention in music. In the UK, students learn musical instruments and consider songs to be very important in education. They are also given a number of details about how they play important parts of memory and notes, knowing their contributions. They use different notes and use appropriate musical instruments such as music, melody, rhythm, chords and structures in different situations. They analyze and compare musical features.

KEYWORDS: Education, Upbringing, Music Pedagogy, Rhythmic, Aesthetic, Note, Concept, Composer.

INTRODUCTION

After gaining independence, special attention has been paid to the issues of spirituality and culture in our republic. Familiarity with the art of singing in music culture classes brings great

opportunities in educating students in the national spirit, shaping their worldview and spiritual needs. Only if a teacher can put into practice the wide educational potential of music can he teach children to develop their musical and creative abilities, to understand and appreciate their works of art. The song genre is unique in its mass character and social significance, as the song occupies an important part of the airtime. The song undoubtedly impresses the listener with the integrity of the oral and musical design.

The music culture of Uzbek folk songs has an ancient and rich heritage. It embodies the national spirit, high human qualities, artistic spirituality, struggle for independence and aspirations and aspirations of our people. There are also excellent schools of Uzbek music education. The following methods of music education are available in the national traditional music pedagogy:

1. Pedagogy of popular folk music. This is reflected in the daily life of the people, in family ceremonies, in the process of labor, and so on, and is done naturally and spontaneously. Popular genres of music are performed individually and collectively at weddings and funerals. In the process, new melodies and songs are created. This is an invaluable factor in the artistic and musical development of the people, in the enrichment of our musical heritage, especially in the moral and artistic education of the younger generation.

2. The methodology of professional music education has a perfect school. In his practice, the science, duration, and consistency of education are logically linked. The content of education is rich due to the quality and sophistication of the profession and the Eastern moral upbringing. In this, the teacher's experience in the teacher-student practice, especially the skillful performance and spiritual wealth, play an important role. Young artists have been blessed with a white blessing to serve the people only after years of perfect theoretical and practical study of music.

Under the guidance of a professional musician, skilled performers - musicians - khalfas, poets and maqom players are trained. At the same time, many of them are learning the art of composition and enriching our musical heritage.

3. In national Muslim schools and madrassas, music is taught in a way that combines philosophy with theology and literature. This is done in the process of becoming more literate and reciting surahs of the Qur'an using specific techniques on individual, group and collective pronunciation expressiveness and musical melody (clarity, logic, sound formation and sound rhythms, breathing patterns, etc.). carried out.

The teaching of literature has long been associated with music as an art. In this case, the weights of poetry and music are studied jointly on the basis of the dimensions of desire. That is why many writers and scientists have made significant contributions to the development of musicology. The unique art education in madrassas has had a positive impact on the development of our musical heritage. Influenced by the teachings of more Sufis, it played an important role in the development of philosophical ideas in the musical and artistic content of maqams and dervishes, dhikrs and kalandars.

Of course, it was a positive thing that music was taught as a subject in Uzbek schools during the Soviet era. At the same time, certain experience and special training have been achieved. But these events were not enough to shape the musical culture of the younger generation. This is due to the following problems: the reconstruction of music education on the basis of national and cultural traditions, the improvement of the material and methodological support of schools and

the provision of qualified personnel. So that music education "can make a worthy contribution to the development of our spiritual culture, the ultimate goal of which calls the nation to the highest goal, inspires confidence in its representatives in the future, promotes creative and creative activity."

According to the new concept of music education, the goal of music education is to bring up the younger generation at the level of a cultured person who can inherit our national musical heritage and understand and appreciate the richness of universal music. To do this, to develop the musical talent of each student, to increase their love and passion for the art of music, to create the necessary knowledge and practical skills in music, to create the necessary conditions for the musical development of gifted students - school music education is the main function.

English-language poets say that music is a powerful, unique form of communication that can change the way students feel, think, and act. It combines mind and emotion and provides personal expression, reflection and emotional development. As an integral part of culture's past and present, it helps students understand themselves and interact with others, establishing important connections between home, school, and the wider world. Teaching music develops students' ability to listen and appreciate a variety of music and to draw conclusions about the quality of music. It encourages active participation in various forms of both private and public amateur music, developing the group's sense of identity and solidarity. It also enhances self-discipline and creativity, aesthetic sensitivity and satisfaction." (Taken from NC for England).

Chapter 3 of the Concept of Music Education is entitled "Content, Structure and Stratification in Music Education". Music lessons are important as an education that shapes an individual's artistic thinking. Through it, along with cultivating a sense of sophistication, it is intended to instill in the younger generation the highest human qualities. It is necessary to rely on national and universal music education and teaching methods. In the context of music education and upbringing, our national musical heritage plays a key role. An important didactic direction of music teaching is to get acquainted with the fraternal peoples and universal music culture in comparison with the laws of our national music, that is, to adhere to the "priority of universal and national-cultural values in education."

The educational process takes two forms - in the form of lessons and extracurricular (as well as out-of-school) music lessons. Music lessons are a basic and essential form of teaching for all students. Therefore, it is important to use different forms of lesson structures and teaching methods, and to discover new lesson structures and methods in the process of experimentation. An important factor in this is the study and effective use of national and Oriental music education.

The theory and practice of music education is based on best practices, the content of which is based on the general laws of the art of music and is developed on the basis of programs developed on the basis of music-thematic system. It is a combination of education and provides that school graduates develop positive skills in the field of music, as well as in all disciplines, and acquire general knowledge and skills necessary for cultural life.

Listening to music, singing, artistic perception through playing simple instruments, sharing experiences and impressions of music, artistic evaluation of works, and the development of musical creativity skills stimulate students' interest and artistic need for music. Music lessons are

an equal subject at school and are taught for two hours a week, and written work, grading, and mandatory and voluntary exams are introduced into school curricula and programs.

Talented and enthusiastic students are artistically developed in optional classes, music clubs and other activities depending on their artistic needs. Necessary opportunities will be created for differentiated education of students in the way of musical development, meeting their artistic needs, positive development of gifted students. The concept provides information on the following forms of differentiated learning.

A school (classes) for in-depth study of music will be opened; various music clubs and studios in gifted children's homes and a network of children's music schools will be expanded; Group and individual lessons on playing instruments, dance, singing, etc. are organized in schools with qualified specialists and the necessary conditions, with the consent of parents and the decision of the pedagogical council of the school are organized semi-paid or full-paid individual and group music lessons .

Research is conducted to meet the artistic needs of gifted students, studying the experience of developed countries. Colleges and lyceums will be opened to study music in detail, and opportunities will be created to develop a network of private art schools. Programs for all forms of music teaching will be developed on a scientific basis, and new textbooks and teaching aids will be created. A competition will be announced for the best programs and textbooks. The professional qualities of a music teacher will be described. should strive to explore forms and methods. It is also emphasized that the teacher should enrich the content of music education and upbringing by connecting it with the content of other disciplines and daily life. The advanced experience and new methods discovered by the inquisitive and creative teacher are constantly improving the music education in the school, the mainstay of the development, the source of inspiration, the knowledgeable and experienced music teacher as an art intellectual in the school music. it is mentioned that he should be the commander of the reef affairs.

Students are expected to learn independently and in groups with increasing levels of independence through music creation. Therefore, the role of teacher is perceived as a flexible role: principal, teacher, assistant, fellow musician, critic, resource manager, coach, and so on.

The goal of English music curricula is to provide students with composition, performance, and evaluation experiences that enable them to recognize, manage, and control music elements in an increasingly fluent, imaginative, and expressive way. The curriculum promotes a wide and diverse repertoire (including traditional music from the British Isles, western classical, popular, jazz and other eras and music from other places). There are also level descriptors (equivalent to two chronological years) that provide the expected learning outcomes for students at each stage. The curricula of Wales and the Netherlands share basic structure and concepts together with the UK but the content aspects are different. In the UK, a great deal of attention is paid to the 11-14 age group.

Students learn musical instruments and consider songs to be very important in education. They perform important parts of memory and notes, knowing their contributions, such as leading others, participating in a solo, and or providing rhythmic support. They improvise melodic and rhythmic materials within given structures, use different notes, and use appropriate musical instruments such as music, melody, rhythm, structures in different situations. They analyze and

compare musical features. They assess how place, event, and music affect the creation, performance, and hearing, and refine their work.

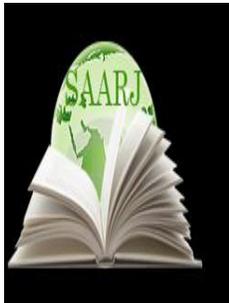
The content and methodology of music education and upbringing are developed based on the richness of our national musical traditions and cultural traditions. It is noted that the best practices of the fraternal and peoples of the world in this area will be taken into account. It is on this basis that the diversity of the new curricula will be achieved. In addition, a wide range of opportunities for teachers' creativity and inquisitiveness, the creation of new textbooks and manuals based on their experience, the involvement of knowledgeable scientists, experienced music teachers. First of all, it is necessary to take measures to strengthen research, to eliminate artificiality, scientific shallowness, duplication in today's scientific work.

To this end, it is necessary to involve more experienced practitioners in scientific and pedagogical research, to develop and implement methodological recommendations only on the basis of a thorough theory formed from extensive experimental practice.

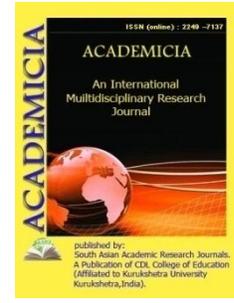
Thus, the adoption of the Concept of music education in secondary schools of the Republic of Uzbekistan is one of the most important cultural and educational issues. This document outlines the prospects for the development of music education in the public education system of the republic, raising the quality of teaching music culture, the organization of educational and musical work on the basis of the objectives of music education, professional training of music teachers. Prospects for further improvement of their work are outlined. Today, teachers of music culture, future specialists in this field, of course, diligently study the new concept of music education in the country, deeply understand the essence of the chapters described in it, and understand their pedagogical skills. should be applied in their activities.

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PRAGMATICS IN GENRE FEATURES OF ORIGINAL TEXTS

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ABSTRACT

When translating original texts, it is a clear textual copy of the works that have become a universal cultural monument - sometimes it is even difficult to determine their "homeland", let alone restore the original. The immortal works created by the great representatives of world classical literature have reached many people's around the world with various translations and "reworkings". But such masterpieces certainly did not arise spontaneously. The creation of a work of art in any language is created primarily for those who speak the language in which that work was created. Especially if this work of art has reached the level of a masterpiece of a particular nation. The masterpieces of many nations are translated into several languages of the world. Among such fiction books there are many that reflect the history, culture, dress, customs of the people, the country to which the work belongs, and all this requires pragmatic corrections in the translation to achieve adequacy between the original and the translation. At this point, translation has its own challenges. In this case, the words match each other in terms of meaning and style; it is necessary to "overlap" each other, to find alternative expressions, to create unique syntactic devices, to solve problems of tone, rhythm.

KEYWORDS: *Fictional Heritage, Area, Level, Sophistication, Adequate Translation, Lyrics, Rhythm, Melody, Pragmatics, Contamination.*

INTRODUCTION

Just as nations can never live in complete isolation from each other, so their material and cultural monuments, literature and art can never be kept "pure" within a single national boundary.

The best examples of art and literature created by mankind knew no boundaries, sometimes changing, sometimes shrinking, sometimes merging, moving from hand to hand, from language to language. For this reason, it is sometimes difficult to identify their "homeland", let alone restore the original, a clear textological copy of such works, which have become a universal cultural monument.

Translation occupies a worthy place in all national literatures with a centuries-old literary tradition. Therefore, it is safe to say that without creating a history of translation, it is impossible to fully and perfectly cover the history of national literature without understanding the laws of translation in each period, the schools of translation in the development of national literature and the role of these translations in world culture. For example, Arabic fairy tales "A Thousand and One Nights", Indian proverbs "Kalila and Dimna", Abulqasim Firdavsi's "Shahnameh", Umar Khayyam's rubai, Nizami, Abdurahman Jami, Alisher Navoi, epics, whether in fact or in various translations, seven served to nurture the descendants of the many eastern peoples living in the climate in the spirit of high humanity.

The immortal works created by the great representatives of world classical literature have reached many people's around the world with various translations and "reworkings". But such royal masterpieces certainly did not arise spontaneously. There is a lot of hardship behind this. One such difficulty is the problem of conveying the pragmatic features of the original.

The pragmatic problems of translation are directly related to the genre characteristics of the original and the type of reader who reads it. Translators face significant difficulties in the field of literary translation in conveying the pragmatic features of originality in translation, but the greatest difficulty is related to the translation of works in the lyrical genre.

Just as the types and varieties, styles and methods of word art, which are the fruit of artistic thinking, are diverse, so are its translations in a variety of activities, ways, methods and techniques.

The creation of a work of art in any language is created primarily for those who speak the language in which that work was created. But these works are not the only artistic heritage of the people who speak that language. Especially if this work of art has reached the level of a royal work of a particular nation. The royal works of many nations are translated into several languages of the world. Among such fiction books there are many that reflect the history, culture, dress, customs of the people, the country to which the work belongs, and all this requires pragmatic corrections in the translation to achieve adequacy between the original and the translation.

Professor Gragof, an expert in ancient Greek language and literature who interpreted Homer's works, manually copied the original of Homer's epic The Odyssey, wrote the German meaning under each Greek word, and in turn underlined the grammatical meaning of the Greek word under each German word. As a result, a literal translation of the epic "Odyssey" is created.

In ideas of the translator, all the materials of the "building" were available, and now they had to be integrated. In other words, it was necessary to search for poetic taste and subtlety under the verbal examples, to discover a musical melody from a set of rough-sounding sounds.

Speaking of this translation, N.V. Gogol had assessed that it was not just a translation, but a re-creation, restoration, and resurrection of Homer.

Any work of art is made of the same linguistic material. But even so, the lexical methodological tools of fiction are not the same. In other words, the dictionary of a work created in each literary genre or literary type has its own peculiarities. First of all, "field" and "level" also play a role in this.

It is clear that no one can make the same demands on a dictionary of a novel as large as that of a silkworm, and on a dictionary of rubai, the level of which is limited to only four lines. Even an epic with lyrical poetry, a ballad with a continent, a short story with a contribution language and style have their own requirements.

What stylistic features in the language of the translator are relatively stable. What stylistic features change depending on the nature of the original? To identify these issues, it is necessary to compare several translations of works by different poets whose styles differ from one another, translated by the same poet, and, if possible, the same translator's own original works.

Poetry is a peculiar form of national language bisoti. The spirit of the people, its historical and cultural maturity is reflected in the work of the poet. Therefore, to feel, feel, understand the poetry of other peoples means to understand the spiritual, spiritual world of another people.

Prose translation has its own difficulties. In this case, the words match each other in terms of meaning and style; it is necessary to "overlap" each other, to find alternative expressions, to create unique syntactic devices, to solve problems of tone, rhythm. The depiction of words, elegance and beauty in prose play is an essential element, the main means of creating a work of art.

In poetry, the word is an element of the general context, which completely changes the requirements and conditions for the choice and expression of the word.

How the word sounds, whether it is long or short, the proportion of vowels and consonants in it, etc., are of great, sometimes decisive importance in poetry. Rhythm and sound, meaning and order of words, lines and sentences, the long brevity of a word, and weight are all interdependent. If any of these elements are changed, the whole thing in the poem has to be changed. But in translating all this into another language, it is necessary to destroy and rebuild this whole, this poetic organism. Now the same words are the same it doesn't make the same sense, it doesn't sound the same.

In short, from the time when the concept of pragmatics emerged, many scholars began to study and analyze it in depth. The pragmatic problems encountered in translation in this regard were not left out either.

One of the pragmatic problems of translation is the problem of pragmatic adequacy. Adequate translation is the perfect translation. AV Fedorov and Ya.I. Resker, the authors of the concept of adequate translation, urge not to understand translation as a clear narrative. Adequate translation

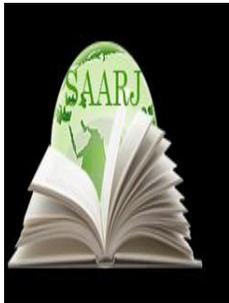
is both the narrative and the re-creation of the grammatical, stylistic, functional features of the original in the translation.

Achieving pragmatic adequacy may depend on a variety of factors. In particular, the norms of the original and translated language, dictionary structure, culture, translator skills, etc. But the most important of these is the skill of a translator. Only a skilled translator can overcome the pragmatic problems encountered in the translation process as much as possible. The skill of the translator allows you to reduce the differences between the original and the translation.

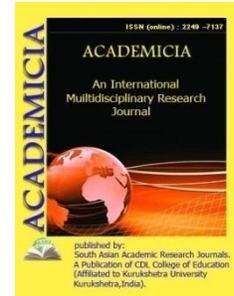
Another pragmatic problem of translation is that of contaminated speech translation. Many languages have forms that go into the standard form of distortion, and the methods of distortion vary in different languages. For example, contaminations with incorrect choice of verb forms are typical of most foreigners who try to speak Russian, while Russians, as well as all foreigners, are more likely to misuse or mispronounce verbs when speaking Uzbek.

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THE INFLUENCE OF HISTORICAL BACKGROUND ON THE DEVELOPMENT OF MINING TERMINOLOGY

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ABSTRACT

The article deals with historical development of mining terminology, considers questions of drawing up a lexicographic source – the dictionary of mining industry, including terms, professional units and social speech units, which are used in English, Uzbek and Russian languages. From pre-historic time people have used mining techniques to access minerals in the surface of the Earth. So it is essential to learn the history of mining to the modern life we enjoy today, as mining continue to supply all the basic resources used by modern civilization

KEYWORDS: *Mining Terminology, Mining Industry, Geological Science, Etymology Of Mining Terms.*

INTRODUCTION

Mining has been supposed as one of the most primitive human activities which evolved from the first attempts to search for the stones appropriate for making tools. Since that time it has been considered as basic and significant industry of early civilization and later became a breakthrough for technological advancement.

From pre-historic time people have used mining techniques to access minerals in the surface of the Earth. So it is essential to learn the history of mining to the modern life we enjoy today, as mining continue to supply all the basic resources used by modern civilization.[3, p1] Here the term mining is used in its broadest context as encompassing the extraction of any naturally

occurring mineral substances — solid, liquid, and gas — from the earth or other heavenly bodies for utilitarian purposes. For example:

HUMANS' USES OF MINERALS

Need or Use	Purpose	Age
Tools and utensils	Food, shelter	Prehistoric
Weapons	Hunting, defense, warfare	Prehistoric
Ornaments and decoration	Jewelry, cosmetics, dye	Ancient
Currency	Monetary exchange	Early
Structures and devices	Shelter, transport	Early
Energy	Heat, power	Medieval
Machinery	Industry	Modern
Electronics	Computers, communications	Modern
Nuclear fission	Power, warfare	Modern

Mining in its simplest form began with Paleolithic humans some 450,000 years ago, evidenced by the flint implements that have been found with the bones of early humans from the Old Stone Age. Our ancestors extracted pieces from loose masses of flint or from easily accessed outcrops and, using crude methods of chipping the flint, shaped them into tools and weapons. By the New Stone Age, humans had progressed to underground mining in systematic openings 2 to 3 ft (*abbreviation of foot, a unit of length*) (0.6 to 0.9 m) in height and more than 30 ft (9 m) in depth. However, the oldest known underground mine, a hematite mine at Bomvu Ridge, Swaziland, is from the Old Stone Age and believed to be about 40,000 years old. Early miners employed crude methods of ground control, ventilation, haulage, hoisting, lighting, and rock breakage. Nonetheless, mines attained depths of 800 ft (250 m) by early Egyptian times. [3, p5]

In its place Uzbek mining also has rich historical background, which goes back to the ancient times. The presence of gold deposits in Central Asia, and especially in modern Uzbekistan and the first information about their usage was given by Greek scholars such as Herodotus and Strabo. Ancient Greek philosophers and scientists Herodotus and Strabo mentioned about the existence and exploitation of gold deposits in Central Asia, and especially in the territory of modern Uzbekistan.

Herodotus, "The Father of History" in the fifth book of his nine-volume "History of the Greece-Iranian Wars" wrote they (the peoples living between the two rivers) do not use gold and silver at all because of the abundance of gold." The ancient historian Herodotus reports on nomadic Massaget tribes living in the Kyzylkum deserts stretching from the Aral Sea to Nurata, mentioning that their ornaments were made of gold. "They do not use iron or silver at all, but they are rich in gold and copper" he wrote. Strabo, a geographer who lived five centuries later, wrote "There is no silver in their land, nor iron, but plenty of copper and gold." The information written by the mentioned scientists and related to Western Uzbekistan was further confirmed 2500 years later in our time on the basis of new scientific evidence. [7, p17]

In modern society almost every aspect of life relies on minerals or mineral products, such as base metals, precious metals, coking coal, iron sands, aggregates, limestone and industrial minerals. These are all vital elements used for building and construction, vehicle manufacture and fuel, computers and other electronics, communications, healthcare and dentistry, food production, and

energy production and transmission. As well as supplying the world with the minerals modern society needs, mining creates jobs and is a direct contributor to our economic prosperity.

Today Uzbekistan's mining industry is one of the country's most important and strategic industries. Uzbekistan is one of the world's largest producers of gold and uranium (ranked ninth and seventh respectively). Uzbekistan also produces copper, silver, coal, phosphate, molybdenum, potassium, tungsten, lead, zinc and other minerals. The Republic of Uzbekistan is among the top five countries of the world by the confirmed gold reserves and among the top ten countries of the world by gold mining. Moreover, Uzbekistan is one the leading countries in the World by uranium reserves and mining. Major gold mining bases are the deposits of Kyzylkum, Samarkand and Near Tashkent mining areas.

Since the second half of the twentieth century, large-scale mining and metallurgical production has changed the industrial image of Uzbekistan. For example, the industrial development of the Kyzylkum desert districts necessitated the emergence of gold and uranium mining, where the construction of the Navoi Mining and Metallurgical Combine stimulated the development of the copper and lead-zinc industries. Uzbekistan became a leader in gold mining industry. Its first ingot was obtained in June 1969 at the Zarafshan gold mining plant. By the end of the 1980s, up to 50 tons of "yellow metal" were smelted annually in the Republic. The republic was the largest supplier of gold to the former USSR, supplying about 50% of the Union's gold.[7]

The rapid development of the mining industry and technology, the achievements of scientific and technological progress - all this has an impact on the emergence of mining terminology, which is an integral part of the progressing mining industry. Therefore, the study of special mining terminology is one of the most significant and urgent tasks, which is aimed at achieving adequate translations, contributing to the acceleration of the exchange of information in the field of the latest achievements in mining science among specialists and scientists in most developed countries.

Having considered certain moments of the origin and formation of the Uzbek mining industry, one can come to the conclusion that it has deep historical roots. Yet the terminological system in this area is not sufficiently developed and studied by Uzbek linguists. Consequently, the main tasks of the work could be defined as following:

- To study mining terminology of foreign-language countries (English, Russian);
- To look through their historical origin and formation of mining terms;
- To analyze and compare etymological resources;
- To conduct lexicographic analysis of mining term;
- To compile English-Uzbek terminological dictionaries of mining terms.

An active start to the development of Russian mining industry was laid by Peter the Great in 1698 after returning from Saxony. Exactly then he met a mining expert - a mining foreman Enderlin and the ore maker Bluer, who were able to carry out successful mining and processing of minerals. Rapid development of the geological industry was also associated with the of Peter The first Decrees about the free activity of foreign miners. Such kind of approach to the development of the mining industry in Russia contributed to the active introduction of foreign

concepts and definitions into Russian language. Among these borrowings, mainly there were definitions from German, Dutch and English.

The 19th century there was a huge leap forward in the study of geology; accordingly, terminology develops along with science. Progress and achievements appeared in geological science required new terms for designation. In 1841- 1843 the first "Mining Dictionary" was published in Russia, which included 3850 mining, geology, metallurgy, construction, physics, chemistry terms.

The last period of the development of the geological system of terms began at the end of the 19th century and continuous up to the present day. This period defined as the time of rapid technological progress that also implies the rapid development of mining terminology in Russian language.

The most important term of mining terminological system "горная наука" was introduced into Russian language by M.V. Lomonosov. In the middle of the 17th century at the St. Petersburg Academy of Sciences M.V. Lomonosov laid the foundations of the national mining science, formulating the tasks of mining for that time. He noted that "mining science teaches minerals to know, seek out and bring to such a state that they would be pleasing in human society." Thus, the term "mining science" belongs to M.V. Lomonosov.[6]

The history of English geological science goes back to 1815 year when the English geologist William Smith created a large-scale map, which displayed the geological composition of a large region - Geological map of England and Wales. The map showed the rock layers identified from the fossils that were contained in them. In 1822 by studying the Carboniferous and Cretaceous systems, appeared a new scientific area - stratigraphic systematics. Main divisions of modern stratigraphic scales were officially adopted in 1881 year in Bologna at the 2nd International Geological Congress. [6]

Large percentage of different system languages mining terminology consists of borrowings. Such trait is inherent in almost all systems of terms. Borrowing from other languages is a natural procedure that forms terminology and professional language. This phenomenon contributes to the further internationalization of the language, which undoubtedly makes a huge contribution to the expansion of the area of terms by other language groups.

In the development and formation of mining terminology, most of the terms are borrowed from other languages. Borrowing terms in the studied terminology represent a significant group of words that have penetrated into the mining terminology of a particular language from other languages along with new scientific and technical inventions in this industry. For example the term *anchor- анкерное крепление- қозіқли мустақамлағич* was introduced into English mining terminology from German language. It is taken from practical use of fixing process, where the fixing bolt was named as *anker*, and latter adapted in other languages. The term *aerage-вентиляция-шамоллатиш* was borrowed from French word *aérage*, where it is used in the same meaning.[4]

Many English mining terms have come into the use through the common language, for example the term *drift* (in modern English language *to drive*) appeared in 1300 in the meaning of driving and transformation. Since 1711 it is used in mining terminology in the meaning of mining

production, in Russian language “горная выработка”, but in the Uzbek terminological dictionary of Russian –English mining terms it is given in a bit different way.

Russian	English	Uzbek
горная выработка	mine working [maɪn 'wɜ:kɪŋ]; opening ['ɔ:pənɪŋ]; entry ['entri]	кон лаҳими: ер остида қазиш ишлари олиб борилиши натижасида ҳосил бўлган сунъий гор- йўлак

Today in modern Russian mining terminology instead of the term “горная выработка” which is used in the meaning of mining production, the specialists use the term “штрек” it coincides with the term *drift* in English mining terminology.

Russian	English	Uzbek
штрек	drift [drift], roadway [rəʊdweɪ]	штрек: шахтани шамоллатиш, юклар ва одамларни ташиш учун хизмат қилувчи ер юзасига бевосита чиқмайдиган горизонтал лаҳим.

Analyzing the two examples from the Uzbek terminological dictionary of Russian-English mining terms, we have found two forms of using the term “*drift*”. Consequently, this phenomenon leads to the occurrence of doublet terms, which in some places can cause misunderstanding for specialists. So we can conclude that Uzbek mining terminology is not developed enough and needs deeper investigations, even though it has ancient roots.

Based on the above mentioned historical facts, we can assert that the Uzbek terminology of the mining industry deserves a more extensive research. As in the local language of the Uzbek people, mining terms have been used since pre-historic times.

Trade and transit routes played an important role in the origin and growth of mining in the primitive period. By the third century BC, most territory of Central Asia was inhabited by local people. By the Bronze Age, the nomadic tribes living in deserts and steppes had established closer relations with the sedentary population of the oases. According to historical sources, long before the appearance of the Great Silk Road, in the territory of the Ancient East and Central Asia there had already existed a number of trade routes.

One of such roads in the Bronze Age (III-II millennium BC) was called the Lozhvard (lapis lazuli) road, a branch of which connected Badakhshan, Bactria and Margiyana with Khorezm, Sughd region, Central Kazakhstan and the Urals.[7]

Semi-precious stones mined in the mountains of Central Asia were highly valued in the East, consequently the discovery and expansion of valuable deposits of lapis lazuli, jade, onyx and turquoise served to the broader development of trade and exchange affairs. This means that the

names of mining minerals such as lapis lazuli, jade, onyx and turquoise, which are the means of the mining terminology, had already existed in the common vocabulary of the Uzbek people in the era of the primitive communal system.

Russian	English	Uzbek
<p>Лазурит- $\text{Na}_6\text{Ca}_2(\text{AlSiO}_4)_6(\text{SO}_4,\text{S},\text{Cl})_2$ также: <i>лазуревый камень</i>, <i>ля пис-лазурь</i> или <i>лазурик</i>¹, реже <i>бухарский камень</i> — <u>сульфатсодержащий</u> непрозрачный <u>минерал</u> от синего до голубовато-серого или зеленовато-серого цвета, подкласса каркасных силикатов.</p>	<p>Lapis lazuli (/ˈlæpɪs ˈlæzjʊli, -laɪ/), or lapis for short, is a deep-blue metamorphic rock used as a semi-precious stone that has been prized since antiquity for its intense color. As early as the 7th millennium BCE, lapis lazuli was mined in the Sari Sang mines, in Shortugai, and in other mines in Badakhshan province in northeast Afghanistan</p>	<p>Ложувард—(<i>fors.</i> — moviy), lazurit, iyapis-lazur — <u>mineral</u>. Kimyoviy tarkibi (Na,Ca)g[Al SiOJ6(SO4, Cl,S) ,Kubsingoniyadakristallanadi . Asosan, to‘qko‘k, binafshavako‘kimtir-yashilyaxlit, zichtusdagimaydonadorma ssalarko‘rinishida, ba‘zidakristallarholidauchray di.</p>

Summarizing the definitions of the given term we are able to formulate the following general definition: *Lapis* is the Latin word for "stone" and lazuli is the genitive form of the Medieval Latin lazulum, which is taken from the Arabic *drawazāl* □□□□□□, itself from the Persian *dravejāl* □□□□□□, which is the name of the stone in Persian, and also of a place where lapis lazuli was mined. Lazulum is etymologically related to the color blue and used as a root for the word for blue in several languages, including Spanish and Portuguese *azul*.

Comparing the definitions, it is obvious that in the modern Uzbek mining terminology there has been preserved the original form of this term “*ложурвард*”, borrowed from the Arabic and Persian languages. The same cases might be observed with a number of other terms, such as gold, diamond, jade, etc.

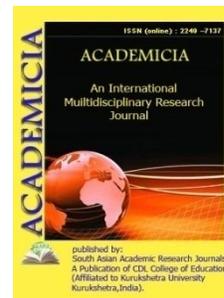
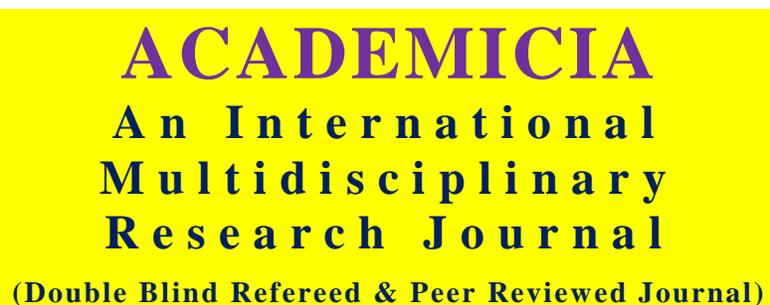
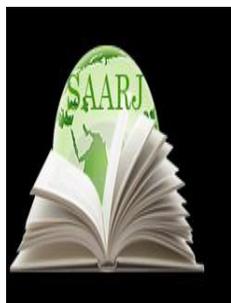
CONCLUSION

The process of forming special terminology, as a rule goes through two historically established stages - spontaneous and purposefully organized. If the first is associated with the implementation and realization of the professional and scientific industry, then the second is associated with a high level of its development and construction. However, for both stages, it is characteristic that in the act of terminological nomination, only those objects to which human activity is directed, are named.

Consequently, the Uzbek mining industry, which has rich historical background, needs perfectly worked out professional mining terminological system. The Dictionaries of English-Russian Mining Terms should contain units of the professional language used by mining industry specialists, as well as more detailed aspects and terms used by specialists of mining enterprises (coal mines, quarries, open-pit mines), underground construction (tunnels, metro construction).

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STEAM TECHNOLOGIES FOR THE DEVELOPMENT OF PROFESSIONAL SPEECH IN ENGLISH FOR STUDENTS OF THE MINING AND METALLURGICAL FACULTY

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ABSTRACT

The article discusses the features of using STEAM technology for the development of professional speech in English by students of the Mining and Metallurgical Faculty. It reveals the essence of STEAM as a pedagogical technology and describes in detail the content of its components. The author substantiates in detail the relevance, expediency and effectiveness of the use of subject-language integrated learning in English lessons. Analysis of the main advantages of STEAM - teaching and teaching English to students of the mining and metallurgical faculty combines an interdisciplinary and project approach, which is based on the integration of natural sciences into technology, engineering creativity.

KEYWORDS: *STEAM Technology, Subject-Language Integrated Learning, Specialized English Language Training, Students Of The Mining And Metallurgical Faculty.*

INTRODUCTION

Today, in the education of the Republic of Uzbekistan, there are many initiatives that can help, first of all, teachers, and through them - students of universities in their desire to master modern innovative technologies. Of particular importance for the development and implementation of these technologies in pedagogical practice are advanced training courses in institutions of additional vocational education.

Analysis of the main advantages of STEAM - teaching and teaching English to students of the mining and metallurgical faculty combines an interdisciplinary and project approach, which is based on the integration of natural sciences into technology, engineering creativity. STEAM Pedagogy is the most comprehensive course of research initiatives that transforms from STEAM through the development of thinking skills embodied in reading and writing. Excellent

transformation of the curriculum into extracurricular activities, the purpose of which is to abolish the teaching of the above disciplines as independent and abstract. It is very important to teach science, technology, engineering, because in practice these areas are closely interrelated. English is the world language; all people need to use it at an ever-higher level. A good knowledge of the English language is needed more than a choice. Globalization, science, technology, education make English proficiency in all fields of science. Teachers who deal with these areas must be prepared for all these changes, challenges and difficulties in higher education institutions. Therefore, it is important to have a clear idea of how prepared our universities are for global demand and why our graduates do not achieve the required level of English proficiency and are not ready to face such problems.

The modern education system involves preparing students for the choice of a profession while still in school, mainly through specialized training in high school. The composition of high school students is differentiated according to their interests, the field of subjects that they plan to study in depth, as well as the development of their professional orientation. While some have already chosen their future profession and a number of specialized subjects, others are still at the stage of selection, without a clear plan and definite interest in a particular subject and field of activity.

Profile training allows you to organize the educational process of students in accordance with their individual capabilities, to create a special educational trajectory that will allow each student to study a certain number of subjects in an in-depth form.

STEAM Integrated Education as "an attempt to combine some or all four disciplines of science, technology, engineering and mathematics into one class, unit or lesson based on links between subjects and real-world problems. "

There are many benefits of STEAM that come with the use of integrated education: "Research shows that using an interdisciplinary or integrated curriculum provides students with opportunities to have more relevant, less fragmented and more stimulating experiences."

Other benefits that have been found are that it is student-centered, improves higher-level thinking skills and problem solving, and improves retention.

An integrated STEAM education often requires students to have a variety of materials and resources to find solutions to real-world problems through the development, expression, testing and revision of their ideas. For genuine learning, students need to be given the opportunity to develop processes or products that address different types of mining engine technologies.

Integrated STEAM education is an attempt to combine science, technology, engineering and mathematics into one class based on links between subjects and real-world problems. However, in general, an integrated STEM education can include multiple grades, and teachers do not have to always include all four STEAM disciplines. Engineering is becoming more prevalent and can provide students with excellent problem-solving opportunities to learn about mathematics, science and technology while working in the design process of mining engineers.

STEAMs must evolve not only to a deep knowledge of the content they teach, but also to specialized knowledge of how to teach STEAM to students, that is, to pedagogical knowledge. Teacher training and support is essential to achieve the goal of quality STEAM STEM education.

Paradoxically, many teachers have limited basic knowledge, beliefs, confidence, and effectiveness in teaching STEAM, which can hinder STEAM teaching to students.

One of the pressing problems in specialized non-linguistic groups is the attitude of students to a foreign language and its place in the system of specialized training. Obviously, knowledge of a foreign language in the modern market of competencies is a priority and in demand. However, it is not difficult to imagine that an in-depth study of specialized subjects can push the English language into the background, significantly reduce the motivation of students to study it. One of the ways to improve it is to integrate interdisciplinary communication with specialized subjects into the educational process, where language does not become a direct means of studying other subjects and mastering communicative competencies. In this regard, more and more English teachers are using new educational technologies in the process of teaching English. The specificity of the STEAM methodology lies in the fact that knowledge of the language becomes a tool for studying the content of the subject. At the same time, the language is integrated into the curriculum, and the need to immerse yourself in the language environment in order to be able to discuss thematic material significantly increases the motivation to use the language in the context of the topics studied.

Speaking about the content aspect of STEAM technology, we mean educational material, first, a text selected taking into account the subject content of specialized subjects. At the same time, attention is focused on both the content of the texts and the necessary thematic terminology. For example, in English lessons at the Mining and Metallurgical Faculty, a text on the design of mining engines ("Engine types"), differences in units of measurement in different countries ("Units of measurement in different countries"), etc. can become a meaningful basis. The communicative component of the technology is fully justified, since in the educational standard the main goal of teaching foreign languages is the formation of communicative competence - the ability to communicate in a foreign language in real life situations and in the learning atmosphere.

It is the communication component that determines the stages of the lesson using STEAM technology. Having formulated the topic of the lesson goal, the students proceed to the stage of texts, where they are asked to determine the topic and idea of the proposed text, to eliminate language difficulties by reading special vocabulary: terms, formulas, and also the related universal mining and metallurgical dictionary. Only after this is reading and linguistic understanding of the text carried out so that students understand the main idea and the phenomenon described and can briefly tell the text and convey the essence of this idea in their own words, using the already known mining and metallurgical vocabulary.

After this translates into speech, the stage at which the teacher can offer students a wide range of language exercises. Most often, this can be a problem statement that students must solve using their knowledge of the main subject, language skills and speech skills, as well as imagination, thinking outside the box. In addition, the logical conclusion of this stage can be project activity, when students receive a new product by scientific methods in the process of research. At the same time, the work can be carried out both in groups and in pairs and individually. For example, in English lessons in mining and metallurgical universities, interesting topics for the project can be a comparison of mining and metallurgical systems in technical universities in Uzbekistan, Russia and English-speaking countries, a list of mining machines and metallurgical plants used all over the world; history, order and attitude towards exploitation in different countries, etc.

Specialized classes using subject-language integration cannot take place without cognitive activity. During the lesson, the student is actively involved in the cognitive process, the student's knowledge of the core subject and his language knowledge and skills are integrated.

Firstly, the existing knowledge of the subject is updated, and secondly, within the framework of the subject areas, deep knowledge, skills of analytical and critical thinking, as well as cognitive universal learning actions, such as the ability to find the necessary information from various sources in order to separate the basic information from secondary, formulate a problem, put forward theses and arguments, find evidence, present your point of view on the problem posed. The last, so-called "cultural" component

This makes it possible to find similarities and differences, to consider the problem from different positions, cultural, religious and ideological views. For example, at a socio-economic university, a subject-language integrated English lesson can be viewed as a political device in Uzbekistan, Great Britain or America and reveal similarities and differences in their legislative, executive and judicial branches of government. Such classes will undoubtedly broaden the horizons of students, immerse them in a natural language environment, and will contribute to the formation of the socio-cultural competence of miners.

Thus, we consider the use of STEAM technology in English lessons in non-linguistic universities necessary and effective. Firstly, this approach meets the requirements of the State Standard of the Republic of Uzbekistan, forms integrated interdisciplinary communications, is actively aimed at developing the skills and abilities of students, contributes to the formation of the necessary competencies. Secondly, subject-language integrated education fits perfectly into the educational process of mining students, where the main forces of students are concentrated on the study of specialized subjects. Integrated classes become an additional source of knowledge and skills of students in a specialized subject. Thirdly, the development of all four-language skills, the replenishment of the vocabulary with different layers of vocabulary, certain terminology, new language constructions, an abundance of language exercises and conversational speech contributes to a qualitative increase in the language level of miners.

In addition, this technology is versatile and suitable for use at any level, regardless of profile, configuration and language level. It should also be noted that integrated classes are professionally oriented, especially for students who cannot decide on their main subjects and their future profession. Finally, interesting integrated classes will certainly increase the motivation of students to learn English, even despite the need for in-depth study of complex subjects of the profile cycle.

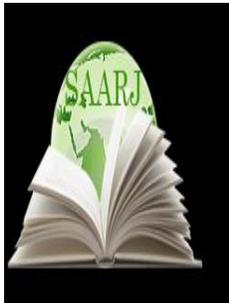
However, despite its many advantages, STEAM has several disadvantages. Namely, an English teacher does not always fully possess the necessary skills and abilities for a complex lesson, especially when it comes to complex chemical or physical phenomena, processes, quantities. So, we can conclude that the use of STEAM technology in English lessons in specialized high school classes meets the requirements of the modern educational standard, and allows you to successfully optimize the process of learning a foreign language by students through the integration of a foreign language and specialized subjects.

In Outcome, recent discussions have confirmed that STEAM offers opportunities to improve language learning and language teaching. "STEAM theorists and teachers argue that the learning environment created by STEAM increases the student's overall learning ability, his / her

motivation and interest." There is a lot of discussion about the global spread of English as a teaching medium. Over the past twenty years, great strides have been made in teaching English as a second / foreign language. Some approaches to subject learning have been radically developed, others to a lesser extent. The same is with the way teachers teach.

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DEVELOPMENT OF TOLERANT CONSCIOUSNESS IN A GLOBALIZED SOCIETY

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ABSTRACT

The article deals with new non-traditional types of mass culture that prevent the formation of spiritual and moral life of young people. In the era of market economy and transformation of national values and ideals, there is a need to improve the tolerant attitude of mass culture. Tolerance as a special quality of the ethno-confessional life of the peoples of the region is the result of a long historical process of developing the idea of collectivism of the people for the sake of achieving the common good.

KEYWORD: *National Value, Transformation, Mass Culture, Tolerance, Starism, Kitsch, Flashmob, Vandalism.*

INTRODUCTION

Scientific and technological progress, in particular information technologies, are radically changing the face of modernity: the rapid dynamics have complicated world politics, the probability of war is high, the priority of threat and danger is focused on the spiritual life of peoples, that moral education and the education of citizenship of young people are becoming the primary task of the education system. [2, p.27] In the context of the implementation of a promising course of Action Strategy, the education of tolerant behavior of young people, awareness of what is happening in the country remains relevant.

Methods

In this regard, the formation of tolerance of young people involves not only compromise or loyalty, but their activity in the spheres of creative life. At the same time, the phenomenon of tolerance has not yet been sufficiently studied in the social sciences. In many cultures, the

concept of "tolerance" is characterized by a kind of synonym for tolerance: Latin-*tolerantia*; Portuguese-*tolerância*; Italian-*tolleranza*; Dutch-*tolerantie*; Uzbek-*bag'rikenglik and sabr-toqatlilik*. In addition, all dictionaries of the twentieth century clearly indicate a direct interpretation of tolerance as tolerance. In a globalized world, tolerance is seen as loyalty or neutrality to someone else's lifestyle, behavior, customs, feelings, beliefs, and opinions. It is assumed that tolerance can be a useful and profitable value within the framework of one state or society, forming related religious-national relations. However, it can play a negative role at the international level, as the values of European society differ from those of the East, which can affect religious feelings with destructive force.

Tolerance as a special quality of the ethno-confessional life of the peoples of the region is the result of a long historical process of developing the idea of collectivism of the people for the sake of achieving the common good. Thus, "tolerant relations to representatives of other nationalities among Uzbeks are so developed, as the first President of Uzbekistan I. A. Karimov noted, that national and spiritual tolerance has become an integral feature of their common culture and mentality." [1, p. 77]

It should also be noted that this value has become popular in the last decades of the new century. We often hear from TV screens, from leading politicians, the word "tolerance" or "tolerance in different guises and meanings of socialization of young people, which we were not familiar with until recently. Apparently, this phenomenon arose with the process of globalization in all spheres of life, which is a response to the challenges and realities of our time, which open up huge opportunities for humanity. As we noted above, tolerance as a norm of relations plays a negative role in social life. Moreover, some forces in the world use values to achieve selfish goals. An example is the recent increase in cases of violence, intolerance, vandalism, which have exacerbated conflicts among young people on the basis of ethnic confessionalism.

RESULTS AND DISCUSSION

In our opinion, it is tolerance that has become the basis for the spread of new types of mass culture among young people. In order not to be unfounded, we will cite starism, kitsch, flash mob, vandalism, which are gaining popularity as new types of youth mass culture. Starism – translated to English means the stars that youth have a new artificial idols role model for the youth [5]. These idols, i.e., stars, popularize the norms of behavior and the image of European society in our republic with their mass culture. New-found idols from among the performers of pop music, actors, athletes, TV announcers become the subject of youth discussion and bearers of a new model of advanced youth culture. An example is the performance of young artists and showmen in unconventional clothing on the stages of the capital's palaces of art.

Another type of mass culture of young people can be distinguished by Kitsch -(German: kitsch -hack, tasteless, "cheap") [6]. One of the earliest standardized manifestations of mass culture, characterized as modern hack work, tasteless production and status value. This form is dangerous by focusing on the needs of the everyday consciousness of young people. It is harmful because it lowers the aesthetic taste, turns the consumer of European unconventional fashion, which is not possible to be tolerant and loyal.

Another type of modern youth action, the so-called Flashmob - (from the English flash - moment, instant, mob - crowd) - a pre-planned mass gathering in which a large group of people appears in a public place, performs pre-agreed actions (scenario) and then disperses [7].

Recently, it has become a new value to car gatherings on significant dates and images of cars on a large area—a flash mob of cars "2019", the number "27", etc.

The danger of such a gathering is that today it is positive, that tomorrow it becomes the most powerful weapon of immorality of young people. Today, in European cities, it has become a flash mob to walk naked in public places and events of young people, which is not tolerable for the peoples of the East.

Vandalism [8] is becoming one of the negative phenomena of the youth of the post-Soviet space, which is included in the life of the youth of the republic. As we assume, vandalism in the past has manifested itself in the destruction of historical monuments of the people, which passes into the area of the spiritual life of the population, especially young people. It is difficult to be a tolerant vandal girl who mocks not only the monument in honor of the Shomakhmudov family, but also the historical memory of the multinational Uzbek people.

Sociological analyses of some types of modern non-traditional forms and patterns of culture have a negative impact on the spiritual and moral life of the younger generation. The determinant of the spread of this kind of negativity, as we believe, is the result of the vacuum of educational and educational work of the system of science and education. In addition, there is a lack of participation and activation of political parties and public organizations, apart from their occasional events held to report on the activities of organizations. We stand in solidarity with those specialists in the expediency and consistency of the work carried out among young people. However, the most important innovative method that ensures the effectiveness of educational work, as we think, is the revival of the traditional social status and function of the family. All the good things a person gets from his native home, ancient thinkers said, that no public organization can replace family education. The family as a traditional institution has been modernized to the detriment of national color and ideals. Based on the principles of innovative educational approaches, we assume that the education of tolerance covers not only the education system, but also the family life of young people.

At the same time, the results of globalization are manifested in equipping the life and everyday life of the population with modern information technologies and mobile connections, which is a source of penetration of non-traditional "mass values" - this is a process that gives a high assessment of objects that do not have artistic aesthetic value. Values that are popular and prevalent among a wide range of young people in a given society, which affect the spiritual life. Thus, it is necessary to pay attention to the "transplantation" of values - the "transplantation" or replacement of the traditional way of life and values with new Europeanized values, which negatively affects the social moods and orientations of young people. As a result, there is a "transplant" of new values in place of traditional values, replacing them with new norms of behavior of national ethics.

People are increasingly coming to understand that uncompromising and intransigence should give way to higher values - the ability to find mutually acceptable solutions in the family, to prevent emerging and overcome existing conflicts. However, we are inclined to the idea of the supremacy of the national interests of society, education, which acquires the most important conditions and is the guarantor of the social progress of the republic.

In the interval of ideological work, the family has a special responsibility in the formation of high moral character of the young people that we believe the improvement of the legal acts in the field of marriage and family.

Practice has shown that the implementation of the most effective measures of the principle of tolerance involves some not difficult conditions:

- The creation of a family atmosphere based on blood-related principles at the level of democracy and the rule of parents' rights, the innovation of family education, as we think, is that the equality and freedom of each family member places the responsibility on everyone to form their own civic position.
- Fostering a sense of love for the national culture, improving literacy, ensuring academic performance in all educational systems. Familiarity with the culture, traditions, and way of life of representatives of other nationalities will allow you to translate the evaluative activity inherent in many people into cognitive activity.
- To form a culture of patience, i.e., to accept the other as he is. This condition means that the subjects of interaction should strive not to remake each other, but to perceive the other as something whole with all the individual characteristics.
- to focus on the unifying factors of socialization and professionalization of young people, high moral, spiritual and intellectual ideals of the people.

CONCLUSION

The work on the formation of tolerance in modern society should be associated not only with the training of young people in specific skills of tolerant behavior, but also with the formation of certain personal qualities in them. We are talking about a sense of self-esteem and the ability to respect the dignity of others; the awareness that each person is diverse in their manifestations and is not like others; a positive attitude towards himself and representatives of other peoples and other cultures [4, p.26].

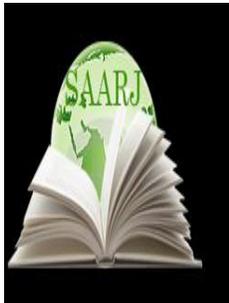
Uzbekistan has always been a multi-ethnic country with various national and religious confessions, which is enshrined in the constitutional norms that "The people of Uzbekistan are citizens of the Republic of Uzbekistan, regardless of their nationality." [3, p. 5]

The unity and unity of the people on the highest universal and national ideas, as we see it, can play a creative role of society, which ensures a bright future of the republic.

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IN THE HIGHER EDUCATION SYSTEM THE IMPORTANCE OF INTERNATIONAL COOPERATION

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ABSTRACT

The adoption of the Law on Education and the National Training Program, the rapid implementation of reforms in the field of education, are clear examples of the fact that the basis of economic development is science and education. Addressing the socio-economic and cultural-political challenges facing society since the early years of our country's independence, first of all, radically reform the education system, the rich spirituality and values of our people, innovative science and technology, high market spirit. Requires the creation of a newly formed and spiritually new system based on economics. Due to the key role of science and education in the development of innovative development, historical work is being carried out in our country.

KEYWORDS: *Uzbekistan, Cabinet of Ministers, Ministry Of Higher And Secondary Special Education, Science, Education, Action Strategy, Technology, International Cooperation, Professor, Conference, Research.*

INTRODUCTION

The experience of developed countries shows that the use of modern technologies in teaching guarantees to increase the speed and efficiency of learning materials by students. Named the "Miracle of Japan", "The Miracle of South Korea", "The Miracle of Singapore" and now the "Miracle of China" in the late twentieth and early twenty-first centuries, it is rapidly entering the world market due to its high level of development. it would be appropriate for us to pay attention to the fact that countries organize education and training.

The Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 identifies important issues related to the radical renewal of the content of training, the

creation of the necessary conditions for the training of highly qualified specialists at the level of international standards.

The decrees of the President of Uzbekistan and the Cabinet of Ministers on further improvement and development of higher education for 2017-2019 set tasks for the establishment of priority areas of international cooperation in higher education and its implementation.

It is planned that higher education institutions will develop cooperation with the world's leading scientific and educational institutions, widely introduce advanced pedagogical technologies, curricula and teaching materials into the educational process. Particular attention is paid to the active involvement of highly qualified teachers and scientists from foreign educational institutions in educational activities, professional development courses, the organization of internships for masters, young teachers and researchers in foreign educational and scientific institutions, professional development of teachers.

Over the past 3 years, 1,611 professors and teachers of higher education institutions have been provided with internships and advanced training in foreign higher education institutions. Within the framework of international cooperation, 112 young people were admitted to master's and 51 doctoral programs at foreign universities and research institutions.

Through the El-Yurt Umidi Foundation, 46 professors and teachers have been trained in Canada, the United Kingdom and Italy.

In 2017-2019, 1,154 highly qualified foreign teachers and scientists were involved in the educational process (94 people from the United States, 445 people from European countries, 299 people from Asian countries, 316 people from the CIS countries).

The higher education institutions of the Republic and the Ministry of Higher and Secondary Special Education, developing international relations in the field of higher education, studying the experience of developed countries, include the following tasks:

- Professional development of professors and teachers of higher education institutions;
- Creation of new curricula, modern educational and methodical literature for various areas of education;
- Wide participation of professors and teachers of higher education institutions in foreign scientific-practical seminars, conferences and symposiums;
- Participation of professors, teachers and students in foreign exchange programs and trainings;
- Inviting foreign teachers and professors to work in higher education institutions of the country to improve the educational process and exchange experiences;

International cooperation in the field of higher education is based on intergovernmental agreements with China, the Republic of Korea, Malaysia, Egypt, the Russian Federation, Azerbaijan, Turkmenistan, Ukraine and a number of other countries.

Within the framework of the Agreement on Cooperation in Education signed between the Ministry of Higher and Secondary Special Education and the Ministry of Education of the People's Republic of China on November 8, 1999, 40 students, candidates of science and young professionals from a number of higher education institutions of Uzbekistan are undergoing internships.

Internships in Chinese higher education institutions are conducted in order to improve knowledge of Chinese language and literature, as well as various technical and natural sciences. Higher education institutions of Uzbekistan cooperate with the United States, Germany, Great Britain, France, Italy, Japan, the Republic of Korea, China, Malaysia, India, Russia and others on the basis of direct inter-institutional agreements.

These agreements provide for the exchange of professors, teachers and students, their participation in various conferences and symposiums, joint research, publication of scientific articles, and so on.

Higher education institutions of Uzbekistan have close ties with the British Council, the Goethe Institute, the German Society for International Cooperation, the International Cooperation Agency of Korea and Japan, the India-Malaysia Technical Cooperation Program, the UN Development Program, the WB, ADB, IDB and others. All these programs and projects are aimed at developing higher education in the country, improving the educational process using advanced foreign experience, improving the skills of professors and teachers, expanding student exchanges.

It should be noted that the higher education institutions of Uzbekistan are actively involved in the European Union's Tempus and Erasmus Mundus educational programs.

Currently, 20 projects of the EU Tempus curriculum are being implemented in the country, which involve about 40 higher education institutions of Uzbekistan.

The Tempus project is mainly dedicated to the development of curricula for master's and bachelor's degrees in technical sciences and theoretical technologies. The higher educational institutions of the republic work in cooperation with European universities to develop new curricula in various disciplines and improve existing ones. In addition, the Tempus project will provide participating higher education institutions with modern computer equipment and techniques. The Tempus project also aims to improve the skills of professors and teachers in higher education institutions. It should be noted that the projects include short-term seminars, scientific-practical conferences, training courses in European higher education institutions. Higher education institutions of Uzbekistan also participate in the Erasmus Mundus program of the European Union, aimed at strengthening the academic agility of students and teachers, cooperation between universities. Under the programs, students and teachers will have the opportunity to do research internships in European universities.

Currently, great attention is paid to cooperation with foreign partners in attracting foreign teachers and specialists to the educational process. The most active work in this direction is being carried out by the Korean and Japanese international cooperation agencies JICA and KOICA.

According to the Decree of the President of the Republic of Uzbekistan "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030", the development of international cooperation in science, active cooperation of leading local higher education institutions with relevant institutes of the Academy of Sciences in which the priorities for the wider use of the mentoring model are identified.

The Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030 includes the development of joint degree programs with foreign higher education

institutions, expansion of cooperation with foreign countries in the field of education and improvement of their regulatory framework, joint cooperation with foreign higher education institutions. expansion of training programs, increase the number of joint scientific conferences and seminars, implementation of international scientific and educational projects, joint international scientific journals in cooperation with higher education institutions and research centers of developed countries, as well as educational forums, rectors' conferences and to organize other conferences, to strengthen relations with international financial institutions, leading international organizations in order to develop international cooperation in the field of higher education. contacts are being held in support of innovative initiatives in the interests of the country's education system.

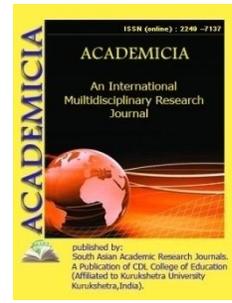
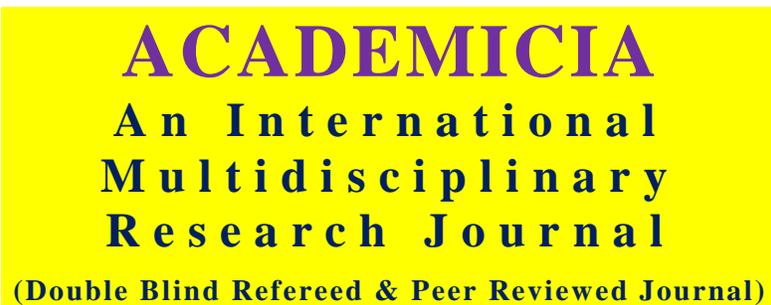
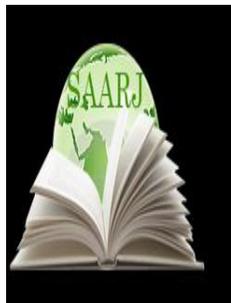
By improving the quality of education in universities through the development of international relations, it is possible to organize a modern educational process, help universities to take the lead and ensure a link between education and production. Today, higher education institutions in the country have a number of goals for international cooperation and human resources:

- Establishing cooperation with foreign higher education institutions, research centers and advanced training institutes;
- Study of the latest educational and scientific experience and their application in education;
- Return of students and teachers to gain experience in prestigious educational institutions around the world;
- Introduction of new pedagogical technologies in the educational process;
- Attracting foreign investment by participating in international grants and programs;
- Invitation of specialists from foreign universities to give lectures;
- Organization of scientific-practical conferences, seminars and forums together with foreign partner universities;
- Establishing friendly relations in the field of education with embassies and missions operating in Uzbekistan;
- Development of specific mechanisms and programs of international education in order to improve the quality of education and enhance the reputation of the university in the field of international education;
- Organization of the study of best international practices in the field of professional training of university students and professors, etc.

In short, participation in today's globalization processes, integration into the world community in ensuring the quality of education is very important for the future of our country. Education is a process of mastering the achievements of secular scientific-intellectual, artistic-aesthetic and spiritual-moral culture, and the fact that real education is based on world experience without recognizing national-state borders is a strong factor for the future of any state.

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WIND PERSONNELS AS AN IMPORTANT ASPECT OF LOW-CARBON ENERGY DEVELOPMENT

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ABSTRACT

This article is devoted to current issues of low-carbon energy development. Renewable energy sources are considered as important sources of low-carbon technology implementation, where special attention was paid to wind generators. The advantages and disadvantages of wind generators are described, some technical characteristics on the use of their power are given. In the article the indicators of the leading countries for the use, investment development of wind energy and production of wind generators installations are given. The issues of development of renewable energy sources in Uzbekistan are considered.

KEYWORDS: *Low-Carbon Energy, Low-Carbon Technology, Carbon Dioxide, Renewable Resources, Renewable Energy Sources, Solar Energy, Wind Energy, Wind Power Plants, Wind Turbines, Wind Farms.*

INTRODUCTION

From the point of view of the state of the environment, at present, in many developing countries, natural ecosystems for the most part have not lost the ability to self-regulate the process of renewing biological resources and ensuring ecological balance. However, signs of degradation are present. The progressive urbanization of territories is accompanied by a significant increase in air pollution, a decrease in access to high-quality drinking water, degradation of land resources, loss of biological diversity, the problem of the accumulation of solid household waste,

an increase in the number and scale of natural and man-made emergencies. The expected climate change will have a significant impact on the living conditions and health of the population. Also, climate change will lead to an increase in natural emergencies associated with emissions of carbon dioxide, in other words, carbon dioxide (CO₂).

Carbon dioxide is the key greenhouse gas causing global climate change. It is released through many different activities such as; deforestation, burning fossil fuels, and volcanic eruptions.

Humanity has always faced the problem of providing sufficient energy for its growing needs. The recurrent and, in some countries, existing energy problems show the importance of solving this issue.

It is widely recognized that the energy sector is fundamental to economic growth and environmental sustainability. Access to affordable, reliable and sustainable energy is vital for eradicating extreme poverty and promoting shared prosperity. Modern energy services can help improve the quality of life for millions of people around the world and underpin progress in all areas of development.

About 1.1 billion people worldwide still lack access to electricity - most of them in Africa and Asia - which has an impact on children's education, public safety, service delivery, and job creation. Another 2.8 billion use wood or other biomass for cooking and heating, which leads to indoor and outdoor air pollution, and which causes about 4.3 million deaths annually [1].

This problem is also acute in Uzbekistan, many settlements in regions suffer from insufficient supply of electricity and gas. And this figure unfortunately grows from year to year.

In order to effectively reduce CO₂ emissions while maintaining economic growth, different countries began to look for new ways of development, among which low-carbon development has been widely promoted.

What is low-carbon development?

Low-carbon development is based on the use of low-carbon energy technology, low-carbon energy development. Different sources give different interpretations, and a number of concepts related to low-carbon development have appeared in the literature, such as low-carbon energy, low-carbon living, low-carbon society, low-carbon city, low-carbon community, low-carbon tourism, low-carbon world. These concepts are related to each other, but also have some fundamental differences.

Implementation of low-carbon technologies is based on energy-saving technologies, the category of which includes renewable energy sources (RES), the economic justification of which is given insufficient attention. This affects the pace of development of this direction in the energy sector.

As a result of human influence on the environment, negative effects begin to appear at an increasing rate: thermal, chemical, radioactive pollution of the environment, combined with a rapid decrease in readily available fuel reserves, especially oil, gas, high quality coal. New ways to process uranium will not remove the problems of thermal pollution, waste storage, and possible accidents of energy giants.

The dwindling reserves of fossil fuels and their apparent scarcity in some countries necessitate the creation of energy plants that use the energy of the sun, wind, ocean in its various forms and

the thermal energy released in the Earth's crust, in underlying processes. This energy is continuously renewable and virtually inexhaustible.

From the technical side the problems of using renewable resources (RR) have been solved successfully for a long time, but we cannot say about the solution of methodological issues of financial and economic efficiency of installations and systems, working on these resources (UWER).

When considering renewable energy sources, there are many examples that have come into our lives, some of which are actively used. Such sources include solar and wind energy sources.

Wind energy is a branch of energy industry that specializes in converting the kinetic energy of air masses in the atmosphere into electrical, mechanical, thermal or any other form of energy convenient for use in the national economy. Such conversion can be carried out by such units as wind turbine (for obtaining electric power), windmill (for conversion into mechanical energy), sail (for use in transportation) and others.

Consider the three main phases of low-carbon development.

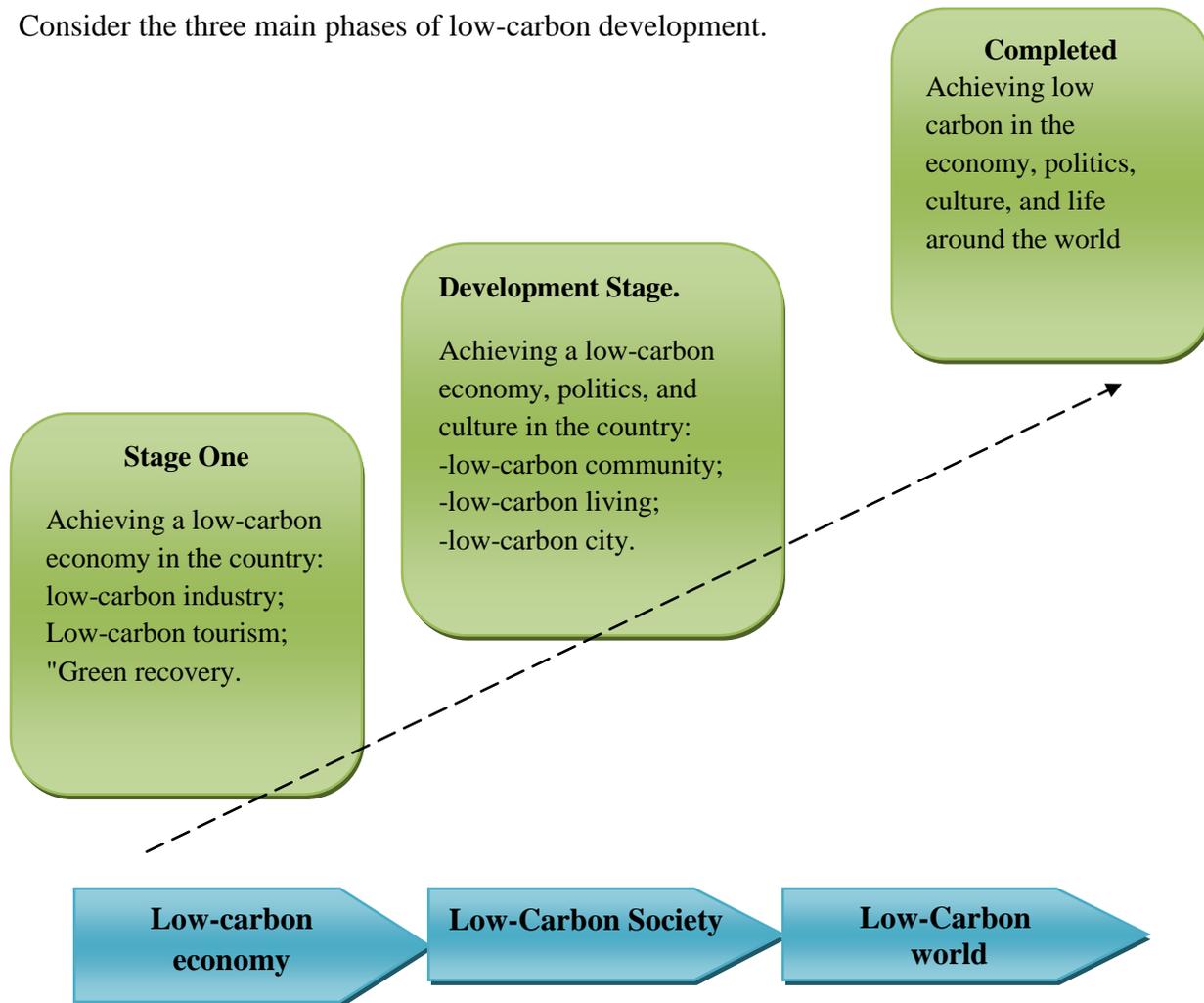


FIGURE 1 THREE PHASES OF LOW-CARBON DEVELOPMENT

Currently, there are three main types of wind farms: propeller, where the rotating shaft is horizontal to the wind direction and with the highest efficiency, drum and carousel, where the shaft rotating the blades is vertical and which are installed in places where the wind direction does not matter (e.g. in the mountains).

Large wind farms are included in the general grid, smaller ones are used to supply electricity to remote areas. Unlike fossil fuels, wind energy is almost inexhaustible, universally available and more environmentally friendly.

However, the construction of wind farms is associated with some difficulties of economic and technical nature, slowing down the development of wind energy. In particular, the variability of wind flows does not create problems with small portions, the problems of reliability of electricity production also increase [2].

In general terms, the structure of a wind power plant is as follows. The flow of air rotates the blades, and the blades spin a shaft, which is connected to a set of gears that drive the electric generator. Large power supply turbines can produce from 750 kilowatts (kilowatt = 1,000 watts) to 2.5 megawatts (megawatt = 1 million watts) of electricity. For power supply of residential complexes, telecommunication stations and water pumps, compact single wind turbines of less than 100 kilowatts are used as a power source. This is primarily characteristic of remote and hard-to-reach areas, where there is no connection to the public power system [3].

In wind turbines, groups of turbines are connected together to generate electricity for the public power grid. Electricity is supplied to consumers by means of transmission lines (transmission lines) and distribution lines. If the wind blew constantly with a certain force and direction, without gusts and stops - there would be an ideal wind farm. Let's consider the advantages and disadvantages of the characteristics of these structures.

Advantages:

- ✓ These power plants are simple and straightforward by design;
- ✓ We get almost free electricity;
- ✓ Wind power plant is environmentally friendly;
- ✓ It does not require a lot of wires to deliver electricity to the place of consumption;
- ✓ Indispensable in areas where power cannot be delivered by conventional means.
- ✓ Disadvantages:
- ✓ The wind is erratic and the generator runs unevenly;
- ✓ At any time, usually the most inopportune, the power supply can be cut off;
- ✓ The power of a wind farm is not fully utilized;
- ✓ Large areas open to all winds are required to locate a wind farm.

With all the seeming balance of pros and cons, the advantage is still apparent in the side of wind turbines.

Modern energy companies prefer to use large wind turbines as the main source of current generation in order to ensure stable operation of power supply systems. For this reason, the

developers of such devices, put a lot of effort, thanks to which wind turbines began to meet not only the technical, but aesthetic and economic requirements of customers [4].

Let us note the safety of megawatt wind turbine. Wind turbine generator 1.5 MW at 690 volt with three blades and wind wheel diameter of 70-87 meters belongs to the devices of megawatt-class. It was designed taking into account:

- the application of all current European regulations and design standards;
- using strict quality control in the production process;
- norms limiting the possible noise level, which during the operation of such a wind turbine is within 70db.

The total weight of the turbine is 61,500 kilograms. If you purchase this wind farm, it will be able to generate electric current with complete safety for life and health of animals and people. Automatic lightning and storm protection is possible with the use of a safety system. Such a wind generator will not interfere with the operation of household devices and electrical appliances. In this regard, there is no need to obtain a permit for its installation and operation.

The operation of the wind generator is as follows. It operates at an average wind speed of 13.5 m/sec. If the speed increases over 25 meters per second, then the braking blades are triggered. At wind speeds less than 3.5 meters per second, this wind turbine generates no electricity because its blades cannot rotate. Energy supply of buildings with electricity in this case will be carried out with the help of accumulated during the operation of powerful accumulators of energy. [5]

In addition, such mega wind turbines are equipped with:

- Necessary sensors, by means of which wind speed and direction are regulated;
- a system that allows to change the angles of the installed blades;
- a control system capable of operating with the help of microprocessors via a network of computers;
- a system by means of which the blades are forced to turn in the direction of the wind.

The use of high quality materials in the manufacturing process of such wind turbines allows such wind power plants to operate under warranty for at least five years and a minimum of twenty-five years in all conditions. After installing a mega wind turbine generator for 1.5 MW at 690 volts will be able to produce annually in the range of eight million kWh of electricity at an average wind speed of more than nine meters per second.

For the past five years, wind power has been growing at a rate of about 50 gigawatts per year. Today, all of the planet's wind farms generate 591 gigawatts. GWEC expects that in another five years the world will have 300 more gigawatts of new capacity.

Wind power is the second largest energy industry in Europe. The European Union's wind farms produce about 180 gigawatts of energy. This is almost half of all European power generation. The Wind Europe Association predicts that wind power could outgrow the gas industry this year. In 2018, almost 12 gigawatts of wind turbines were commissioned in Europe. Of all the energy facilities built in 2019, renewable energy accounts for 95 percent. But gas, oil and coal are losing ground: new installations of gas and coal in the EU have reached a record low.

Every year, billions of euros are invested in green energy in Europe. 2018 was a record year for wind energy project financing, with investments totaling nearly 27 billion euros. The largest investors are the UK and Sweden. Ukraine, with 1.2 billion euros, is in the top ten in terms of investments in green energy.

Among manufacturers, Germany is the leader in the construction of wind power plants. Europe in general is experiencing a boom in the construction of wind turbines; their number is growing in Scandinavian countries and Greece.

In Asia, China is experiencing the greatest practical interest. The construction program provides for the mandatory installation of such installations when constructing new buildings.



FIGURE 2: TOP WIND ENERGY LEADER COUNTRIES, 2018, GWEC, GIGAWATTS

A wind farm consists of several wind turbines combined into one grid. The largest wind farms are located in China, India and Great Britain. For example, China's Gansu province has an entire complex of wind power plants with a capacity of nearly 8 gigawatts, which can compete with the largest nuclear and hydroelectric power plants.

A wind turbine is a plant that converts wind energy into electricity. According to Wind Europe, the average capacity of one wind turbine varies from 2 to 3.6 megawatts.

The most powerful wind turbine in the world is installed off the coast of Scotland. Diameter of the wind turbine blades is 164 meters, which is more than the wingspan of any airplane, its height is 191 meters. Power of the installation is 8,8 megawatt. Wind energy from one revolution of the wind generator blades is enough to illuminate one apartment for a day.

The construction of a wind generator weighs hundreds of tons, its mast is made of thick sheet metal, and the foundation is made of large-diameter fittings - 20-32 mm. One foundation can take from 60 to 130 tons of rebar. Steel alloy makes the installation strong and resistant to stresses.

When introducing wind turbines, financing the process plays a huge role. The leader in this area is the UK (Fig.3.) [6]

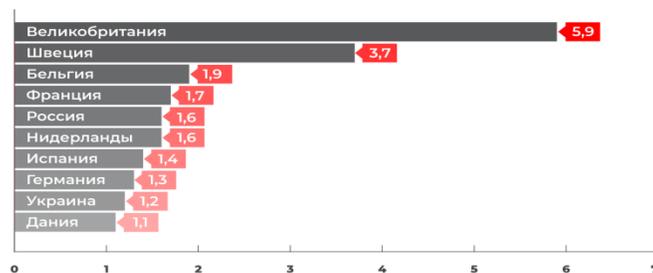


FIGURE 3: TOP COUNTRIES BY WIND ENERGY INVESTMENT IN 2018, WIND EUROPE, BILLION EUROS

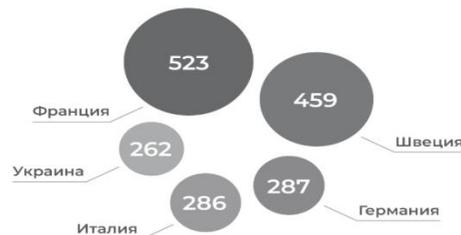


FIGURE 4: TOP COUNTRIES BY NUMBER OF WIND FARM INSTALLATIONS, H1 2019, WIND EUROPE, MEGAWATTS.

Speaking about introduction and development of renewable energy sources in Uzbekistan, it is necessary to note that modern Uzbekistan has a developed energy sector.

In recent years, the government of Uzbekistan has paid great attention to the prospective development of renewable energy sources.

Uzbekistan will adopt a National strategy for low-carbon development, which is currently being developed by the Ministry of Energy with the involvement of international experts.

The document will reflect the ways of transition to the production of electricity with low greenhouse gas emissions that negatively affect the environment.

In early May 2020, the Concept of Electricity Supply in Uzbekistan for 2020-2030 was adopted, which was developed with the participation of the Asian Development Bank and the World Bank. The concept provides for the modernization of existing power plants and the creation of new types of power generation through renewable energy sources (RES) and the planned construction of a nuclear power plant. These measures are expected to reduce greenhouse gas emissions by 2030 by 10% compared to the indicator of 2010 [7].

Based on the concept, the National Low-Carbon Energy Strategy of Uzbekistan is currently being developed, with the participation of experts from the European Bank for Reconstruction and Development. The strategy is necessary to solve the problem of energy supply of the country on the one hand, and to reduce the negative impact on the environment. The document will reflect three scenarios of transition to low-carbon energy, with special attention to the development of generation based on RES, in particular solar energy. The plans will be implemented with the funds of investors. According to the plan, by 2030, Uzbekistan is expected to have wind power plants with a combined capacity of 3 GW, solar power plants with a combined capacity of 5 GW, as well as nuclear power plants with a capacity of 2.4 GW.

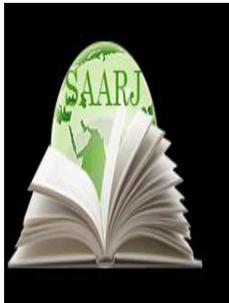
Based on the above, we can conclude that today wind energy is experiencing a new birth, as science does not stand still. No matter how rich the country is in natural resources, they are finite, which eventually leads to the limitation of their use. The limited supply of traditional fuels and the increasing need for energy set the stage for the search for renewable energy sources.

Various renewable energy sources are widely used around the world, among which solar energy is the most leading. But, everything in nature is co-dependent and the issue of providing solar energy has a regional, or rather geographical, nature. To help substitute comes wind energy, which is the main aspect of this article.

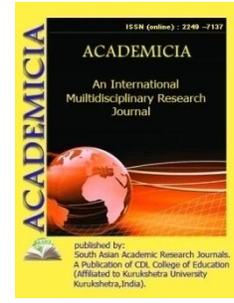
And here I would like to highlight the fact that the geographical location and climatic conditions in Uzbekistan are favorable for the further promising development of both solar, wind and hybrid power plants

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CRIMINAL AND CRIMINOLOGICAL ANALYSIS OF LIVESTOCK THEFT

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ABSTRACT

The article provides a criminological analysis of the causes and conditions of cattle thefts, criminal law and criminological aspects, stages of the commission of a crime, as well as the issue of responsibility for cattle thefts, which have recently become more relevant, causing significant material damage to the population. Characteristics of the perpetrators of this type of crime (gender, age, social status), state, place, time, season of the crime. As a result of the study, appropriate conclusions, suggestions and recommendations were made to prevent these crimes.

KEYWORDS: *Theft Of Livestock, Stages Of The Crime, The Reasons And Circumstances Of The Crime, The Identity Of The Offender.*

INTRODUCTION

In our country, the prevention and exposing of theft of livestock has always been an important task and will remain so, since livestock is one of the sources of daily income of the rural population of our republic.

In terms of Health in the post-kidnapping of the household in the area of theft committed on the territory of the Republic more cattle theft occurred, according to the statistical data analysis of the last 11 years, on average from 37,2 percent to 43,1 percent of cattle theft has not been exposed.

When analyzing the theft of livestock that has not been exposed in the past years, it became known that in 2016-2020, a total of 1012 cattle of victims were stolen and material damage was caused in the amount of 5.7 billion sums.

In the development of effective measures to combat this crime, it is necessary to analyze the criminological aspects of animal theft in the field of the criminal legal aspect, the causes and conditions that allow it to happen.

Abdrzakov S. from foreign scientists, ICE S.I., Zheludkov M.A., Ismagilov R.G., Lipatov A.E., Pantyushin I.S., Savelov O.P., Semenov V.M., Fedotov A.V., Shiryaev A.S. in the scientific work of scientists such as: 1) criminal-legal aspects of animal theft; 2) the causes of theft and the conditions that allow it to happen; 3) methods of prevention of theft; 4) description of the criminal person, the main factors that influence the occurrence of theft; 5) the criminological status, dynamics, latent level of theft committed by minors; 6) opinions were expressed about the features inherent in the socio-psychological, criminological description of the burglaries committed by the household.

Criminal and legal aspects of the theft of pet goods mean the stages of committing these theft, the peculiarity of its occurrence in the structure of an individual or group, the issues of responsibility (qualification) in accordance with the norms of criminal law in relation to the guilty person.

Persons engaged in the theft of livestock receive attention to the level of preparation of participants for committing crimes, physical and mental abilities, as well as other aspects of the formation of their criminal groups. The unusual nature of the object of crime determines a number of characteristics inherent in the process of preparing for a crime.

On the basis of the study of the practice documents, such a conclusion can be made. Theft of livestock occurs in three stages, namely: 1) preparation for the commission of this crime; 2) implementation of a criminal act; 3) temporary storage, use, or disposal of stolen livestock. Of course, these three stages are carried out in sequence.

Particular attention should be paid to the fact that almost 89% of the theft of pet products was committed by a group of persons, and more than 11% by a single person. In most cases, this group consists of 2-3 or more persons, and the perpetrators consist of persons who live in the immediate vicinity of the place where the incident occurred, in the city-district of the army, or in the city-district of the province of the army.

Taking into account the signs of object and subject of theft of livestock, officials of the state body are qualified and criminal responsibility for the guilty persons is established.

The study of criminal cases related to the theft of livestock in 2017-2020 showed that 20,6 % of the committed pet theft – the first part of Article 169 of the Criminal Code (individually), 11,7 % - the second part of Article 169 of the Criminal Code (in a significant amount), Paragraph "b", 66 % – the second part of Article 169 of the Criminal Code (pre-linguistic % – The second part of Article 169 of the criminal code (intentional entry into the House, premises or other premises) "g", the third part of Article 169 of the Criminal Code (repeated or dangerous by a recidivist) "a", the third part of Article 169 of the Criminal Code (in large quantities) "v", the fourth part of Article 169 of the criminal code (in large quantities) "the fourth part of Article 6,7-169 of the Criminal Code of the Republic of Uzbekistan (organized by the group or in the interests of it) was initiated criminal cases under paragraph V

It is known that in criminology, such categories as "reason", "circumstances", "criminal", "the personality of the criminal" are studied, the concept of "criminal personality" characterizes the

social signs of the criminal in its own way, that is, serves to reveal the "social image" of the individual.

The criminological aspect of pet theft is understood as a set of criminological data on this crime that can be used to prevent and expose them.

It is necessary to study the causes of these crimes and the conditions that have allowed them to happen in order to prevent and expose the theft of livestock.

There are several favorable conditions that make it possible for the theft of livestock to occur, including the following:-the carelessness of livestock grazing in reeds, the lack of good closing of the doors in the property of citizens, the non – durability of the yard walls, the lack of the required level of conditions for the protection of livestock. In addition, in hot weather, the livestock of citizens is kept in the yard at night or in open areas above, in the surrounding area of sheep (sheep, otar)made of cobwebs. Access to such places does not cause great difficulties to thieves.

The fact that shepherds, herbivores, herdsmen are in a neglected, irresponsible attitude towards the pet entrusted to them makes it possible for the theft of livestock to occur. This is evidenced by the fact that 22,3 percent of the total theft occurred – from sidewalks and courtyards, and 77,7 percent–from molehouses where livestock is fed and stored.

It is important to know that the theft of livestock committed in yaylov or in the countryside usually occurs after 2-3 days. Because the Shepherds are looking for their cattle in the territory of Sagittarius for a couple of days in the guise that they have joined someone else's herd or are grazing somewhere else. And the criminals can also succumb to the slaughter and purchase of stolen livestock during this time.

In most cases, criminals sell stolen livestock in other districts or regions, imagining that employees of local internal affairs bodies do not know about this. Some find those who buy the meat of their pet among employees who work in restaurants, teahouses or cafes.

All this has a negative impact on the fact that these crimes are exposed at a fast opportunity, that is, from the "hot trail".

The analysis of materials on the theft of livestock in the Republic revealed some information on the persons who committed these crimes. Including: information on the sex of the perpetrators is as follows: the main part of these crimes (96,4%) was committed by men, the rest by women; by age: 25 percent of criminals – underage, 75 percent were persons aged 18-50 years; by social status: 37 percent-previously convicted, 33 percent – temporarily unemployed (25 percent of which are citizens with low legal awareness and culture); 21 percent – persons guarding livestock, that is, shepherds, minors, living in the same neighborhood with victims, working citizens or close acquaintances (son – in-law, nephew, classmate and chief);9 percent-persons who temporarily live without registration.

When analyzing the situation and time of the occurrence of pet theft, the following were determined: according to the composition of the jinoi group: 88,7 percent-participation (2-3 persons or more together), 11,3 percent-individually; according to the time of occurrence: 90,6 percent – committed at night (from 20:00 to 06:00), 9,4 percent-committed during the day (from 07:00 to 20:00). The main reason for this is that adequate attention is not given to the work of

guarding livestock at all times; by the days of the week: 14,4 percent – Monday; 16,1 percent – Tuesday; 11,3 percent – Wednesday; 10,8 percent – Thursday; 11,9 percent – Friday; 16,8 percent – Saturday; 18,7 percent – coincided with Sunday. From this we can observe that pet theft occurs more often on weekends; by seasons: 29.4 percent-in autumn (9,8% - in September, 9,9 % – in October, 9,7% – in November); 33.9 percent – in winter (14,3% – in December, 11,3% – in January, 8,3% – in February); 25,0 percent – in spring (13,3% – in March, 4,3% – in April, 7,4% – in May); 17,9 percent – in summer (4,3% – in June, 5,3% - in July, 8,3% - in August) [1; 2; 22]. So most of the crimes are committed in the cool and cold seasons of the year.

As practice shows, the perpetrators will attempt to escape the punishment of jinoi or abandon the methods of committing a crime known to everyone and try to think about their new methods. For example, when a criminal case related to the research work was investigated, it was found out that two persons committed the theft of livestock using a Malibu duty-free light vehicle during the day.

Above, the analysis of the criminal-legal and criminological aspects of animal theft allowed us to draw some conclusions.

The following are the main causes of pet theft: first, the fact that some citizens (mostly previously convicted persons) do not want to engage in socially useful work, in any case, intend to make a fortune in an easy way;

secondly, the low level of legal consciousness and legal culture of persons prone to committing crimes, provoking rapid interest;

third, the ease of criminal penalties imposed by the court on persons who committed this crime (in this case, this is the reason for the repeated Commission of this crime by the same persons).

The main conditions that allow the commission of these crimes include:

- 1) the victim leaves the pet unattended in the field for a long time;
- 2) inadequate or timely payment of wages to the shepherd who controls or takes care of the pet of the owner;
- 3) lack of adequate supervision by internal affairs personnel of persons who have been previously convicted, have resorted to drinking drugs or alcohol, have been temporarily brought up in an unemployed or unhealthy family;
- 4) uncontrolled leaving of young people or not engaged in socially useful labor;
- 5) the fact that the forces and means of the internal affairs bodies are not fully attached to the regions where the crime occurred, the operational-search profile work is not sufficiently organized;
- 6) structural inadequacy of cooperation in the Prevention of crimes with the internal affairs bodies, as well as with other state bodies, authorities, enterprises, institutions and organizations, public structures (for example, in the case of night lighting of the territory, installation of surveillance cameras, etc.)the G.);
- 7) as a result of the late notification of the victims to the employees of the internal affairs bodies about the committed theft, the fact that the investigative group does not reach the place of the accident on time.

Theft of livestock is carried out in three stages. At the first stage, the choice of the object of jinoi aggression; study of the direction of its arrival; study of its preservation, illumination, existing obstacles and ways of entry and exit to the object; study and determine the obesity of the method of catching stolen livestock (cattle, cows, horses, moths, sheep, goats, etc.); determine the number of selected participants in committing a crime and; in the case of committing a crime, it is necessary to carry out the selection and preparation of objects (montirovka, hammer, rope, knife, fodder), special tools, equipped vehicles, cargo transportation vehicles; in search of permanent and temporary storage places for stolen pet; in the preparation of tools for slaughter of livestock, in the determination of places of transfer of meat and other actions are carried out.

In the second stage, in most cases, the jinoi rape object is visited in the evening according to the plan, the object is entered and the pet is usually cut with a back, when the object has guardian dogs, they are given a suction with the addition of a special chemical agent and put to sleep. After the members of the jinoi group move their pet away from the object, they are transferred from the situation to the ready-made cargo or light vehicles. Cattle are deceived by giving them a little fodder when they resist this, in other cases cattle, mostly cows and husks, are placed in the transport vehicle, although the jarring is delivered to them, that is, they break their hoofs. The stolen pet is taken to a permanent or temporary place (apartment, building) according to the plan.

At the third stage, the livestock is slaughtered at the time of theft or the next day and sent to the designated place of transfer (sale, topshirish, issuance, etc.). In some cases, it is sold alive or taken place among the participants of the jinoi group. Most often, cattle are slaughtered and sent to the markets of other regions for the sale of meat, as well as to the CEX, where meat products are produced.

Most of the theft of livestock occurs in the autumn and winter seasons. This condition is caused by many reasons. First of all, in the autumn-winter season, the population's need for meat products will sharply increase; secondly, cold weather will allow the slaughtered cattle meat to be stored for a long time; thirdly, at the same time the level of obesity of livestock will be high, and therefore it will be easy to sell them; from the four, after harvesting the harvest in the field in the autumn, in most cases, the preservation of livestock does not meet the demand, since Citizens Drive to the field, to the field, to feed the livestock, without adequate control.

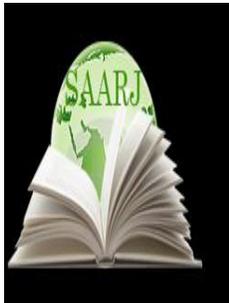
Pet theft is often committed by a group of individuals. This is due to the fact that it is difficult to carry out this crime alone. Members of the criminal group-organizer, acting, executor – perform relevant tasks related to the implementation of the crime. The jinoi group usually includes individuals with different capacities. Because of the need for a means of transport in the event of theft, as well as the need to quickly transport the stolen animal (meat) from one address to another, the jinoi group is attracted by a person who has a personal means of transport as an assistant. And the type of vehicle is selected depending on the conditions and structure of the road.

Livestock is usually stolen in the evening or at night. To this end, the criminals secretly monitor the location of the theft facility, the state of the guard at the beginning of the evening, thoroughly study the ways of entering the property and leaving it. After that, at night they take out the cattle from the mulch and drive to the side of the car, put it on the vehicle. In the dark of the night, this does not cause them much trouble.

In the place of the conclusion, it is worth noting that the knowledge of the criminal-legal and criminological aspects of the theft of livestock, first of all, serves as an important direction in the implementation of systematic analysis for the Prevention of these crimes, as well as in the effective and qualitative Organization of the service activities.

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USE OF DISTANCE LEARNING OPPORTUNITIES IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT

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ABSTRACT

An interactive database is a structured set of knowledge that can be learned through telecommunication technologies, on the basis of which the course organizers provide the necessary database of materials for listeners and teachers with the help of created resources. E-journals are periodicals that are distributed to students through a computer network. They are an important source of information for learners. The basic didactic principles of the development of education in the system of teacher training and retraining also serve as a basis for distance learning. According to the principle of teacher-centered educational and developmental tasks (goals), in addition to the formation of certain knowledge, skills and abilities in the audience, the pedagogical and developmental factors of training on a particular topic 'should be taken into account.

KEYWORDS: *Professional Development, Retraining, Digital Tools, Distance Learning*

INTRODUCTION

Professional development, advanced training and retraining (in Uzbekistan) is a type of continuing education system, the process of updating and deepening the professional knowledge and skills of specialists and managers working in all sectors of the economy. Ensures that the competitive qualities of the staff and their knowledge and skills are up to date. Professional development and retraining is a process of scientific theoretical and practical training of each employee, which includes acquaintance with the latest scientific achievements, innovations in their field, mastering them, new methods of practical work, learning best practices. The frequency of training and retraining varies for different specialists and managers, once every 2-5 years, and if necessary, for shorter periods. Advanced training and retraining is carried out in

universities, training institutes and training centers with the right to professional retraining. This process can be disconnected from production, partially separated or not separated. Its form is determined by the in-service training institution taking into account the complexity of the training program and the needs of the client on the basis of a contract with him. The duration of training and retraining varies, and in each case is determined by the goals and objectives. The institution of advanced training and retraining creates the necessary conditions for students to master the educational programs through the targeted organization of the educational process, the use of forms, methods and technologies of education. These programs are developed, approved and implemented by in-service training institutions taking into account the needs of the customer, as well as the state requirements for the content of additional vocational training programs. The process of professional development and retraining of specialists will be completed with the final state certification. The procedure for attestation is determined by the relevant state education authorities. Students who meet all the requirements of the curriculum and successfully pass the final state certification will receive a standard diploma or certificate of advanced training and retraining. The Cabinet of Ministers of the Republic of Uzbekistan shall determine the procedure for professional development and retraining of personnel.

The purpose of retraining and retraining of public educators is to form and increase the creative potential of teachers, improve their academic level, broaden their worldview and develop their personality. If we pay attention to the process of organizing training courses for public educators in Uzbekistan, we can see the different forms and their specific history. That is, in our country there are full-time, short-term and distance learning courses.

MATERIALS AND METHODS

In addition to traditional training, distance (Moodle, E-learning, Web-based training) and blended-learning forms of vocational training, as well as the periodicity of training of public educators, as an experiment, it is proposed to gradually introduce a credit-module mechanism, which provides for the annual training of employees. According to the ministry, for the first time this year, 5,800 teachers took part in distance learning courses, and experts from the United States, the United Kingdom, Germany and other countries were involved as coaches.

The top 500 university graduates in the international rankings can teach in schools without retraining. Graduate students in all areas of national higher education have the same right - for this, master's programs include courses in pedagogy.

The Ministry also proposes the gradual introduction of a mandatory professional licensing procedure for heads of public education institutions with a periodicity of 3 years and for teachers with a periodicity of 5 years from January 1, 2021.

Distance learning is a new form of teaching that differs from the separate and non-production forms of teaching. It refers to new forms, methods, means, organization of education, forms of communication between the teacher and the listener, as well as between the listeners. Also, different forms of such education will have their own purpose, based on social order, the content defined in the curriculum of the selected educational institution, as well as the organizational form and special tools of teaching methods.

Modern computer telecommunication technologies, which form the basis of distance education, are distinguished from traditional teaching aids in the transfer of knowledge and the provision of

a variety of educational information to the audience. CD-ROM is characterized by the fact that interactive disks, electronic bulletin boards, multimedia hypertext, Internet interfaces provide information and knowledge from the global network, actively engage listeners in the process of interaction and manage pedagogical processes. The use of modern information and communication technologies in education by teachers of various disciplines is an important principle in increasing the effectiveness of education, its intensification and facilitates the organizational and methodological support of the system of professional development and retraining of teachers. . In addition, distance learning for teachers, based on interactive, pedagogical experience-sharing methods of diagnosis and control using computer-based tests, provides course participants with the necessary practical assistance in the workplace, at their convenience.

Distance learning technologies can be divided into three categories: publishing materials; computer aids for education (electronic textbooks, computer tests and knowledge control, new multimedia tools); video conferencing - audio and video channels, computer network telecommunications technology tools.

The organization of video communication through telecommunications and computer networks, their formation as a means of distance learning, allows the system of advanced training to implement new methodological and technical support. Quality video communication is one of the most reliable means of organizing video seminars and video conferences using a computer. Such tools are used in distance learning of teachers, in particular, in solving problems related to education with a group of dozens of people, individual training of the listener, providing him with methodological assistance, effective implementation of innovative technologies in practice. is important in providing. In addition to audio and video communication, the listener and the teacher have the opportunity to control the images on the computer monitor.

Distance education is based on the following methods: a method of teaching students based on distance learning resources and tools; individualized teaching method;

A method based on the mastery of learning materials provided by the listener to the teacher or expert (the listener actively participates in the communication process);

a method based on the interaction of all participants in the learning process.

The first method is characterized by a multimedia approach, the use of various teaching aids to create educational resources based on publications, audio and video materials, and the following training materials are delivered to the audience through a computer network: interactive database; electronic journals; educational computer software products (electronic textbooks).

An interactive database is a structured set of knowledge that can be learned through telecommunication technologies, on the basis of which the course organizers provide the necessary database of materials for listeners and teachers with the help of created resources. E-journals are periodicals that are distributed to students through a computer network. They are an important source of information for learners. The basic didactic principles of the development of education in the system of teacher training and retraining also serve as a basis for distance learning. According to the principle of teacher-centered educational and developmental tasks (goals), in addition to the formation of certain knowledge, skills and abilities in the audience, the

pedagogical and developmental factors of training on a particular topic 'should be taken into account.

In distance learning, this principle is interpreted in the form of the principle of creative description of the listener's cognitive activity. Creative information technology is interactive and requires the listener to apply the description of the general information received to specific situations. The implementation of the scientific principle of teaching in the process of distance learning involves the acquisition of scientific evidence, concepts and laws, as well as theories in a particular subject. The principle of science requires students to develop research skills. This requires the widespread use of problem-based learning methods in the laboratory and in practice. The successful implementation of this principle in distance learning serves to ensure the fundamentality of the acquired knowledge.

The implementation of the principle of fundamentality of education on the basis of the following psychological criteria ensures that the student fully masters the materials of the curriculum: high motivation of the student; the listener's focus on achieving educational goals; formation of communication skills; continuous self-improvement based on critical analysis of activities; psychophysiological characteristics of the listener in the development of distance learning plans, taking into account the time budget.

According to the principle of fundamental education, the listener is required to perform creative tasks in mastering the topics of the curriculum. This principle distinguishes creative distance learning from traditional education, which involves the direct acquisition of a certain amount of content. In distance learning, the principle of free choice to receive information through specific activities can be considered as a continuation of the above principle. The principle of systematization and coherence is that in traditional teaching, knowledge, skills and abilities are transferred in a certain system, in a clear sequence, each new element of the learning material in an interconnected and logical sequence. Requires In distance learning, a linear approach to individual learning is formed. In order to activate the learning process of the listener, a system of gradual complication of the content of education has been formed, which allows the listener to clearly define his personal goals, choose the priorities, form and speed of teaching.

RESULTS AND DISCUSSIONS

In distance education, the principle of adapting the learning materials to the level of the listener according to the level of content and complexity serves to ensure that the learners acquire the planned knowledge, skills and abilities without mental and physical overload. The principle of taking into account the individual characteristics of the listeners plays an important role in the organization of distance learning, the structure of the distance learning module provides for the consideration of psychophysiological, psychological;psych sociological individual characteristics of the listener. The principle of demonstration is to increase the effectiveness of education by influencing all the senses of the individual. In distance education, this principle is mainly provided by virtualization technology. In particular, it provides for the widespread use of videos, computer training programs, interactive technologies. Demonstration materials and methods of using multimedia tests are widely used as important tools of the principle of demonstration in distance learning.

In conclusion, the following should be noted:

1. The system of distance education has a positive effect on the training and development of personnel and the provision of educational institutions with qualified personnel.
2. The use of computers and network telecommunication technologies in education is a convenient tool for improving the skills of teachers.
3. Distance learning forms are used in the system of teacher training and retraining in accordance with didactic principles.

Today, there are 3 institutes of advanced training, 55 regional centers of advanced training (faculties), 5 regional centers of advanced training, 16 network centers of advanced training (including BIMM), as well as centers and trainings established at enterprises and organizations. courses are available. This department coordinates the activities of all training institutes, centers and training courses and provides practical assistance.

In total, about 450 staff members have been licensed to conduct training and retraining activities. Currently, the department is working on concrete measures to radically reform the system of training and retraining. At the same time, it is developing and testing new criteria for evaluating the system of professional development.

Distance learning courses were organized

The State Program of the President of the Republic of Uzbekistan for March 2, 2020 on the implementation of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 in the "Year of Science, Enlightenment and Digital Economy" In order to ensure the implementation of the Decree No. PF-5953 and Order No. 74 of the Ministry of Transport dated April 17, 2020, the Institute of Advanced Training and Retraining of Motor Transport under the Ministry of Transport from June this year will have the following areas: Distance learning courses were organized in:

"Organization and management of road transport - training of managers and executives of legal entities."

"Traffic rules and the basics of traffic safety - training of legal entities in charge of traffic safety."

"Improving the skills of drivers involved in international road transport."

We would also like to inform you that there are opportunities to organize new training courses based on the needs and requirements of customers.

In order to effectively organize distance learning courses, qualified teachers with information technology skills were formed, and distance learning plans and programs were developed. The ZOOM social network is being used wisely as a distance learning platform for the convenience of the audience.

These distance learning courses offer the following benefits to students: register online without much hassle; improve skills without leaving the place of work and residence; overhead costs are saved; saves extra time.

From the standpoint of systems engineering, an electronic educational and methodological complex (EEMC) is an automated information system (AIS) for educational destination, which at a new quality level provides continuity and completeness of the didactic cycle of the learning

process and contains organizational and systematized theoretical, practical, control materials based on the principles of interactivity, information openness, distance and formalization knowledge assessment procedures. Depending on the scale of the covered subject area distinguish electronic educational and methodological complexes for individual academic disciplines (EEMCD) and electronic educational methodological complexes in the specialty (direction) (EEMCS). The supporting part of the EEMC consists of information, technical, mathematical and software, linguistic, methodological, organizational and legal support. EEMC information support is a set of design decisions on volumes, placement, and forms of organization of educational and methodological information. Information support of EEMC is a complex of logically related structured didactic units presented in electronic form, containing all components of the educational process:

- state educational standard for this specialty,
- work programs,
- Funda lectures,
- teaching aids for practicing practical and laboratory tasks,
- lists of educational questions to be submitted for credit and examination,
- tests of intermediate control of progress and control of the residual knowledge,
- teaching, teaching aids,
- a list of recommended basic and additional literature, addresses of Web sites on the Internet with information necessary for learning and annotating each resource, reference books and databases for educational purposes,
- educational and methodological literature on conducting tactical and special and operational
- tactical exercises, business games, etc.
- themes of seminars, essays, term papers and theses,
- educational films, presentations, videos, etc.

EEMC technical support is a complex of technical means, designed to ensure its work, as well as the corresponding documentation for these tools and technological processes. Modern technical means for the educational process in its own way composition and functionality are diverse. To them can be attributed:

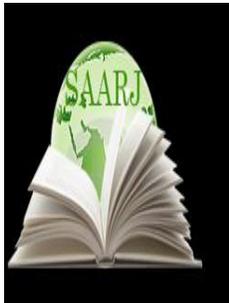
- multimedia projectors, slide projectors, overhead projectors,
 - interactive whiteboards,
 - video conferencing systems,
 - computer simulators,
 - computer equipment - computers of any model
 - (personal and high performance),
-

- computer networks and devices for connecting computers to him,
- tape recorders, voice recorders, turntables, linguaphone devices,
- TVs, VCRs,
- means for online printing (copying) of the handout material, etc.

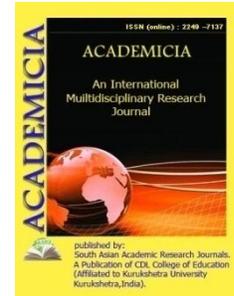
EEMC mathematical and software are the combination of mathematical methods, models, algorithms used for educational purposes for solving problems, as well as system and special software products, applied software and technical documentation to them. The means of mathematical support include software tools for mathematical and simulation modeling, which allow you to expand the boundaries of experimental and theoretical research, supplement or replace a physical experiment computational experiment. In some cases, objects are modeled research, in others - measuring installations. Such funds allow you to reduce the cost of purchasing expensive laboratory equipment, the level of safety of work in educational laboratories. The simulation software can also include domain-specific software environments, enabling operating with model objects of a certain class.

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FEATURES AND TRENDS OF DIGITAL ECONOMY DEVELOPMENT IN UZBEKISTAN AND ABROAD

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ABSTRACT

Today, the role of the digital economy in the world and its development trends is growing. Digitization of economic processes is becoming a comprehensive trend that covers not only the direct information and communication network, but also all areas of economic activity in the country. This article describes the distinctive specifics of the digital economy in contrast to the traditional economy, its advantages and disadvantages. Based on the results of the comparative analysis, the article examines the impact of the digital economy on the country's economy on the example of developed countries and Uzbekistan and the need for active government involvement in promoting and supporting promising digital innovations in various sectors of the economy.

KEYWORDS: *Digital Economy, Information And Communication Technologies, Investment, Digital Technologies, Economic Growth.*

INTRODUCTION

“Digital (electronic) economy” is a type of economy, which is characterized by the maximum satisfaction of the needs of all participants through the use of information, including personal information. This may be due to the development of information and communication and financial technologies, as well as the openness of the infrastructure that allows full interaction of all economic entities in the hybrid world - the objects and subjects of the process of creation, distribution, exchange and consumption of goods and services.

The term of “digital economy” owes its appearance in the scientific and business community to the author of the book “The Digital Economy” Don Tapscott, which was published in 1994, and

to the American scientist Nicholas Negroponte from the University of Massachusetts, which introduced it to widespread use in 1995.

More than 25 years have passed, but there is still no single generally accepted definition of this term. In addition, there are many synonyms for this definition: Internet economy, post-industrial economy, creative economy, et cetera.(in the USA - API-economics (application programming interface)).

But the essence of many definitions is that the digital economy is an economy based on digital technologies and is closely related to e-business and e-commerce, and the digital goods and services they produce and sell.

Many economists have expressed their views on the role and importance of the digital economy in the development of the country's economy. In particular, the peculiarities of the formation of a national digital strategy based on the factors of the digital economy in developing countries and the importance of state support in it are substantiated[Dahlman C., Mealy S., Wermelinger M., 2016.].

V.Kundius, O.Ruschitskaya, E.Kot devote their scientific works to the priority areas of scientific research of techniques and technologies in agriculture, organization and management of agribusiness based on digitalization[V. Kundius, O.A.Ruschitskaya, &E.Kot, 2019].

According to the research results of some authors [T. V.Ershova, Y. E.Hohlov, S. B. Shaposhnik, 2018], the main features of assessing the development of the digital economy are presented as a tool for managing digital transformation processes at the national, regional and sectoral levels.

Uzbek scientists also highlighted the advantages of the digital economy and its role in the development of the country's economy. In particular, by N.Ismoilova [N. Ismailova, 2019] the concept of development of digital economy, its scale, by I.Khotamov [I. S. Khotamov, 2020] the role of the digital economy in ensuring the economic security of the country, G.Abdurakhmonova and D.Rustamov focused on the problems of training potential personnel in the development of the digital economy [G. Abdurahmonova, D.Rustamov, 2020].

This study highlights the social and economic benefits of the digital economy as well as the government's initiatives to develop the digital economy. This study presents the opportunities and challenges of developing the digital economy in Uzbekistan, as well as its impact on society and business. These results can help decision makers and managers analyze the value of this technology and develop the right strategy to solve problems. Thus, this article aims to fill this gap and understand the factors influencing the development of the digital economy in Uzbekistan, as well as to explore ways to overcome organizational problems.

Methods The data in this article are based on various statistical reports prepared by local and international organizations. In particular, it is based on the UN Report on the Digital Economy, the Ministry of Innovation Development of the Republic of Uzbekistan and the Decree of the President of the Republic of Uzbekistan "On the approval of the strategy "Digital economy-2030" and measures for its effective implementation"and other normative legal acts. The research work was analyzed using comparative analysis, methods of scientific abstraction.

RESULTS AND DISCUSSION

Naturally, the digital economy has a number of advantages over the traditional economy: first, it lowers the cost of payments and opens up new sources of income. Online, the cost of services is lower than in the traditional economy (primarily due to lower promotion costs), and the services themselves, both public and commercial, are more affordable. Secondly, thanks to digital technologies, it is possible to realize such ambitions as to sell their goods faster, not only in the domestic market, but also in the world, goods and services can become available to people anywhere in the world. Thirdly, the proposed product can be almost instantly modified to meet new expectations or needs of the consumer. For example, various applications are being tailored based on customer requirements. And most importantly, the digital economy provides much more diverse information, educational, scientific, and entertainment content - faster, better, and more convenient.

In general, the digital economy has the following social and economic advantages over the traditional economy:

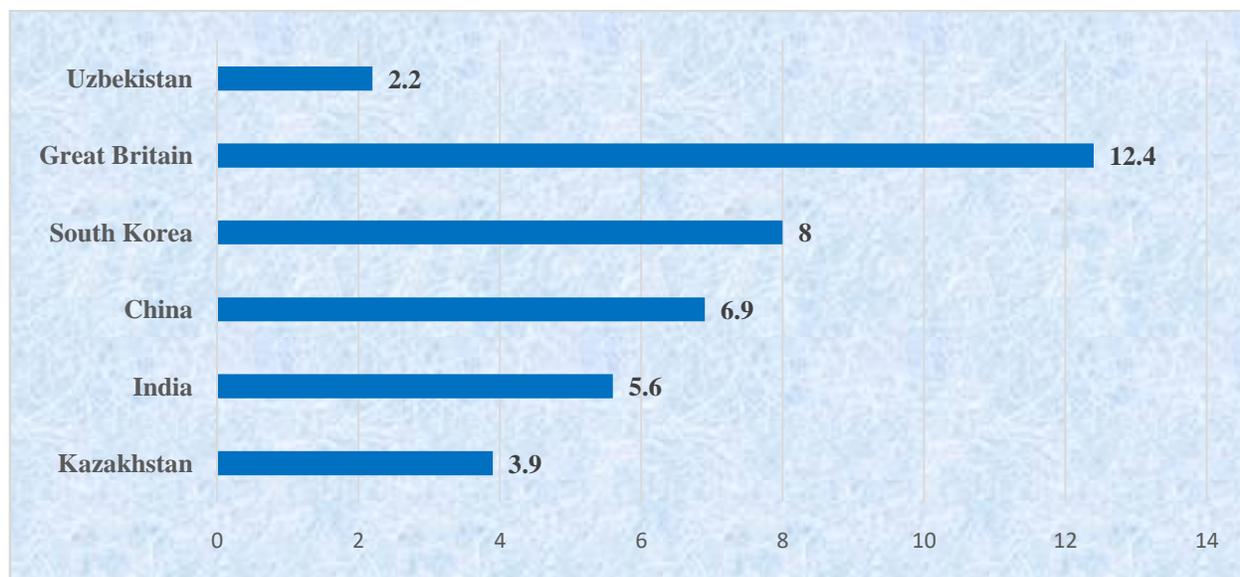
1. **Social benefits:** favorable impact on the environment, accessibility and reduction of the cost of education, inclusiveness of education, accessibility of medical services, accessibility and efficiency of financial transactions and public services, reduction of poverty.
2. **Economic benefits:** accelerating the rate of economic growth, creating additional jobs in related industries, reducing production costs, accelerating the growth rate of small and medium-sized businesses, increasing labor productivity, promoting products to the world market.

The volume of global traffic based on the Internet Protocol (IP), which provides a rough idea of the scale of data flows, has grown from about 100 gigabytes (GB) per day in 1992 to more than 45,000 GB per second in 2017 (see chart). And this despite the fact that now the data-driven economy is only in its infancy; global IP traffic is projected to reach 150,700 GB per second by 2022, driven by an increasing number of new Internet users and the expansion of the Internet of Things.

The pandemic had a negative impact on the GDP growth of many countries, including the world. Therefore, states are trying to overcome this trend by encouraging the development of ICT.

Based on the report, since there is no generally accepted definition of the digital economy, in addition, there is a lack of reliable statistics on its key components and aspects, especially in developing countries. Depending on the definition used, the size of the digital economy ranges from 4.5 to 15.5% of the world GDP.

The share of the digital economy in the GDP in Uzbekistan is 2.2%. At the same time, the average optimal indicator is considered to be 7-8%, for example, in Great Britain it is 12.4%, South Korea - 8%, China - 6.9%, India - 5.6%, at the same time in Russia - 2, 8%, Kazakhstan - 3.9%. In accordance with the draft Concept for the Development of the Electronic Government System of the Republic of Uzbekistan, by 2025 it is planned to increase the share of ICT services in GDP to 5.0%, and by 2030 - to 10% (Picture 1).



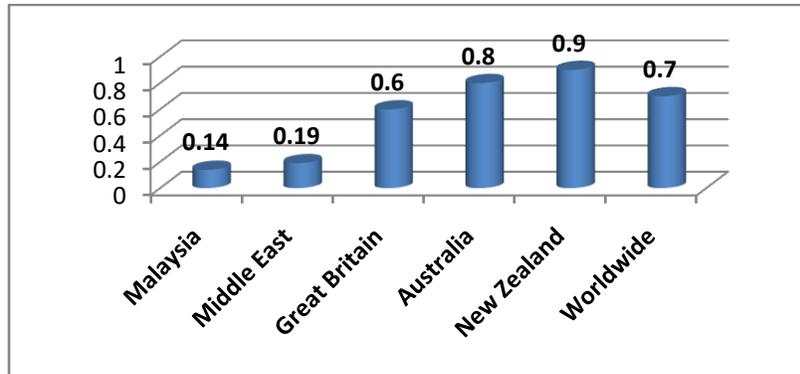
PICTURE 1 SHARE OF DIGITAL ECONOMY IN GDP IN UZBEKISTAN, %

Although, according to the 2019 Digital Economy Report, the US and China together account for 40% of the global digital sector.

At this time, in many countries, including Uzbekistan, as one of the priority areas of economic development, much attention is paid to the development of the digital economy. So the state is taking large-scale measures to develop the digital sector of the economy. electronic document management systems are being introduced, electronic payments are being developed, and the legal framework in the field of electronic commerce is being improved. Recently, a number of regulatory documents have been adopted for the development of the digital economy.

However, the indicators of the development of the digital economy in Uzbekistan lag far behind the world average. For example, in terms of Internet speed in 2020, Uzbekistan ranked 98th out of 176 countries and amounted to 29.68 megabits per second..

At the same time, one of the factors influencing the development of the digital economy is the investment in ICT. In 2017, investments in ICT in Uzbekistan amounted to 3.1% of total investments in all sectors of the economy, while in 2019 this figure decreased by 1.8 times to 1.7%.



PICTURE 2 GDP GROWTH SITUATION WHEN ICT INVESTMENT IS INCREASED BY 10%

However, research shows that the ICT sector is also highly competitive in developed countries, which in the future will increase efficiency in the economy. Practice shows that investments in ICT also have a positive impact on the country's macroeconomic indicators. As shown in Figure 2, when ICT investment increased by 10%, GDP increased by 0.6% in the UK, 0.8% in Australia, 0.9% in New Zealand and 0.14% in Malaysia. This figure averaged 0.7% worldwide.

CONCLUSION

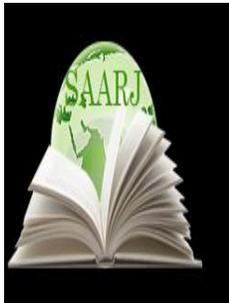
The state can stimulate the digitalization of economic processes by the following actions:

- Acting as an organizer of common technological platforms that unite various organizations, or as a regulator that directly establishes requirements for the use of certain technological solutions, since without synchronizing the processes of introducing standard technological solutions in entire segments of the economy, their wide distribution is impossible;
- constantly improving the existing regulatory framework governing the development of the digital economy, and doing this in a dialogue mode and taking into account the opinions of users, developers and service providers who, in practice, will encounter new types of objects and subjects of information legal relations that require legal registration;
- becoming a participant in the general process of digitalization of relations, including by developing the "Electronic Government" system and the list of public services provided in electronic format;
- Stimulating and encouraging the introduction of information systems, electronic services in organizations and introduce tax incentives for the development of digital technologies, as well as cross-border online commerce;
- training in the required quantities the staff of both the IT specialists and programmers themselves, and qualified users who are able to use constantly updated digital technologies;
- ensuring security against cyber threats, as well as confidence in all entities involved in one way or another in the digital economy that the data they collect, store and use are protected from possible criminal actions;
- expanding international cooperation and creating attractive conditions for the influx and implementation of advanced information technologies in all areas of economic activity.

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CORRUPTION AND CRIME, NEPOTISM, LOCALISM AND NATIONALISM ARE A THREAT TO THE DEVELOPMENT OF SOCIETY

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ABSTRACT

The article examines the socio-philosophical nature of threats to the development of society, such as corruption and crime, nepotism, localism and nationalism, as well as their negative consequences to society and ways to overcome them. Such threats include corruption and crime, localism and tribalism, people's indifference, boastfulness, flattery, jealousy, arrogance, disregard for the truth, acquaintanceship, careerism, and bribery, which are contrary to universal morality.

KEYWORDS: *Society, Individual, Tribalism, Localism, Nationalism, Acquaintances, Bribery, Jealousy, Flattery, Indifference, Threat, Danger, Authority, Legitimacy, Discipline, Politeness.*

INTRODUCTION

There is no denying that there are ideological threats to the independence of the Uzbek people, its socio-economic, political, legal, spiritual and cultural foundations, not only from the outside, but also from within the country.

There are basic principles (Principles) that ensure the social development and stability of the country, as well as the negative factors that hinder the growth of the country: crime, tribalism, localism, nationalism and the fight against various forms of corruption. These include: legitimacy, openness and transparency, systematization, cooperation between the state and civil society, ensuring the priority of measures to prevent corruption in society, the formation of a sense of responsibility in the performance of tasks of strategic importance for the development of society goals can be achieved. Therefore, the fight against various forms of corruption in the

social development of society has always been the most pressing issue, as the state paves the way for its promising development by eliminating corruption in its practical activities. Indeed, the state carries out its activities on the basis of state programs in the fight against corruption, as it carries out its activities on the basis of taking comprehensive and systematic measures to combat corruption, depending on the state of corruption. At the solemn meeting dedicated to the 26th anniversary of the adoption of the Constitution of the Republic of Uzbekistan, President of Uzbekistan Sh.M.Mirziyoev said: "A serious threat to the development of the state and society, the people's confidence in justice - the prevention and fight against corruption in each government agency has its own internal guidelines for the fight against publicly controlled corruption." [1] Based on his ideas on combating corruption, the head of state is developing specific tasks to strengthen public control. In order to strengthen the fight against corruption, Order No. 6013 and Resolution of the President of the Republic of Uzbekistan dated June 29, 2020 no. PK-4761 on the improvement of the system of anti-corruption measures in the Republic of Uzbekistan and organization of the Anti-Corruption Agency were announced. The purpose of the adoption of such decisions and laws in our country, based on social justice, is to eliminate all forms of corruption that threaten the development of our country.

Such threats include corruption and crime, localism and tribalism, people's indifference, boastfulness, flattery, jealousy, arrogance, disregard for the truth, acquaintanceship, careerism, and bribery, which are contrary to universal morality.

Corruption and crime are the most dangerous threats to the social development of our society. Because corruption is one of the threats to the country's governance and social development, leading it to the brink of crisis. Even today, corruption exists to some extent in every public sector, and as a result, the development of sectors under the influence of corruption is not going well enough. Bulungur district of Samarkand region in the early 1990s, "Ming living in Sycamore," Abdul Rahman, a citizen fifty thousand rubles from the state for the purpose of bank loans and 50 breeds of cattle a year, the bank bought back the loan and, in addition, the state 2 tons of businessman handed over the meat. Seeing that the entrepreneur's activity was developing, the director of the company's farm was jealous and plowed the ditch leading to the farm with a bulldozer, as a result of which the 14-hectare field was dried up due to lack of water. As a result, the farm was also in crisis. A similar incident was reported in October 2020 by the radio - a young Uzbek businessman from Canada in Andijan district of Andijan region, who bought a 14-hectare plot of land and tried to develop cattle breeding by importing 60 head of cattle from abroad, but the district governor refused. As a result, he returned to Canada again, squandering his investment in livestock development. Similar phenomena can be observed in every sphere of our society. Well, the question arises as to what corruption is and how to fight it. Corruption (from lat. corruptor "to defile", lat. corruption "bribery, venality; spoilage, decomposition; corruption") - is a crime of an official, abusing the rights associated with his position for the purpose of enrichment. The Law of the Republic of Uzbekistan "On Combating Corruption" adopted on January 3, 2017: "Corruption is the unlawful use of one's position or position for personal gain or the gain of tangible or intangible benefits for the benefit of others, as well as the unlawful provision of such benefits." [2]

As outlined in the United Nations International Fight against Corruption; "Corruption is the abuse of power by the state in its own interests," he said. [3]

Indeed, the prospects for the country's social development cannot be secured without a concerted fight against corruption by developed countries at the international level. That is why the Kazakh scientist SM Zlotnikova edited "Corruption in Kazakhstan; In the book "Measures to prevent it and international experience": - "Deliberate involvement of certain officials in criminal cases, and as a result, on the one hand, have a very convenient system. This form of corruption is closely linked to organized crime. In addition, they are persecuted, provoked and threatened. A corrupt official does not receive a one-time charity, he serves in the criminal system and receives his share there." [4.13]

This process leads to a gradual disruption of the social development of society, violation of the law, disobedience to the law. This situation has become one of the factors that have a serious negative impact on the social development of the country and threatens the social development of society.

From the point of view of historical development, corruption is one of the most ancient crimes: wherever there is a state, in various branches of the state apparatus, there has been a crime that has spread from the bottom up. Territorially, corruption is one of the most widespread crimes in the world. Thus, corruption is one of the forms of crime that is equally prevalent in time and space. Different countries, past and present, have fought and will continue to fight corruption, successfully or unsuccessfully, on all continents of the world. Each country has been actively fighting corruption to ensure the smooth development of its society. However, this process has been carried out differently in different countries. However, this process is carried out differently in different countries. So far, they have not and cannot find a way to completely eradicate corruption in human development.

Even the authoritative international organization, the United Nations, has dealt with this issue separately, made special decisions and described corruption as follows:

- 1) Theft, robbery and misappropriation of state property by officials;
- 2) Abuse of official position for illegal gain;
- 3) The conflict between social duty and personal greed, interests. Given the prevalence of corruption and the difficulty of eradicating it, it can be described as an "international catastrophe" and a threat to social development.

The first President of the Republic of Uzbekistan IA Karimov also expressed the following views on the causes of corruption and its negative consequences. The existence of a criminal "shadow economy" in society leads to organized crime. Representatives of different levels and levels of government are also exposed to its deceptive influence. When corruption arises, it primarily uses the opportunities of the civil service to support or directly assist organized criminal structures. This is a direct threat to the security and stability of society due to the negative consequences that crime and corruption have on society.

Currently, the threats posed by corruption to the security of our country are:

First, politically, corruption is an expression of resistance to ongoing reforms. In it, the interests of the "secret" economy are objectively merged with the administrative-command system, which has lived its life, trying to slow down the development of new economic relations as a threat to itself. According to Deputy Chief of the Prosecutor General's Office Bahrom Kobilov, corruption

crimes committed by officials in Uzbekistan in 2017 decreased by 33% compared to 2016. [5] It was noted that the Virtual Reception of the President of the Republic of Uzbekistan and the People's Reception received 1464 complaints on corruption. It is noteworthy that the number of appeals has decreased.

According to Azamat Mukhtorov, "Fighting corruption is not a one-time event. It is a consistent process. In order to prevent corruption in our country, the introduction of modern information and communication technologies in the education system is yielding good results. In the 2017-2018, 2019-2020 academic years, for the first time, entrance exams to some educational institutions were held online. This process will be further improved in the future. According to the decision of the President of the Republic of Uzbekistan dated November 16, 2017, starting from the 2018-2019 academic year, the test will be held from August 1 to August 15. The results will be announced on the official website of the state testing center the day after the test. This system also serves to prevent illegal actions and corruption." [6.53]

Indeed, the use of such measures in the field of education will prevent such shortcomings as the training of low-quality personnel that hinder the social development of our society.

In their monograph "Fight against Corruption", B.Aliyev and R.Khakimov noted that "the beginning of corruption is used for personal gain, especially for government employees, when wages do not correspond to the realities of life. "The fight against corruption cannot be carried out without transparency, openness, knowledge, public activism, the media and non-governmental organizations". [7.121-122]they said.

Indeed, when people's material well-being improves, the vices that cause corruption in society will decrease, and as a result, social progress in society will increase. Therefore, by the decision of our government, the monthly salary of employees is being increased. This is an important factor in preventing corruption. Corruption-ridden officials put personal gain and the interests of the tribes ahead of the interests of the state. This will cause irreparable damage to the political and economic path of the country and to the majority of the population. Moreover, during the transition period, when new economic relations are just being established and a qualitatively different political system is being formed, corruption has the potential to block this process with its behavior.

Second, the rise of crime and corruption undermines the constitutional foundations of the state, leading to serious violations of the rights and freedoms of citizens. The utterly naughty rule that "the purpose of passing laws and decrees is to circumvent them" leads to the deprivation of society of its ability to maintain the simplest legal order and public order. If criminal gangs and "racketeering" gangs "party" in the economy and people run away from random passers-by on the streets for fear, can there be stability and stability in society? No, of course not.

Third, crime and corruption undermine the moral foundations of society. Eliminates the civic status of members of society. It creates the conditions for a negative attitude to the changes that are taking place. The idea of reform itself is discredited and evokes a sense of longing for the old days, including the "strong arm of the powerful center".

Unfortunately, at a time when we live in the new millennium, which requires perfection, perfection as a person, it is not only a mistake to indulge in fanaticism and animal desires, but also an avenue for the future. From this point of view, the verses of the Koran, which serve the

perfection of human perfection, are blindfolded or have a narrow mind to analyze or make fat was at the same time in the interests of others. It is a sign of destructive ideals. History shows that Islam is the main factor in kindness and goodness.”[8,140].

In the context of certain difficulties of the transition period, an absolutely immoral view may be formed and decided in the minds of citizens, especially in the younger generation, that the main way to achieve a high standard of living is through illegal activities. The pursuit of wealth in a devious way, if left unchecked by society and legal control, can lead people astray, especially young people who are just starting out in life. After all, what could be more tragic and destructive for society and the state than the moral depravity and apathy of the younger generation?

Fourth, there is a saying that “money seeks power”. But even if this money is found in a criminal way, it is not difficult to imagine how they will manage if its owners get out into the power structures of society.

It is well known and tested in many countries how influential people in the criminal world can come to power. First of all, this work begins with liaising with and strengthening government agencies in order to preserve untapped sources of income and ensure their safe use. After that, the power itself will be seized. This situation is a great threat to social development.

The involvement of the authorities in crime is one of the most serious threats to a developing society. The confusion of criminal structures with government officials, their infiltration into various branches of government, increases the public's sense of insecurity. It discredits the state itself. As a result, the threat is growing, both inside and outside the country, and mistrust is growing.

Fifth, it is important to know that those who have amassed wealth in an unclean way are prepared to take any action to avoid punishment and to protect their criminal capital. Such people are ready to do everything, even destabilize the situation, to cause mass riots, for fear of fair punishment. An example of this is the recent events in the Kyrgyz Republic. At a time like this, there is nothing more comfortable than stirring up passions, stirring up the crowd, and hiding behind it. The advice of such people, "Only if we are good, if our work is done," is a clear manifestation of selfishness, arrogant indifference to their compatriots.

Sixth, we have many examples, including those of those who have amassed wealth and wax through criminal means, trying to get into politics as new human rights activists and even struggling for democracy.

Needless to say, by such actions, they are seriously damaging the noble ideals of humanity, such as justice and democracy, and tarnishing the honor of their peoples and countries? In short, they are completely indifferent to the fate of their peoples and countries, to the ideals of freedom and independence.

The behavior of such individuals consists of a chain of consecutive criminal acts. First, capital is accumulated by deceiving its own people, and secondly, political prestige is gained by deceiving public opinion in the name of democracy and justice. It is no secret that such individuals are always ready to serve an external force that is trying to influence the situation in the republic in their own interests.

Every conscientious citizen who values the future and prestige of our country must remember this threat. Every citizen who wants to work honestly, to have a stable environment to spend his knowledge, energy and creativity, and whose children and loved ones in the future will be able to take full advantage of civilized market relations in a democratic, civil society, to the path of crime and corruption they need to be aware of the tragic consequences of these shortcomings if they are not addressed in a timely manner.”[9.90-93]

In accordance with the Law of the Republic of Uzbekistan "On Combating Corruption" No. ARU-419, adopted on January 3, 2017, the main directions of state policy in the field of combating corruption are:

- raising the legal awareness and legal culture of the population, the formation of an intolerant attitude to corruption in society;
- implementation of measures to prevent corruption in all spheres of state and public life;
- timely detection of corruption offenses, their suppression, elimination of their consequences, their causes and conditions, ensuring the principle of inevitability of liability for corruption offenses (Article 5). [10]

According to the definitions given in most dictionaries about tribalism, tribalism is a phenomenon specific to feudal societies. It is a union of people connected by blood ties. The seed team was named after its leader. He was the most influential man for his members, expressing the interests of the seed outside the relatively limited world of the community. It was the tribe that protected, sponsored, and helped its members.

Times have passed, socio-economic formations have changed, relationships between people have changed. It has changed, but it has not disappeared without a trace. Just as traces of an ancient plant can hardly be seen in the rocks, so in modern society, in its socio-cultural phenomena, there are clear traces of the distant past. Seed communities are one such event.

In today's world, it must be difficult to find a society that is truly divided into tribes. But sometimes it exists in a changed form, "updated". In many countries, blood ties are not as strong now. However, they were replaced by other commonalities, ties of other unity, including citizenship, territorial proximity. The question may also arise as to what is wrong if people from this or that place, who have settled outside the territory of that place, in other parts of the country, help their fellow-citizens. Not bad, of course. However, their infiltration into state structures and their use of positions in the system of power for their own personal gain is a dangerous threat.

At the same time, the goal of tribalism is to raise its members as high as possible above the ranks of state power. The distinguishing feature of tribalism is that its members are born in the same place. It should be borne in mind that the general character of the place of birth is not the generality of the types of training, the commonality of spiritual interests, the commonality of worldviews. Acting on this basis gives rise to localism. This process is also a very dangerous threat that hinders social development and hinders development.

At the same time, one nation should not pursue its needs and interests at the expense of discriminating against the similar aspirations of another nation or representatives of other

nations. It is necessary to eliminate any conditions in which some nations may be arrogant and disrespectful to others. [11.]

Localism is the negative manifestation of a sense of territorial closeness that is formed in people in connection with the place where they were born and raised.

The most unfavorable aspect of localism is that the interests of the neighborhood, region, region take precedence over the interests of society. The existence of such a system of attitudes and relations in society has a negative impact on the territorial integrity, stability, and development of the state. Increased localism, in turn, can lead to self-delimitation of places, weakening of the existing system of economic and social relations, economic, socio-political and spiritual decline. It is also possible for a particular region within a state to create extremist and subversive groups that fight for power under the slogan of subversive ideas in order to secure their dominance.

It is an important task to prevent the emergence of any form of localism, realizing that it is a threat to the social development of society, and, consequently, to prevent this defect. The role of the ideology of national independence in fulfilling this task is invaluable. This ideology, by its very nature, serves to realize the main goals and aspirations of all peoples, nations and peoples living in our society, and can fight against the ideas of localism, tribalism. It is based on the spiritual maturity and enlightenment of the people, along with a sense of national pride in the minds of the people, and calls for respect for the culture and dignity of our compatriots living in all regions of the country.

Nationalism is a system of ideological and theoretical views and practices that express indifference to the interests and needs of people of other nationalities, selfish attitudes. Nationalism is the satisfaction of the interests and needs of one's own nation by discriminating against the interests and needs of other nations.

Nationalism does not form true national pride. Equating national pride with nationalism undermines the culture of interethnic relations. While national pride is an aspiration to develop the characteristics of a nation, to enhance their future life, nationalism is an action aimed at disregarding the interests and needs of other nations, peoples, and restricting their rights and freedoms.

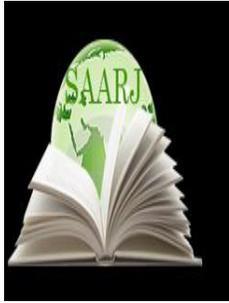
It should be noted that nationalism can take a strong negative direction if it becomes political. This can become a much stronger threat to the security of the state and the nation, to regional and large-scale security.

Nationalism manifests itself in various forms. It can also occur in the form of the supremacy of one nation over another or, under certain imperial conditions, between nations living in the same region or between nations living in the same country.

Any nation, no matter how small, is the wealth of humanity, and the disappearance of any national unity, its language, culture and other features will lead to the impoverishment of the cultural and genetic fund of the Earth, the capabilities of the individual. Therefore, the preservation of every ethnic unity should be the most important goal of the people who belong to it. And this goal is, first and foremost, the task of each individual state, which includes these ethnic groups.

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**A STUDY OF DIFFUSION OF JOINT CONSULTATIVE COUNCILS
 /EMPLOYEES' COUNCILS: QUALITATIVE RESEARCH**

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ABSTRACT

Owing to the inadequacy of in-depth research, actual practice of Joint Consultative Councils/Employees' Councils in Sri Lanka remains a mystery. This paper explores the process of diffusion of Joint Consultative Council/Employees' Council in Sri Lankan organizations using Actor-Network Theory. Based in the interpretive paradigm, we employed qualitative methodology and multiple case study strategy, where four BOI approved organizations (cases) were purposefully selected from Textile & Garment industry and Tyre industry in Sri Lanka. In-depth interviews, focus group discussions as well as observations were used as data collection methods. The study revealed that the diffusion process starts with the management strategically creating a need for Joint Consultative Council/Employees' Council among employees, where in most instances management even go to the extent of imposing the concept on the employees. Afterwards, management employs different actions and mechanisms to promote and continue the practice of the concept within the organizations. Finally, management ensures that the Council remains within its tight control. Thus, it is apparent that, while the concept itself suggest a council of employees, from the initiation to the continuation of Joint Consultative Council/Employees' Council, management takes the control of the process and uses the practice mainly to fulfill their own agendas.

KEYWORDS: *Joint Consultative Council, Employees' Council, Actor-Network Theory*

INTRODUCTION

Employee voice representation is the term used to characterize a wide range of processes and structures that enable employees to contribute to decision-making in organizations (Boxall and Purcell, as Cited in Armstrong, 2006). Employee voice representation generally and traditionally operates through trade unions. However, non-union voice representation also plays a vital role in Industrial Relations (IR) and had secured an important place in IR discussions (Benson, 2000; Gollan, 2002). Non-union voice representation takes different forms. Among those, joint consultation is considered a widely used mechanism around the world, as well as in Sri Lanka. Joint consultation is “a voluntary system which is an outcome of arrangements between the parties, based on the mutual acceptance of the need to avoid conflict through strikes or other actions” (De Silva, 2004: 127). It is regarded as a mechanism for managers and employee representatives to meet on a regular basis, in order to exchange views, to utilize members’ knowledge and expertise, and to deal with matters of common interest which are not the subject of collective bargaining (Marchington, 1992). However, depending on the context, the mechanism which is used to practice joint consultation varies and generally refers to as Joint Consultative Council (JCC) or Works Council (WC) or Employees’ Council (EC).

By the year 2009, it was reported that more than 60% of enterprises in Export Processing Zones (EPZ) and Industrial Parks in Sri Lanka practice JCC/EC (BOI, 2009). Even though JCC/EC has over thirty year’s presence in Sri Lanka, the actual practice of JCC/EC in Sri Lanka remains a mystery due to the inadequacy of extensive and in-depth studies and research in many areas relating to JCC/EC. While the knowledge on rationale for introducing JCC/EC by employers in Sri Lankan BOI enterprises is available, how JCC/EC gets diffused in organizations remains unknown. In this backdrop, the current article attempts to explore in-depth how JCC/EC get diffused in organizations by exploring, how organizations actually introduced JCC/EC? How the practice of JCC/EC was made popular among employees? and How employers sustained the momentum of JCC/EC in their organizations? While contributing to the existing literature of IR discipline by fulfilling the knowledge gap on JCC/EC in Sri Lanka, the findings of the study would also assist organizations to gain a comprehensible depiction about the initiation, promotion, and maintenance of the EC/JCC concept in organizations.

JCC/EC IN SRI LANKA

The beginning of the JCC practice in Sri Lanka took place with the establishment of Greater Colombo Economic Commission (GCEC), now known as Board of Investment (BOI) in 1978. At the inception, in 1978, GCEC introduced the concept of JCC, which was a bipartite committee, consisting of both management and employee representatives. In this council, equal representation of management and employees was assured. However, the Chairman of the JCC happened to be the CEO or a top manager of the respective enterprise. This structure of Sri Lankan JCC resembles the ‘French Model’ that is practiced in European countries (Priyankara & Adhikaram, 2010). Later, in the year 1994, BOI replaced the concept of JCC with a slightly different concept of Employees’ Councils (EC). Thus, the first version of EC was introduced in 1994 by BOI with the guideline on EC which provides procedure of EC concept. This initial phase of EC continued till the year 2004. The second version of EC guideline was introduced and recommended by BOI in the year 2004 and it continues to-date (Director IR of BOI,

personal communication, August 13, 2009). The core difference of EC when compared to JCC is that EC consists of only the worker representatives and the EC is chaired by one of the workers. Thus, Sri Lankan EC resembles the 'German Model' of worker council (Priyankara & Adikaram, 2010). While there are marked differences in these two concepts, the terms JCC and EC would be used interchangeably in the current study, due to the similarities in practice and the understanding of the concept in the Sri Lankan organizations.

RESEARCH METHODOLOGY

Based in the interpretive paradigm, we employed qualitative methodology in pursuing the research objectives of the study. Multiple case study strategy was used as the strategy of inquiry (Yin, 1994). Four BOI approved organizations (cases), which practice JCC/EC, were purposefully selected from Textile & Garment industry and Tyre industry in Sri Lanka. Specific data collection methods included in-depth interviews, focus group discussions and observations. Twenty one in-depth interviews with managers, council members, and non-council employees in the selected organizations were conducted. In order to execute interviews, we used two interview guides respectively for managers and employees. Apart from the in-depth interviews, two focus group discussions, consisting of six participants each, were held. By being observer participants (Saunders, Lewis & Thornhill, 2008) at the JCC meetings of the selected companies, we also gathered information on how JCC/EC meetings were actually held and how management and employees interact with each other on JCC/EC related matters.

Qualitative data analysis was carried out parallel to data collection, in five steps as, organizing and preparing the data for analysis, coding of data collected, developing categories, refining categories and arriving at the findings. Except two interviews, all other interviews and focus group discussions were audio recorded with the consent of the interviewees. Recording of the entire interview session prevented the loss of information that would have otherwise been lost in an attempt to record manually. Thereafter, all the recordings were transcribed verbatim. Use of Actor-Network Theory (ANT) in the analysis ensured the theoretical rigor of the study. Callon as well as Latour (as cited in Gao, 2005) identified that a key feature of ANT is that the actors include both human beings and nonhuman actors, together composing a network to be studied. Human actors represent social interest and these actors' interests are influenced by different situations. Change takes place due to dynamics of the contextual/situational elements and struggle of the actors to inscribe their interest into the phenomenon (Gao, 2005). Thus, the potential application of the actor-network theory in this study is to investigate the process whereby the respective interests of different actors are aligned into a social arrangement (Gao, 2005) that can have an effect on the diffusion of JCC/EC in organizations.

FINDINGS AND DISCUSSION

Findings of the study clearly indicated how the managers, being the main actors, diffused the practice of JCC/ECs in their organizations through an identifiable process. It was thus identified that the diffusion process of JCC/EC in the four organizations selected for the study consisted of three phases. The first phase is the creation of the need for JCC/EC and imposing the JCC/EC concept on employees, the second phase is the advancement of JCC/EC through various activities and practices, and the final phase is the maintenance of the JCC/EC practice to meet the management expectations. These specific phases identified through the study, would be discussed in more detail below.

Diffusion Phase One: Creation of a need for JCC/EC and imposing the JCC/EC concept on employees

Though forming and engaging in trade union activities is a right of employees granted by the country's legislations, yet trade unions are seen in a negative perspective by employers and there always exist an adversarial relationship between trade unions and employers in Sri Lanka (Employers' Federation of Ceylon, 2006). It was found that management had wanted to discourage trade unions from entering their organizations too. In this background, management has realized that one of the ways of obstructing trade unions is the formation of JCC/EC. Hence, in order to sell the JCC/EC concept to the employees, management had constructed the problem of 'how to solve common grievances of employees?', while constructing this problem, management has also convinced the employees that the best solution to this problem is the creation of JCC/EC. Here, management has started their promotion of JCC/EC by highlighting the repercussions of having trade unions and emphasized the need to have direct relationships without letting third parties to act as intermediaries between the management and employees. In this effort of convincing employees, management had highlighted examples of negative Sri Lankan trade union actions through formal and informal meetings with employees. Meanwhile, the management has also engaged in forceful actions to keep unionists away from their organizations. Industrial Relations executive of Organization Two (O2) commented that

As a private sector organization, outsiders won't do any good for us and they (trade unions) too are an organization and might have different objectives that may be political or otherwise getting membership fees from members and strengthen their organizations. Outsiders' objectives, organizations's objectives, and employees' objectives are three types of objectives. Therefore, the top management team convinced the employees that without going to an outside organization, our organization and employees should get together.

This discouragement of trade unions in the organizations closed the main avenue employees had to express and redress their common grievances or concerns. Thus, it created a vacuum of employee voice representation. More specifically, management intentionally created a vacuum of employee voice representation. Further, management successfully convinced the employees of the need to have an in-house and direct mechanism to address employee problems. Consequently, management constructed a need among employees for an alternative voice representation to trade unions. Thereafter, management proposed the solution of JCC/EC as a remedy to their problem and made it the only mechanism to represent employee voice. One of the Former Council members of Organization One (O1) attested to this fact as follows.

HR manager said that there is this concept; actually we didn't have a place or a stage to discuss our issues that we had. There, he said that this (JCC) is a stage to discuss the common problems that we have. That's how he explained the concept.

Even though the term JCC/EC indicate councils of employees or a joint endeavor of employers and employees, the discussions and interviews with the management and employees of the four organizations, indicated that the introduction of JCC/EC in these organizations have taken place merely according to the initiative and discretion of the management, where the employees have only played a very passive role. As clearly apparent from the employees' comments, management has, more or less, imposed JCC on the employees. One of the council members of O1 commented that *in my organization there was no employee council, but HRM of the group*

has come and taken two employees from each section and discussed about this..... Then employees have told a lot of issues, and then she, Head of HR of the company, had told them to establish an Employees' Council and forward issues through that. It is not the employees who have formed this. It is the management who established this.

With the introduction of JCC/EC in their organizations, by and large, management imposed and positioned JCC/EC on employees in a continuum of goals which ranges from employee wellbeing to organizational wellbeing. Employee voice representation is the extreme concern that would be in the employee wellbeing side of the continuum. Discussion of welfare related common grievances is the basic goal in the employee wellbeing region. The other side of the continuum depicts organizational wellbeing. In ensuring organizational wellbeing management expects at least to maintain sound industrial relations. At the utmost extreme, management expects the JCC/EC bringing productivity improvement suggestions through capturing and utilizing employee potentiality physically as well as psychologically.

The objectives (of JCC) was to maintain industrial peace in the organization, to improve the relationship and trust between employees and the employer, to create a happy working environment by fulfilling common objectives of employees, and to increase organizational productivity through increasing organizational efficiency. Also to discuss, inform, and collectively implement the decision that will be taken to enhance the wellbeing of both employees and the organization. (Industrial Relations Executive, O2)

Management, as the main actor of the JCC/EC network at organizational level, imposed and positioned JCC/EC on employees as the mechanism to reach the above objectives. According to ANT, an actor reinterprets or appropriates the interests of other human actors and the interests embedded in non-human actors according to one's own (Gao, 2005) which is known as Translation. As per Callon (as cited in Harrison & Laberge, 2002) translation of interest is a process that involves the construction of the problem, Interestment, enrolment and mobilization of allies. Accordingly, the main actor of the network constructed a problem in order to translate its interest on other actors and propose the network as the solution (Gao, 2005). ANT further shows how one actor constructs the identity of the other actor by trying to make the latter act in accordance with his wishes (Harrison & Laberge, 2002). The above explanation of phase one of JCC/EC diffusion resembles the construction of the problem which is the first step of the translation process of ANT. Thus, similar to the arguments presented in ANT, management of companies have acted as the main actors, whereby constructing the problem of how to solve common grievances, and then proposed the solution of JCC/EC as the solution. Further, they have inscribed the meaning into employees and attempted to ensure enrolment of members to the network of JCC/EC.

Diffusion Phase Two: Advancement of the concept of JCC/EC

Having successfully introduced the concept of JCC/EC, it appears that the management uses different actions and mechanisms in translating the management's expectations and to advance of the concept within the organizations. Through these mechanisms, management stabilizes their role in the process and attempts to retain members in the network of JCC/EC. The mechanisms and actions that were employed to advance the concept were identified as, a) formalizing JCC/EC practice in the organization, b) building ownership through member selection, c) providing continuous learning opportunities on JCC/EC to both council members and non

council members, d) usage of multiple communication tools, e) attending to employee concerns and giving systematic feedback, f) recognizing JCC/EC, and g) paying high attention to JCC/EC by top management. Some of the above findings were further evident from the observations carried out during the study. The various mechanisms and actions listed above are elucidated below.

a) Formalizing JCC: At the outset, management paid due attention to make JCC/EC a formalized mechanism within the company. In that endeavor, management brought in a guideline/policy on JCC/EC by getting the essence of BOI guideline on JCC/EC. Organizational guideline/Policy on JCC/EC included formally stated objectives of the council, functions of the council, membership, power of appointing the council, council officials, tenure of the council and other procedures. In addition to the guideline/policy on JCC/EC, management introduced formal agenda for meetings, preparation of meeting minutes, and publicity of meeting minutes.

b) Building ownership through member selection: As guided by the BOI with its guidelines on JCC/EC, management has enabled employees to select their members to the council and developed 'employees' ownership' on the concept. It was evident that the employees have selected the council members, and that the management does not appoint employees whom management likes. Officials for the council are also selected from the elected council members. In other words, council members elect President and Secretary, and it is generally without an election. However, in Organization Three (O3), even the council president is selected through an election. Consequently the opportunity and the ability to select the members and officials that they prefer, have given the employees the ownership of the concept. It is obvious from the responses of both management and employees.

Actually we are not participating in their meetings or the selection process. We can't influence to select these guys. (Assistant Human Resource Manager, O1)

Once a year we appoint the members to the EC and it is not management who appoint the members but the members in relevant sections. Every year, in the general meeting it is announced that the tenure of the council is over and the need to appoint a new EC, so employees then suggest and nominate members from all the sections. (Former Council Member, O1)

Those days, when I joined the company this (JCC) was not that much popular and there was no competition. But, as time passed JCC became a familiar word. Now, there is an election to select JCC members and there is an election to select the president too. (Former Council Member, O3)

c) Providing continuous learning opportunities on JCC/EC to both council members and non council members: Two companies have enabled the non council members to participate in JCC meetings so that non council members too gain awareness about how JCC/EC operates. At the same time, during the orientation programme, management educates employees on JCC/EC concept. In addition to that, they conduct leadership skill development programmes as soon as a new council is appointed for the members of previous council and new council with the management team. These have helped management to inculcate the expected message of JCC/EC in employees and council members. Head of Human Resources of O3 highlighted the fact as follows

What we normally do is, immediately after the JCC election, we conduct a work shop on developing leadership skills for the present and previous committee of JCC along with the

management team. We hire a consultant, and get them sharpened up their leadership skills because they are the natural leaders but we also need to refine them and guide them in theoretical terms. And also we get them to do a kind of a SWOT analysis, and come out with an action plan for their own term. Again it is also to not only to recognize the body, but also to give them kind of a training opportunity to further develop.

d) Usage of multiple communication tools: Apart from formalizing the practice of JCC/EC, management further the concept among employees through various communication tools such as general meetings, exclusive notice board, education through council members, orientation program, and council member election. Except the most common communication tools identified above, getting the council members to wear a badge and enabling non council members to participate in JCC/EC discussions, were found to be other symbolic and tactical tools that management had used to promote the concept among employees.

JCC members wear a badge. Then, others know to forward issues to JCC member. She collects all the issues before the meeting (Former Council Member, Organization Four (O4)).

We sometimes invite certain cross section or percentage of non JCC members to those meetings for them to come and experience what is going on (Head of HR, O3).

From ANT's percept, intersement, the second phase of the translation process, is defined as "a set of actions through which the *primens movens* impose and stabilize the identity of other actors, promoting the pursuit of the objectives and goals that have been attributed to them" (Callon, as cited in Harrison & Laberge : 502). In imposing and stabilizing the identity of employees, council members, and JCC/EC meetings, management used the translation strategies, viz, formalizing JCC/EC practice, building ownership through member selection, using multiple communication methods and providing continuous learning opportunities on JCC/EC to both council members and non council members. Accordingly, intersement is an essential stage in which the main actors impose and stabilize the identity of the other actors as they have been defined in the construction of the problem (Harrison & Laberge, 2002). In the case of diffusing JCC/EC management used different intersement strategies not only to ensure the identity defined in the first phase but also to reinforce and further the identity created in the phase one. Specially, through providing training programs to mold leadership qualities of JCC/EC members, main actor make sure the momentum of the practice and further the employees' buy in on the concept.

e) Attending to employee concerns and giving prompt feedback: After introducing JCC/EC, Management has paid a great deal of attention on ensuring that management addresses employee issues. In fact, this is what management had promised in establishing JCC/EC in the phase one. As a consequence, employees' confidence on the new system increased and employees started to buy in the concept. Giving considerable amount of solutions for the JCC/EC concerns had attracted the employees towards the network of JCC/EC. This can be identified as the most decisive aspect or the glue without which the practice of JCC/EC will not continue. As a result of the amount of solutions and their speed JCC/EC became a discussion topic and reached employees with less amount of effort.

Definitely 50% or 75% of problems are resolved. Most of the time, it is over 75%. Then the remaining 25% automatically get reduced. Pressure of the unsolved issues won't increase

because of the solutions that were already received. So pressure of employees reduces due to the solutions. (Council Member, O2)

JCC went to employees automatically since employees got benefits like salary increments, food and transport. Employees got to know that they receive those through JCC and then it created an opinion amongst employees that in order to get benefits it is required to go through JCC. (Council Member, O3)

In the event of keeping the momentum of the JCC/EC concept, management ensures giving prompt feedback to the requests made by JCC/EC. In giving feedback to the entire work force, management had introduced a noticed board distinctively to communicate the JCC/EC discussions and results. This is the mechanism to involve all the employees and managers to the network of JCC/EC. Since the decisions are displayed publically, employees could check whether their concerns are noticed to the management by council members. Further, employees get to know management responses to their respective concerns. This practice showed transparency of the network too.

HR managers respond to the requests and the decisions are displayed in a notice board which is allocated to EC decisions. There is a separate notice board to display EC decision with columns to indicate the suggestions/issues and the solutions given for those suggestions/issues. (Council Member, O1)

f) Recognizing JCC/EC: Certain approving powers which have been assigned to JCC/EC members have given them due recognition within the organization, which in turn had created a sense of value among the council members. This recognition which is given to JCC/EC has reinforced the concept within the organizations. In addition, top management intentionally keeps JCC/EC meeting at a very high level in the meeting hierarchy through participation in the council. Specially, in O3, Managing Director has highly appreciated and recognized the JCC/EC in his annual review in the Magazine of the company. On top of that JCC/EC has been recognized as the strength of the organization even in the company's official web site. This fact was again highlighted by respondents in the in-depth interviews. Further, it appears that the previous council members have received certificates or letters of appreciation for their contributions in the council. These certificates are included in the personal files of the employees. Apart from that, in the service letter which an employee receives when he/she leaves the organization, the service of the member in the council is mentioned.

We can't spend even a cent from our welfare account without the proper approval of the president and the secretary of the JCC. When they give their approval, they feel that they are having this kind of recognition in our organization. It's a good thing to motivate; they also feel that they are recognized people in the organization. And they feel that JCC has a good place in the organization. (Assistant Human Resource Manager, O1)

This is one of the main meetings out of our meetings. That recognition has been given to that. GM, Line managers, HR, Welfare represent the council, highest personnel from our side, who can give answers or solutions to employee problems participate in the council. Most of the time, it is chaired by CEO or DGM from Central. Then top personnel in our structure definitely come for the meeting on the schedule date and they spent the three or four hours in the council. Then this becomes one of the top meetings in our organization. (Human Resource Manager, O2)

We consider them (JCC members) as the strength. Even in our annual magazine we put them under “our Shakthiya”(our strength). That is the message given, because otherwise if we don’t recognize and if we don’t listen to their voice, there could be a kind of another element to basically express their grievances. So we always make sure to recognize the JCC and get all their common grievances or issues or even suggestions channelled through JCC. (Head of HR, O3)

When I finished my period, HR send a letter to my personal file indicating that I have worked as a JCC member. (Former Council Member, O4)

Supplementary to the above, management releases council members from ordinary work for council discussions and council related activities. The respective sectional heads have been informed to release council members from ordinary work when the council discussions are held and council activities are carried out. This authorized release of council members from ordinary work to attend council meetings and other related activities too has given them a sense of value and official status. Employees also expressed that management facilitate council meetings not only by releasing members for council meetings but also by providing board room and refreshments. Further, management assisted council members to conduct their meetings and preparing meeting minutes too. From ANT percept, this can be seen as an enrolment strategy, which enhanced the commitment of council members towards JCC/EC.

g) Paying high attention to JCC/EC by Top management: In creating and maintaining faith of employees on the new system, top management plays a significant role. For example, as per observations CEO of O2 sits on the floor with employees in the JCC/EC sessions. This practice was very attractive to employees, as it symbolizes the willingness of management to create an attentive atmosphere which is mutually beneficial. It also exhibits management’s closeness and readiness to come down. Further, CEO or MD, the highest official in management, regularly attends the JCC meetings. This has given more credibility to JCC, because employees could get direct solutions from CEO or MD without dragging the issues.

The second phase of the diffusion of JCC/EC, from the perspective of ANT, elucidates the interestment and enrolment of members to the network of JCC/EC. If the interestment is successful it will lead to enrolment. Enrolment is the moment of agreement and consent, which may take the form of either conformity with rules or authentic commitment (Kerfoot & Knights, as cited in Harrisson & Laberge, 2002). Evidences of the concerned organizations indicate that there is a successful enrolment of actors to JCC/EC network. From one hand main actor has gained consent and agreement of employees, the critical actor, through formally laid down policy and procedural activities. On the other hand, it had taken authentic commitment via giving solutions and prompt feedbacks, recognizing JCC/EC, letting them to select their own representatives and committing top management time and attention on JCC/EC.

Diffusion Phase Three: Maintenance of the JCC/EC practice within the management’s controls

As per ANT certain actors make an innovative proposal, mobilize resources and try to translate the interests of others in an effort to enroll them. There can be two mutually exclusive results of this process; those are enrolment or resistance (Harrisson & Laberge, 2002). In the phase two of

the diffusion, it was evident that enrolment was a success, where JCC/EC had been recognized by both parties and they willingly participate in JCC/EC. However, respondents were of the view that, if JCC/EC functions in its full potentiality, it may negatively affect the organization by making it in to a status of a traditional trade union, and thereby deviating from expectations of the main actor.

If Employee Council rises in its full potential, there is a possibility of destroying the organization. (Council Member, O1)

I think the role which is expected by the management changed. I would say, it (management) was more or less playing to the tune, whenever they saw that JCC is losing power, they were willing to give power but as soon as they saw that JCC is gaining momentum, and then they were, I would say, ready to take it out of JCC. So it was a more or less controlled mechanism than a very free organization. (Human Resource Manager, O4)

ANT shows that one actor constructs the identity of the other actors by trying to make the latter act in accordance with his wishes (Harrison & Laberge, 2002). Management also adopted a range of strategies to ensure that JCC/EC will not reach its maximum potentiality and it will be within management's purview. Thus, phase three of diffusion can be identified as the maintenance of JCC/EC practice within the management's expectations. In order to maintain the JCC/EC practice without deviating from the management's expectations, management redresses only common grievances and discourages individual grievances in the EC/JCC, uses indirect manipulations, policy level control, and coercion to eliminate non aligned members.

Management does not like to entertain individual issues at JCC and discourages individual grievances coming through EC/JCC. Management is keen on channeling common grievances through EC/JCC. One of the reasons for discouraging individual grievances channeling through EC/JCC is the lack of time to pay attention to large number of grievances in a council session. The other reason is the fact that, once all the grievances are entertained at JCC/ EC, it gets elevated value and recognition among employees and reduces the one-to-one relationship between managers and individual employees. Also, this reduces the power in management to a certain degree as employees would not come to management with their problems but rather would go to JCC/EC, where the employee commitment is taken away from the management and placed with JCC/EC. This clearly is not something the management wants, as it goes against the management's initial intentions of forming JCC/EC (which is the maintenance of sound industrial relations and improvement of productivity within the enterprise without the presence of politicized trade unions). Thus, management hesitates to give due recognition that EC/JCC should receive owing to the fear that EC/JCC will go out of management's purview if majority of employee problems are solved through the EC/JCC. Management also dislikes giving excessive recognition to EC, since excessive recognition may increase the power of JCC/EC and too much power of JCC/EC is considered to be destructive for the organization.

Management always says that 'we give privileges before you request it through employee council'. However, management doesn't like to show that the solutions were given for the requests made by the council because of the fear that employee council will gain power. There is a fear that more requests will go beyond current level. Therefore, they don't like to give credit to EC all the time. (Council Member, O1)

Tenure of the council members is one year and the same employee cannot be a member of the council in the next year. These policy level provisions restrict building a strong leadership in EC, as every year a new member takes the presidency of the council and a totally new set of member representatives are appointed. It provides management with the ability to ensure the functioning of the concept without letting it reaches the pinnacle point. This also prevents developing a strong coalition that might go to the state of a trade union. Human Resource Manager of O4 highlighted this fact as follows.

There is a restriction where the office bearers of this year can't hold office next year. That is again a sort of a tactic to ensure that there is no continuous rhythm in terms of control.

In addition, management also uses other subtle tactics to control the mechanism when they see JCC/EC is derailing from the track that management needs. It is obvious from the following comment by Human Resource Manager of O4.

This company has about 30% male employees and 70 % females. We saw a trend developing in the presidency, where it was generally held by employees of one particular department which is the Stores department, a male dominant department. So then, we saw a sort of aggressive behavior among these leaders over a period of time and then we realized that we need to do something. So what we did was, there was a CSR program to empower women. We used this tool to say, ok now it's high time that you all bring a female leader to the council. Not merely because we wanted a females empowered as the president, but we wanted to break that trend of these stores guys occupying this hot seat on a continuous basis. We saw a small coalition building which we thought would be detrimental to the organization on the long run. So we used that tactic to break that rhythm and ever since it was broken, now the leadership has been on here and there not concentrating on one point.

Further, there were instances of one of the strongest trade union federations in Sri Lanka having tried to penetrate into one organization. This was viewed as a major threat to the system and to the organization. This attempt of trade unionists approaching organization and receiving support from some of the employees was an indication about destroying JCC/EC. Here, Management used coercive influence and made the leaders of union movement to resign from the organization.

One of the strongest federations of trade union which is led by a political party, tried to enter into our organization. That influence was there. We identified two fellows and we indirectly ask them to resign. We said if you are here, this country will lose this organization, directly 5000 will lose jobs and indirectly one lakh will suffer and this country will not have this organization, therefore please. We didn't tell them to resign but we told so that they will resign. (Industrial Relations Executive, O2)

From ANT percept, mobilization of allies is the stage in which order is transferred. The network becomes irreversible or, on the contrary, the network begins to fall apart due to resistance. "Successful networks of aligned interests are created through the enrolment of sufficient body of allies and the translation of their interests so that they are willing to participate in particular ways of thinking and acting that maintain the network" (Walsham & Sahay, 1999: 42). As a whole that interestment effort of management is a success and it had led to enrolment. However, intermittent attempts of external trade unionist to establish trade unions shows that JCC/EC network underwent opposition from competing associations. Main actors then will try to build

alliances and destroy competing associations. (Kerfoot & Knights, as cited in Harrisson & Laberge, 2002). In this case, management considered trade unions as competing association that threatens the network of JCC/EC. In order to confront the challenges to JCC/EC network, management has taken steps to destroy formation of trade unions within the organizations. It is one of the salient features of the mobilization of allies as per ANT.

CONCLUSION

The main objective of this paper was to explore the process of diffusion of JCC/EC in organizations. The diffusion process of JCC/EC was identified to consist of three phases; (a) the creation of the need for JCC/EC and imposing the JCC/EC concept on employees (b) the promotion of the EC/JCC concept and (c) maintenance of the JCC/EC practice within the management's expectations.

At the first phase it was identified that management created the need of EC/JCC among employees through various avenues. Management being the prime actor in the process of diffusion constructed a problem for employees. After creating the problem, management proposed a solution, JCC/EC, to solve the constructed problem. Thereafter, management imposed and positioned JCC/EC as a mechanism to achieve both employee wellbeing and organizational wellbeing in the employees' minds through the help of HR Division. It was clear that discretion of the management has been the key factor in initiating and diffusion of the practice of JCC/EC. Employees have not been active or joint participants in the first phase of diffusion of the concept at all. They have just been mere recipients of the management's strategic plans concerning JCC/EC. This in turn, negates the whole concept of JCC/EC, where the concept emphasizes joint consultation and joint roles. Hence, the start of JCC/EC in organizations itself indicates contradicting and opposing practices.

In promoting the EC/JCC concept among employees, management used different strategies/mechanisms including formalizing JCC/EC practice, building ownership through member selection, providing continuous learning opportunities on JCC/EC to both council members and non council members, usage of multiple communication tools, attending employee concerns and giving systematic feedback, recognizing JCC/EC, and paying high attention on JCC/EC by Top management. All these strategies and mechanism that management used to promote JCC/EC network can be identified as interestment and enrolment mechanisms according to ANT.

In the third phase, management controlled the JCC/EC so that it will not reach its maximum potentiality. With a view to maintain JCC/EC within their control, management restricted the individual grievances coming into the JCC and encouraged only common grievances in the JCC, applied policy level controls, used subtle manipulations and used coercion to undermine the threats to the existing net work of JCC/EC. The final phase of interest translation in ANT theory, mobilization of allies, was apparent in this third phase of the diffusion process of JCC/EC.

In conclusion, the findings indicate that management engages in a comprehensive diffusion process in taking the concept to the employees and behave tactically to inculcate the expectations of management on employees and keep the momentum of the JCC/EC. All the above findings reveal that, from the initiation of JCC/EC to the continuation of JCC/EC, management takes the control of the process and employees' participation, especially at the initiation of JCC/EC, is not up to the level as expected in the literature of JCC and BOI guideline on EC. Thus, though there

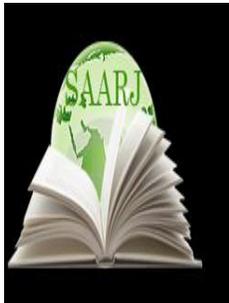
are certain features in alignment with the conceptual meaning, it signifies that the way establishments have diffused JCC/EC at organizations is a deviation from the expected practice of JCC by the scholars in industrial relations and EC by BOI Sri Lanka.

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THE FIRST HORSE CLUBS IN SURKHAN OASIS

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ABSTRACT

The article deals with the establishment of equestrian clubs in the Surkhandarya oasis in the last century, the activities of masters of sports who grew up in them, the popularity of equestrian sports in the oasis, the worthy participation of oasis athletes in regional, national and union equestrian competitions.

KEYWORDS: *Master Of Sports, Spartakiada, Riders, "Girl Chase" Competition, "Cotton Holiday" Sports Competitions, "Pakhtakor" Sports Society, "Spartak" Sports Society, Chavgon, "Boks", "Bazzafil", "Bedakur".*

INTRODUCTION

Equestrian sport is one of the ancient sports of the Uzbek people, which demonstrates the courage, bravery, agility and pride of the young man. Today, the development of equestrian sports is clearly visible.

In Tashkent, Fergana, Jizzakh, Kashkadarya and Surkhandarya regions, equestrian competitions and kupkari (horse riding) are often held. Sufficient attention is paid to improve the breed of horses, replenish the ranks of athletes and increase the number of horse riders. These events, in turn, are yielding positive results, and world-famous horse-riders are emerging. If we take the Surkhan oasis as an example, we can see that a lot of positive changes are taking place there.

The end of the third quarter and the fourth quarter of the last century had a unique positive point in the development in the history of equestrian sports in Surkhandarya oasis. In 1966, the first equestrian club was established in our region. The site for the club was selected and allocated from the collective farm named after U. Aliyev (former) in Sariosiya district. That year, the process began with the participation of only two riders. It can be said that the opening of this

club was the prelude to the great work of the following years and the foundation of future great victories.

METHODS AND METHODOLOGY

Since then, it has been observed that the level of interest in equestrian sports is extremely high. In a short time, the number of members of the club exceeded more than thirty members. As early as 1967, one of the members of the club, Robak Sigov, was nominated for the master of sports. Badilla Buriev and Shamil Murtazaev took the title of masters in sports. [1] The members of the club went to the Republican Spartakiad in 1967 by taking an intensive training courses. They were rewarded with silver medal in the Spartakiad competition. It was a huge success for the club members who had just started work. After that event, in a short time, the participants of the club received the top reward in the competition among rural athletes. Of course, after that, the club members worked hard to have further consolidation the achievements. Particular attention was paid to increase the number of club members, involving energetic and talented young people. A conscientious efforts were made to keep an incessant training of the athletes. It should be noted that, Stepan Vasilevich Ilyasov, the coach of the club, master of sports, played a significant role in this process. Of course, great things could not be accomplished by the dream alone. In the first place, favorable conditions were created for training in the club. The capable youth to equestrian sports are constantly involved in the club. Secondly, special attention was paid to the selection and care of purebred racehorses. Good riders need good horses. This later served as the basis for great success.

Later, a branch of the equestrian club was opened on the territory of the former collective farm "Communism", taking into account the growing interest in equestrian sports in the district. This, in turn, was a factor in the further expansion of the number of horseriders.

In 1971, a cotton festival was held in the Republic. It can be said that this holiday has aroused great interest among many people due to its richness in sports. In particular, equestrian competitions attracted a lot of attention. The riders from Surkhandarya, who took an active part in these competitions again. The national team of our region, consisting of talented riders, took the first place in these festive competitions and raised the flag of victory. Members of the regional equestrian club took an active part in 13 rounds of the competition program in classical equestrian sports. For example, Badilla Buriev, a student of school No. 56 in Sariosiya district, strengthened her team's position by winning the first prize in the steeplechase competition. Mirza Tursunov, Mamat Khudoynazarov, Shamil Murtazoev, and other skillful members of the team achieved great success in the steeplechase competitions. [2].

RESULTS

The second day of the competition began with the national equestrian sports. It is well known that overturning an opponent on horseback requires strength, agility and skill from the horserider. Two participants of the regional team took part in the competitions of this round. Turob Mamashukurov and Ergash Suvonov from Surkhandarya impressed the audience, beating all rivals. They won the competition with great honor and superiority.

Flyura Otakhonova and Ergash Suvonov from Surkhandarya took the second place in the " Kiz kuvmak"(chase after the running girl) competition.

Then began the championship in kupkari, one of the most popular and favorite types of equestrian sport. In this case, the riders of our region showed real skill. For example, such skilled riders as Turob Mamashukurov, Rakhmon Khushbokov, Layli Berdiev, Nurmon Boymurodov, Mamarayim Juraev, Rakhmat Omonov, Odima Zoirov, Bekmazar Kurbanov, Ergash Suvonov gradually defeated the riders of Bukhara, Namangan and Kashkadarya regions. Thus, for the first time, Surkhandarya athletes won the mobile cup - the grand prize of the Republican sports festival "Cotton Holiday". Speaking about the path of development and progress of equestrian sports in the Surkhandarya oasis, it is worth mentioning about the organizers, who have devoted themselves to this cause in every possible way. The services of such leading officials as B. Omonov, U. Mamajonov, B. Kholmatov from Sariosia were invaluable in the formation of a strong team of skilled horseriders in the region. Zokir Valitov, former chairman of the Pakhtakor Voluntary Sports Association of Sarnosiyo district, has not only helped to increase the number of riders, but also to improve their skills, increase the number of purebred horses and ultimately ensure the success of the national team. In addition, it is worth mentioning the services of horse breeders A. Dilmatov, T. Kholikov, B. Tashkulov.

Later, the interest in equestrian sports began to be observed not only in Sariosiya district, but also in other districts. This march was also demonstrated in December 1970 at the regional cotton festival competitions held in the territory of Namuna collective farm in Termez district. The festival was attended by many spectators from different districts of the region. Similarly, famous riders from almost all districts came to demonstrate their skills. Then the riders had a great time. The riders raced a thousand meters.

DISCUSSION

They rode along a special path. Thousands of spectators watched the riders without taking their eyes off them, shouting. F.Boymurodov, a rider from Namuna collective farm in Termez district, was the first to cross the finish line and won the race. The second place was taken by K.Murodov from Sherabad and Muhammadi Boykulov from Baysun. The riders also took an active part in the kupkari competitions held on the same day. In this case, the great interest in kupkari was once again proved within public. It was a very interesting show. Kuldosh Yodgorov from Zharkurgan demonstrated in practice that he is a great rider and took the first place. Odina Zoirov, the Republican champion in equestrian sports, took the second place. [3]

It should be noted that in those years, in the competitions in the classic equestrian sports, the riders of our oasis have always steadfastly defended the honor of our region. The coach of one of the sports clubs in Sariosiya district, master of sports Sharof Badalov, masters of sports from Sariosiya Isok Sodikov, Fayzulla Mirzaev raised the flag of victory in many competitions in classical equestrian sports. In other words, the same riders contributed to the further strengthening of the prestige of the regional team.

The number of equestrian clubs increased to ten by 1970 due to the efforts of direct equestrian devotees. There were 100 good horses and 135 of them. Thirteen of the trainees were first-class athletes. By 1990, equestrian sport had risen to a higher level in terms of quality and quantity.

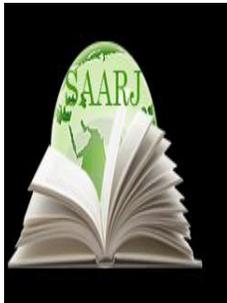
SUMMARY

At that time, the number of equestrian clubs reached to 14, the number of horses - 600, and the number of active riders - 856.80 breeds of horses were brought from abroad. At that time, the

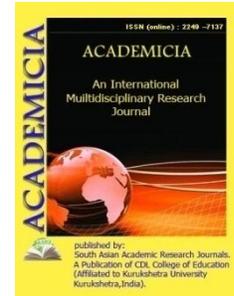
number of masters of sports was 32, and the number of first-class athletes was 113. The heyday of equestrian sports was observed in these years. [4] In conclusion, the last quarter of the last century went down in history as a memorable period in the development of equestrian sports in the Surkhandarya oasis. During these years, the classic types of equestrian sports became widespread in our region and developed rapidly. Our riders, who are well-known all over the world, showed great skill. At the same time, thousands of our young people began to look at equestrian sports with great interest and love. Secondly, they also have extensive experience in the restoration, cultivation, reproduction and maintenance of horse parking. The acquired skills helped a lot in later events.

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ENERGY SAVING AND APPLICATION OF FREQUENCY CONVERTERS AND SOFT START DEVICES

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ABSTRACT

The questions of the use of frequency converters and soft starters on pumping equipment are considered. The advantages of using frequency converters and soft starters are indicated. Particular attention is paid to the theoretical issues of the use of frequency converters and soft starters. The corresponding graphs of dependence are given. The approximate cost of implementations is indicated.

KEYWORDS: *Throttling, Soft Starters, Frequency Converters, Control Cabinets, Protection, Energy Saving.*

INTRODUCTION

As already mentioned, the use of frequency converters allows you to save energy. The classical method of controlling the supply of pumping units involves throttling (lowering the water pressure when flowing through the narrowing of the pipeline passage) of pressure lines. In this case, pumping units are selected based on certain design characteristics (as a rule, with a margin of productivity) and constantly operate at a constant speed, without taking into account the changing flow caused by variable water consumption. At minimum flow, the pumps continue to run at a constant speed, creating overpressure in the network (the cause of accidents), while a significant amount of electricity is wasted. This, for example, happens at night, when water consumption drops sharply. The main tasks solved with the help of frequency converters:

- stabilization and optimization of technological parameters depending on the operation of the electric drive;
- replacement of a regulated DC drive with an adjustable asynchronous drive;

-smooth acceleration and deceleration of the drive load, stopping at a given position (with the possibility of a cyclic process), constant movement speed for a varying load;

Energy-efficient electric drive and alternative renewable sources.

-saving electricity by reducing power consumption, in some cases up to 50%;

-universal control of an electric drive without significant costs for automation and retraining of personnel;

-automation of technological processes using an electric drive.

MATERIALS AND METHODS

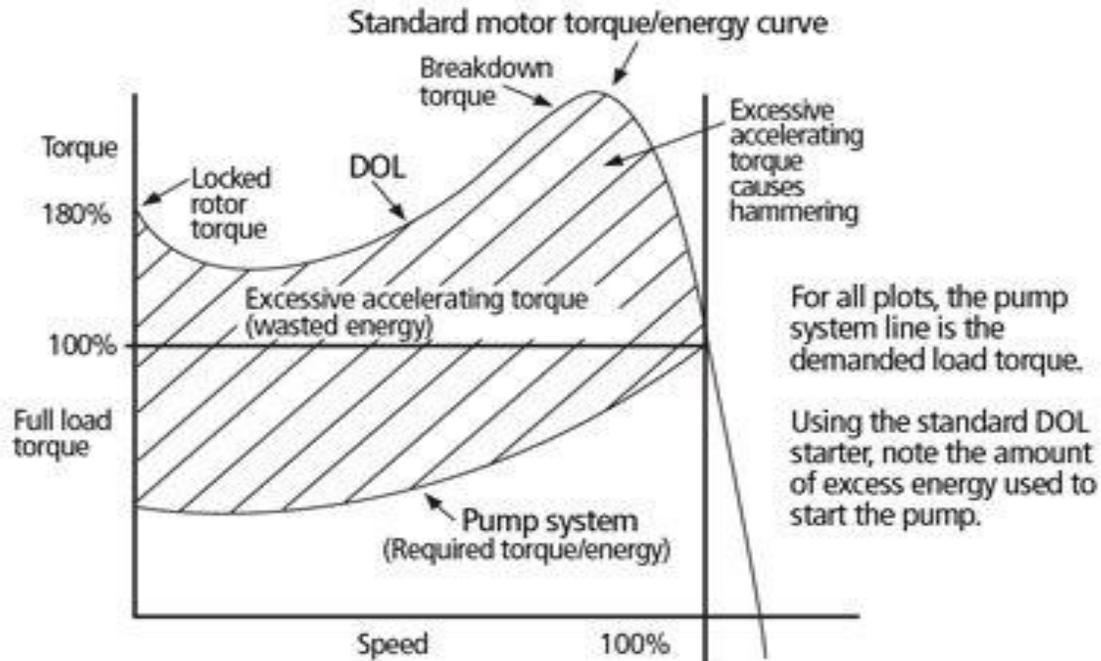
Consider the use of a private converter and soft starters on pumping equipment.

The use of the above devices allows you to achieve the following results from the equipment:

- 1) Energy savings in the case of variable load (i.e. operation of the electric motor at partial load);
- 2) Smooth start of the engine, which significantly reduces its wear;
- 3) Reduce water consumption by reducing leaks when the pressure in the pipeline is exceeded, when the water consumption is actually small (on average 5%);
- 4) To achieve a certain saving in heat in hot water supply systems by reducing the loss of water that carries heat;
- 5) increase the head above normal, if necessary;
- 6) Promptly diagnose the drive;
- 7) Recognize phase failure for input and output circuits;
- 8) Take into account engine hours;
- 9) Control the braking and automatically restart the drive in case of loss and appearance of the mains voltage;
- 10) Pick up a rotating electric motor;
- 11) Replace the circuit breaker;
- 12) To comprehensively automate the water supply system, thereby reducing the payroll of the service and duty personnel and eliminate the influence of the "human factor" on the operation of the system, which is also important.

RESULT AND DISCUSSION

The main effect when introducing frequency converters are achieved not only by saving energy, but also by significantly reducing the cost of repairing water supply networks.



Pic.1. Power consumption with different control methods pump speed

The graphs are shown in the P and Q / Qmax axes:

The first curve corresponds to the power consumed during throttling [3]. It is known from the physics course [1] that the power consumption is proportional to the product of the torque and the speed:

$$P_{\text{potr}} = M \cdot n, \quad (1)$$

Where P_{consum} - consumed power of the electric motor, kW; M - moment, Nm; n - rotation frequency, rpm.

At the same time, it is known that for a load of this type (i.e., a fan load) [2], the torque is proportional to the second power of the rotational speed:

$$M = n^2. \quad (2)$$

Thus, the power consumption is proportional to the third power of the rotational speed:

$$R_p = n^3. \quad (3)$$

The second curve corresponds to the power consumed during frequency regulation [3].

The third curve, which is the result of subtracting the second curve from the first, corresponds to energy savings when using frequency converters on pumping equipment.

CONCLUSION

Soft starters practically do not allow saving electrical energy, but at the same time, their use can provide the following advantages:

- 1) Increase the resource of equipment;

- 2) Reduce the hydraulic resistance of the pipeline due to the absence of a control valve;
- 3) To reduce costs (the main economic effect) for preventive and overhaul of structures and equipment (it has been proven that the service life of equipment increases by at least 1.5 times) [3].

LLC "Rosavtomatizatsiya" is engaged in the production of control cabinets based on frequency converters and soft starts. It is possible to install control cabinets both indoors (heated, unheated) and outdoors.

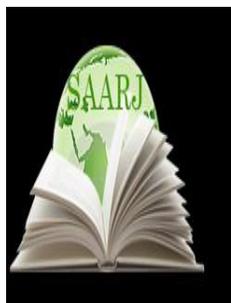
The main functions of the control cabinet are protection of the electric motor against short circuits, protection of the electric motor against phase loss, protection of the electric motor against phase imbalance, protection of the electric motor against incorrect phase sequence, performance of the functions of either a frequency controller or a soft start. The functions of the cabinet also include the alternation of pumping equipment on a day / night schedule.

The estimated cost of control cabinets based on frequency converters is calculated based on the capacity of the equipment: 10 ... 11 thousand rubles. for 1 kW of pumping equipment power and 5-7 thousand rubles. For 1 kW of pumping equipment power when using soft starters.

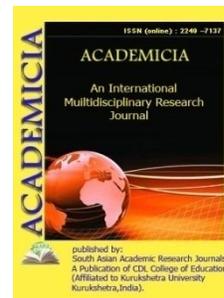
According to the available data, the payback period of the project for the implementation of frequency converters and soft starters is from 3 months to 2 years.

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TO STUDY THE FIBER CONTENT OF NATURAL COCOON SILK

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ABSTRACT

Natural silk is a very expensive material for the textile industry. Silk mills produce large amounts of fibrous waste from natural silk. It is very important to prepare the necessary materials for industry from the fibrous waste of silk. We obtained a multifunctional sorbent from silk fiber waste by various methods to purify vegetable oils. The resulting sorbent was used to purify cottonseed oil instead of bentonite-based sorbents. We are currently conducting research to modify natural silk fibro derived from silkworms. In this case, mainly the silk fibers derived from spinning are studied as objects. Silk waste fibers from yarn are also chemically composed of fibroin. However, their hydrolysis and sorption properties have not yet been studied. In our research, we are studying the hydrolysis and sorption properties of silk waste fibers. As a result of the hydrolysis of polymers, they change from a fibrous state to a powdery state. Thus, silkworm fibers have three structures, the second of which is used in spinning silk weaving. The structures on the first and third floors are removed as waste. Their chemical properties, hydrolysis and sorption properties are still poorly understood

KEYWORDS: *Biopolymers, Natural, Silk, Fibroin, Protein, Solution, Hydrolysis.*

INTRODUCTION

Major defining difference between **biopolymers** and **synthetic** polymers can be found in their structures. All polymers are made of repetitive units called *monomers*. Biopolymers often have a well-defined structure, though this is not a defining characteristic (example: lignocellulose): The exact chemical composition and the sequence in which these units are arranged is called the primary structure, in the case of proteins. Many biopolymers spontaneously fold into characteristic compact shapes (see also "protein folding" as well as secondary structure and

tertiary structure), which determine their biological functions and depend in a complicated way on their primary structures. Determination of structural content is the study of the structural properties of the biopolymers. In contrast, most *synthetic polymers* have much simpler and more random (or stochastic) structures. This fact leads to a molecular mass distribution that is missing in biopolymers. In fact, as their synthesis is controlled by a template-directed process in most *in vivo* systems, all biopolymers of a type (say one specific protein) are all alike: they all contain the similar sequences and numbers of monomers and thus all have the same mass. This phenomenon is called monodispersity in contrast to the polydispersity encountered in synthetic polymers. As a result, biopolymers have a polydispersity index of 1[1].

MATERIALS AND METHODS

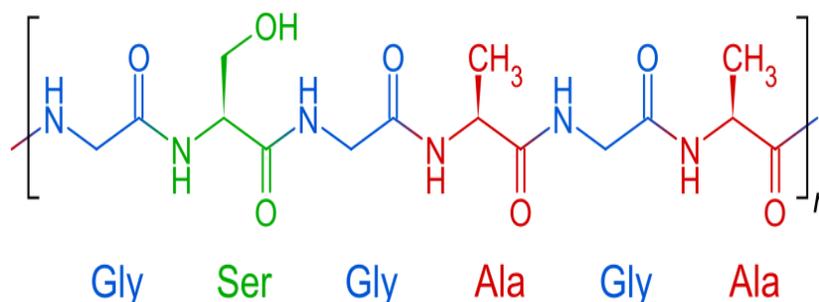
Required materials and equipment

Fibrous waste of silk (Cleaned of additives. Khorezmipagi LLC, Urgench, Uzbekistan), Sodium carbonate (purity 99,9%), HCl(chemically pure), KOH(purity 99,9%) was purchased from Chimreaktivinvest (Uzbekistan), unrefined oil obtained from cotton seeds. Optical microscope ("Optika_B-150 DBR"), Lovibond® Tintometer Model F. Bidistilled water is obtained from the "GFL 2104 Double distillation water still" device (Germany).

Obtaining fibroin fiber from fibrous wastes of natural silk

Studies have focused on the use of silkworm waste as a sorbent in the purification of vegetable oils. The fibrous waste of silk was found to contain up to 75% fibroin, up to 25% sericin and other substances. Conditions were selected for the obtaining of fibroin from the fibrous waste of silk: sericin was dissolved in a Na₂CO₃ solution at 95°C for 50 min. Fibroin fibers were obtained from the solution and washed with distilled water.

Silk fibroin primary structure, (Gly-Ser-Gly-Ala-Gly-Ala)_n

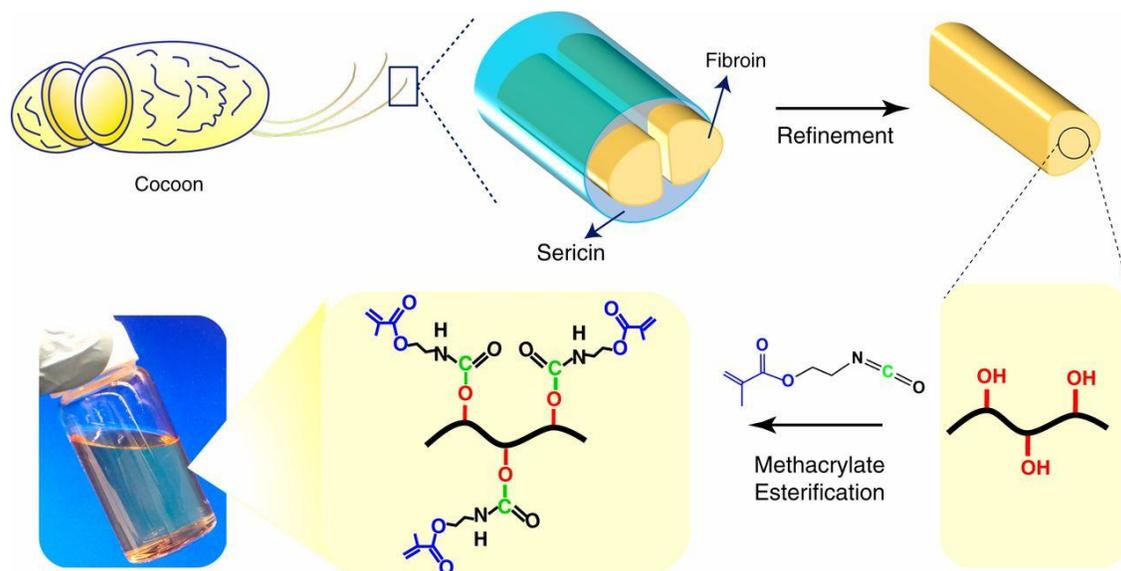


Fibroin is an insoluble protein present in silk produced by numerous insects, such as the larvae of *Bombyx mori*, and other moth genera such as *Antheraea*, *Cricula*, *Samia* and *Gonometa*. Silk in its raw state consists of two main proteins, sericin and fibroin, with a glue-like layer of sericin coating two singular filaments of fibroin called brins [2,3,4].

The silk worm produces fibroin with three chains, the light, heavy, and the glycoprotein P25. The heavy and light chains are linked by a disulphide bond, and P25 associates with disulphide-linked heavy and light chains by noncovalent interactions. P25 plays an important role in maintaining integrity of the complex [4].

The heavy fibroin protein consists of layers of antiparallel beta sheets. Its primary structure mainly consists of the recurrent amino acid sequence (Gly-Ser-Gly-Ala-Gly-Ala)_n. The high glycine (and, to a lesser extent, alanine) content allows for tight packing of the sheets, which contributes to silk's rigid structure and tensile strength. A combination of stiffness and toughness make it a material with applications in several areas, including biomedicine and textile manufacture.

Fibroin is known to arrange itself in three structures, called silk I, II, and III. Silk I is the natural form of fibroin, as emitted from the *Bombyxmori* silk glands. Silk II refers to the arrangement of fibroin molecules in spun silk, which has greater strength and is often used in various commercial applications. Silk III is a newly discovered structure of fibroin [5]. Silk III is formed principally in solutions of fibroin at an interface (i.e. air-water interface, water-oil interface, etc.).



Silk Fibroin reveals some known applications like the preparation of scaffolds for bone and meniscus regeneration ^[6], small-diameter graft for vascular substitution [6] and transparent thin films for biophotonics.

From the silkworm plumage, not all silk fibers are obtained; 10-15% of the silkworm plumage fiber remains together with the plumage. This is a fiber waste of silk. In addition, if the silkworm butterfly comes out of the cocoon, such a cocoon becomes unsuitable for pulling thread and becomes a waste. There are options for the preparation of promising materials through the extraction of silk fibroin from such fiber waste.

Today, preparations from silk fiber are used in pharmacology, medicine, cosmetics and other fields. From silk fibroin, skin resurfacing materials are obtained [7,8].

Obtaining “HF” from silk fibroin

“HF” obtained as a result of the hydrolysis of silk fibroin fibers, has a high sorption capacity and is used in cosmetics and pharmacology. Applied in cosmetics, “HF” positively affects and restores the skin, nails and hair. Thanks to this, the aging process in the skin slows down. The chemical composition of HF is similar to the composition of proteins of the skin and nails, hair [9].

In addition, SF as protein has amino acids that act as cell receptors and mediate important interactions between mammalian cells and extra cellular matrix (ECM) facilitating cell adhesion and growth and it presents antimicrobial activity. However, the regenerated SF has some disadvantages, such as brittleness, easy fragmentation, and difficulty in creating a uniform thickness [10].

Thus, the aim of this study was to prepare porous scaffolds based Silk Fibroin by lyophilization process, in order to maintain their properties and complement each other as a composite, taking advantage of BC's surface modification with amino acids extracted from Silk Fibroin. Toward meeting these objectives, the resultant nanocomposites were characterized by physicochemical techniques and the cytocompatibility was assessed by the investigation of the cytotoxicity and genotoxicity of the developed material.

Purification of cottonseed oil with “HF”

Silk fibroin solution. Silk fibroin (SF) solution was obtained from silk cocoons produced by *Bombyxmori* silk worms supplied by Bratac, Fiação de Seda S.A. (Bastos/SP, Brazil). The method was based on previous reports from literatures. Raw silk was degummed with 0.02 M Na₂CO₃ solution at 100 °C for 30 min and washed thoroughly with distilled water. Degummed silk was dissolved in a solution composed of CaCl₂, H₂O, and ethanol (1:8:2 molar ratio) in a proportion of 1 g of silk to 4 mL of the solvent. The resulting viscous solution was dialyzed against mili-Q water for 48 h in order to remove salts. A 3.7% (w/V) aqueous fibroin solution free of impurities was obtained after the centrifugation (twice) of the dialyzed solution at 20,000 rpm at 4 °C for 30 min. The final concentration of aqueous SF solution (3.7 wt.%) was determined by weighing the dried solids. The final solution was stored at 4 °C before use. The stock fibroin solution (3.7%) was used to prepare BC/fibroin composites.

RESULTS AND DISCUSSION

We are currently conducting research to modify natural silk fibro derived from silkworms. In this case, mainly the silk fibers derived from spinning are studied as objects. Silk waste fibers from yarn are also chemically composed of fibroin. However, their hydrolysis and sorption properties have not yet been studied. In our research, we are studying the hydrolysis and sorption properties of silk waste fibers [11]. As a result of the hydrolysis of polymers, they change from a fibrous state to a powdery state [12].

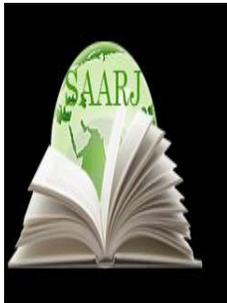
Thus, silkworm fibers have three structures, the second of which is used in spinning silk weaving. The structures on the first and third floors are removed as waste. Their chemical properties, hydrolysis and sorption properties are still poorly understood.

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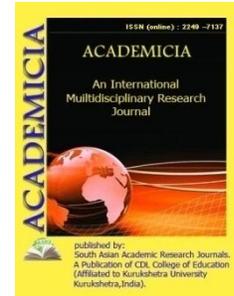
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ANALYSIS OF FOREIGN EXPERIENCE IN THE USE OF FRANCHISE OPERATIONS

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ABSTRACT

Franchising is one of the few tools for business development, which has great and effectively "work" in the world, including in our country, where the franchise is developing actively. In a severe shortage of funding as the main and P working capital enterprises in in Uzbekistan a franchise allows you to create quickly growing business on quite favorable terms for the franchise companies, and for purchasers of a franchise. However, not all entrepreneurs in Uzbekistan well aware of the benefits franchising as a promising type of business.

KEYWORDS: *Franchising, Franchise, Franchisor, Trademark Royalties, Employment*

INTRODUCTION

After as low start to 2017 , the pickup in the second half helped if the overall 2017 outlook for franchise businesses . With more complete data for 2017 , our estimates of franchise output growth have been revised upward slightly from our August 2017 report on the franchise business outlook . We estimate that 2017 franchise output grew 5.6% compared to 5.3% in our August outlook . Consistent with the overall economy ' s improvement in productivity , our estimate of 3.1% employment growth in franchise businesses in 2017 is the same as our August outlook , however there have been some revisions both upward and downward in individual business lines . In 2018 growth across franchises picks up to arobust 3.7% in employment and 6.2% in output.

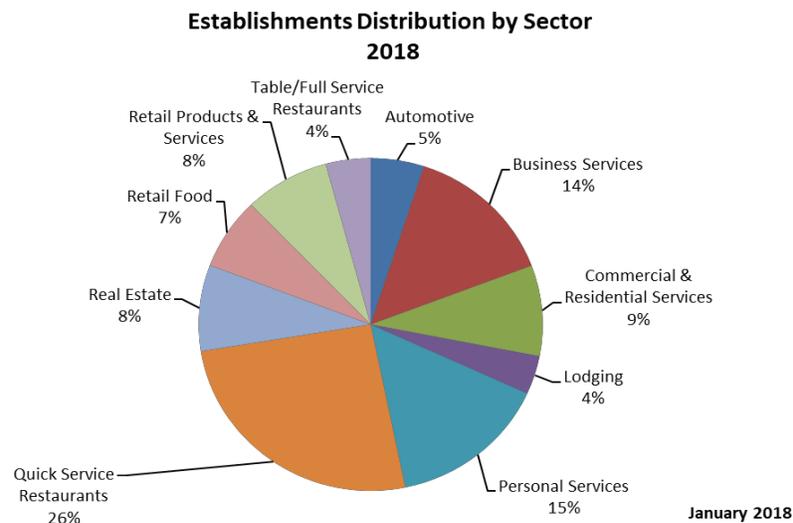


FIGURE 1 ESTABLISHMENTS DISTRIBUTION BY SECTOR

Just as the franchise sector was not impacted as much by the economic head winds the full economy experienced in 2016 , it was less impacted than the overall economy as those winds dissipated in 2017 . Thus , franchise sector growth slowed slightly in 2017 compared to 2016 , even as real GDP growth improved to 2.2% . None the less , the franchise sector will continue to grow faster than the economy as a whole in most of its business lines:

- We expect the number of franchise establishments to increase 1.9% in 2018 to 759 thousand.
- Franchise employment is forecast to grow 3.7% in 2019. Franchise employment continues to out pace growth in businesses economy-wide . Total private nonfarm employment is forecast to increase 1.8% this year.
- The output of franchise businesses in nominal dollars is projected to increase 6.2% in 2019 to \$757billion.

**TABLE 1 FRANCHISE BUSINESS ECONOMIC OUTLOOK : JANUARY 2020
FORECAST**

	Establish	PercentC hangeOv erPrevio	Employment(thous	PercentC hangeOv erPrevio	Output (\$Billio	PercentC hangeOv erPrevio
	Amount		Amount		Amount	
Automotive	38.06	1.1%	200	2.1	43.	4.1%
BusinessServices	108.0	1.7%	654	2.8	102.	5.6%
Commercial&Reside	66.96	1.7%	252	2.2	45.	4.2%
Lodging	28.47	1.7%	635	2.5	75.	6.2%
PersonalServices	113.5	3.0%	517	5.0	37.	7.0%
QuickServiceRestaur	194.7	2.1%	3,777	4.5	255.	7.3%
RealEstate	63.59	1.5%	254	1.9	53.	5.4%
RetailFood	53.00	0.8%	473	1.8	39.	3.6%
RetailProducts&Serv	60.86	1.3%	350	2.5	32.	5.5%
Table/FullServiceRes	31.97	1.8%	1,060	3.8	72.	7.2%

TOTAL	759,23	1.9%	8,172	3.7	757.	6.2%
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The estimates of output, employment and the number of establishments in the franchise industry reported here provide valuable measures of the size and growth of the industry. But, because most of the key data inputs required to make these estimates are published only on an annual basis, the estimates are made only at an annual frequency. A time series reading of the business environment for franchise operations in the US is provided by the Franchise Business Index (FBI) – a monthly index of franchise activity that was developed or IFA by HIS Market. The FBI combines indicators of the growth or decline of industries where franchise activity has historically been concentrated with measures of the demand for franchise business services and the general business environment. The components of the index are:

- Employment in Franchise Businesses(ADP)
- Number of Self Employed(BLS)
- Unemployment Rate(BLS)
- Retail Sales of Franchise –Intensive Industries (CensusBureau)
- Small Business Optimism Index(NFIB)
- Small Business Credit Conditions Index(NFIB)

The Franchise Business Index continues to signal steady growth in the franchise sector. The strength in the November reading reflects the momentum going into 2018 as the uncertainty in the first half of 2017 gave way to increased optimism among businesses and consumers. The FBI increased by an average 0.3% per month over the months August-November for which data are available, and the index was up 2.8% in November compared to November 2016, which is 0.2 percentage points higher than the year-over-year pace a year ago.

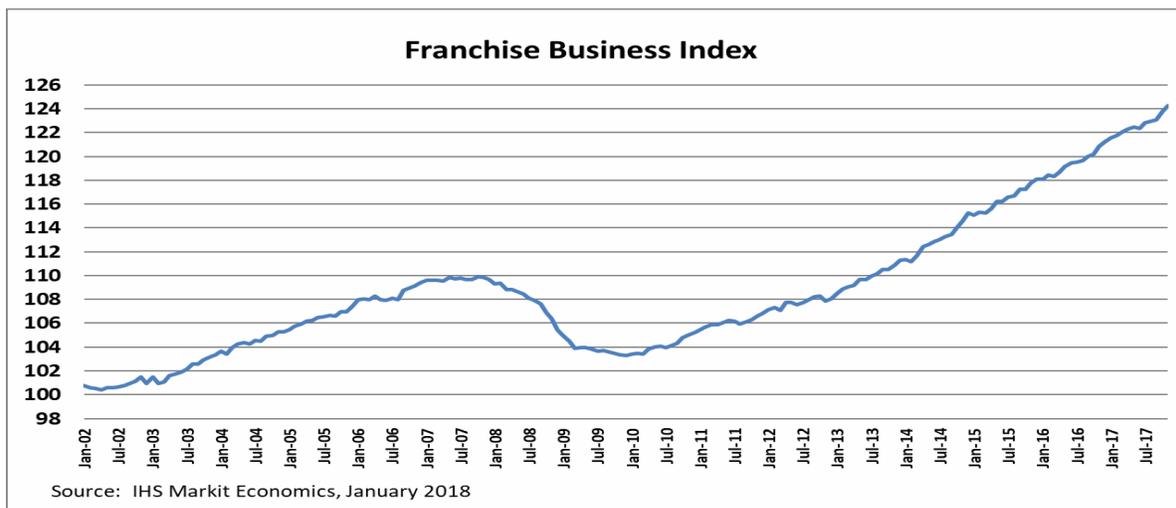


FIGURE 2 FRANCHISE BUSINESS INDEX SOURCE OF INFORMATION: [HTTPS://FRANCHISEECONOMY.COM/](https://franchiseeconomy.com/)

The gross domestic product (GDP) of the franchise sector will increase by 6.1% to \$ 451 billion in 2018. This will exceed the growth of USGD Pinnominal dollars, which is projected at 4.7%. The franchise sector will contribute approximately 3% of US GDP in nominal dollars.

The following chart shows how the franchise economy has fared over the last three years, along

with our 2018 forecast ,by various measures . Growth rates of output and GDP are in nominal dollars.

To provide background for our view of how different segments of the franchise sector will fare in 2017 and 2018 , we view HIS forecasts of employment and output in the industries where there is a large concentration of franchise businesses . Key drivers of the franchise economy drawn from the IHSUS Industry and US Macroeconomic forecasts are summarized below.

The progenitor of franchising in the US can be considered Isaac Singer (Isaac Singer) - the world famous founder of the production of sewing machines. After inventing his version of a sewing machine, he had two problems with the sale of his product on the market. First, before buying a sewing machine, buyers had to learn how to use the machine. In today's world, this can be compared with the purchase of an original software package, the use of which must first be studied, or with the control of working machines with a fully electronic filling. Secondly, Singer had insufficient capital to produce the necessary number of sewing machines, the demand for which was constantly growing.

Many outstanding ideas were born in such a seemingly hopeless situation. Singer had the idea to sell the right to trade in sewing machines to local entrepreneurs and at the same time to put the training of sewing machine buyers on their shoulders. A sewing machine was available for about \$ 100. Thanks to this option, his company began to grow rapidly.

After three more patents were registered, it became possible to finance the rapidly growing production with money earned from the sale of property rights to patents. The Singer Manufactory Company soon registered 22 patents, and the firm's capital increased to \$ 550,000. Many manufacturers followed this successful franchise model. For example, Coca-Cola was able to expand its activities throughout America, shifting the concerns of production, warehousing and sales to local entrepreneurs who received the appropriate permit.

In the United States, the franchising system for creating hotels and restaurants began to develop particularly rapidly. This was facilitated by the emergence of a trademark law in the United States. However, companies operating under the franchise system had problems. Most of them were related to the fact that some franchisors sought to sell more licenses to franchisees than they allowed to increase the sales of goods and services to the public, as well as the opportunities for training and helping the franchisee. Mistakes made by franchisors in relation to franchisees periodically led to legal proceedings, thus attracting the attention of the administration and local authorities. As a result, taken in the 60s and 70s. Legal norms related to the problems of franchising in specific industries, for example, in the automotive and auto service industries.

One of the most vivid and convincing examples of the development and formation of the franchise system is the activities of the world-famous firm MacDonalds, which can currently be considered as the undisputed leader in the fast service industry.

Currently, most franchises are sold by US enterprises. Studies conducted in the USA showed that if only 15% of start-up enterprises survive after two years of activity, the share of successful enterprises among franchisees is 85%. The franchise system sales in the USA amount to about \$ 1 trillion a year, with 40% of retail sales being franchising.

American franchising, having gained extensive domestic experience, moved abroad. Many companies have sold their franchises in other countries, and some of them are rapidly spreading their international network.

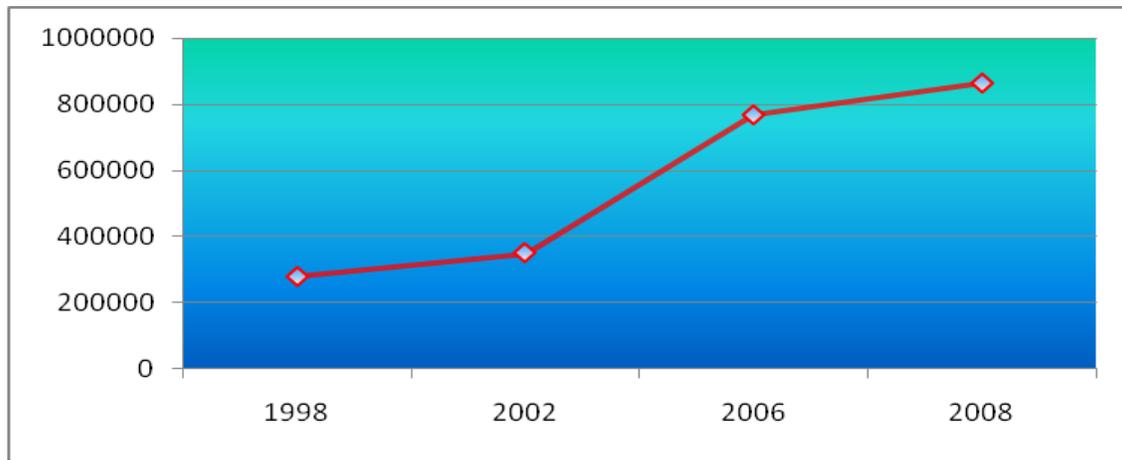


FIGURE 3 NUMBER OF FRANCHISEES IN THE USA SOURCE OF INFORMATION: [HTTPS://FRANCHISEECONOMY.COM/](https://franchiseeconomy.com/)

The United States is a world leader in the development of the franchise system. In 1998, there were about 1,200 franchisors in America; in 2002, approximately 1,500 franchisors and 350,000 franchisees were already operating; in 2006 there were about 2,400 franchisors and 767,000 franchisees. In 2008, there were approximately 3,000 franchisors and 865,000 franchise points in the United States, which involved 10,000,000 people

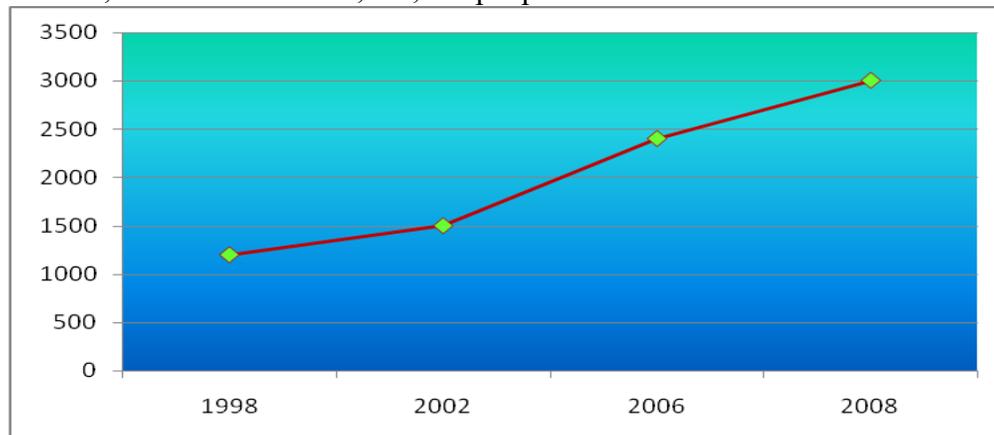


FIGURE 4 NUMBER OF FRANCHISORS IN THE USA

Source of information: <https://franchiseeconomy.com/>

Slowing down the economy in 2009 will lead to the loss of hundreds of thousands of jobs in franchising in the United States, predicts the International Franchising Association. The US National Franchise Association estimates that the number of franchise establishments will decrease by only 1-2%, which is 10,000 points. Closing points will cost the market 207,000 jobs, as the US franchise association has estimated.

First of all, according to the estimates of the US franchise association, the reduction of franchise points will affect the automotive industry, real estate. At the same time, fast-food outlets and full-service restaurants will not be subject to such a fall and will grow moderately.

Franchising in America can count on the support of International Franchise of Washington (IFA), an association established in 1960 by a group of entrepreneurs to promote franchising, to provide services to interested companies, and also to organize events.

There are approximately 3,000 franchise systems in the United States in more than 75 activities. On average one franchisor has 230 franchise points. However, most franchisors have less than 100 points.

According to IFA is dominated mainly by business format franchises (see Figure 2.3). Manufacturing franchising is apparently used for US manufacturers, but outside the country.

Currently, according to some estimates, up to 56% of franchise systems in the USA are concentrated in the top ten industries in which franchising is most effective.

Half of the top ten industries are in the service sector, and in fourth place is the industry entirely from this area (repair and cleaning), and in third place is the industry in which there is both a product component and the provision of car maintenance services. If we isolate five service industries from this list, it turns out that they account for about 20% of franchisors and 17% of franchise enterprises. It is important to note that franchise systems in this area are represented not only by these industries. The most active franchise systems in America include America Center (services), Athlete's Foot (sports equipment), Avis (car rental), Baskin Robbins (ice cream), Burger King (fast food), Century (real estate), Chem Dry (services), City Looks (hair salons), Comfort Inn (hotels) and many others.

Franchising is very widespread in real estate in the United States. There, the parent company supplies its franchisees with a full package of various programs in all areas of real estate activities, by purchasing which you can create a ready-made business. In fact, the purchase of a franchise is a net interest capital investment, in which the investor himself does not necessarily have to independently manage, and may well hire for this qualified manager. However, earning direct income from a firm's work is not the only possible goal.

About 80% of franchise systems require investments from 50 to 250 thousand US dollars. However, this does not mean that systems with low investment do not receive development. About 20% of systems have an investment rate of less than \$ 50,000.

Periodic payments, the so-called royalties, which form the basis of the income of franchisors, on average vary from 3% to 6% of sales. Annual sales in the franchise system exceeds 1.5 trillion. About 40% of retailers are franchised (forecast for 2010 - 50%). Retail franchising accounts for approximately 15% of US GDP. Approximately 60% of the country's GNP is produced by small and medium-sized businesses, more than 50% of which work under the franchise system. According to the US Small Business Administration, over the past five years, more than 85% of small businesses in the country have ceased to exist for one reason or another. During the same period, only 14% of franchisee enterprises were closed. In this way, on average, of the eight established franchise enterprises in the first five years, only one ceases to exist.

The franchisee service department provides intermediary services in the field of establishing contacts between the franchisor and potential franchisees. Often, the franchise departments of US banks implement franchisee selection programs for a franchiser, or determine the franchisor that is most suitable for franchisee specialization.

The function of the franchise department of the credit organization, which plays the main role, is to provide financial resources to the franchisee and franchisors. The fundamental components of the division's activity are: the development of programs, the definition of instruments and sources of debt and equity financing, participation in the design and optimization of interbank programs for monitoring and hedging operational risks.

The policy of various lending institutions in the provision of financial resources to franchises is similar. Its main aspects are:

- the establishment of lower interest rates compared with this parameter used in lending to independent enterprises;
- the ability to link interest rates on loans to the basic industry indicators. For example, when lending to franchisees of oil companies, the interest rate on loans is related to the index of price changes for crude oil or final oil products. When this index fluctuates, the interest rate is adjusted;
- granting free service to the franchise entities in the bank during the first year. This mechanism allows franchisees and franchisors to use the entire range of banking services without having to pay commissions and fees. Some banks, subject to a significant constant annual turnover of funds on the current account, increase this period.

The main schemes for the participation of commercial banks in financing franchise companies are as follows:

1. Lending to franchisees by commercial banks using government guarantees. In accordance with this mechanism, the state acts as a guarantor for loans granted to franchisees, and in case of non-return of the financial resources received by the latter at the expense of budget funds or extra budgetary funds, the bank reimburses its losses.

It should be noted that a fee in the amount of 2.5-5% of the loan amount is charged for the provision of guarantees by the state body. The activities of a number of countries, including the United States, showed that the total amount of commissions significantly exceeds the cost of reimbursing losses of commercial banks and constitutes a very substantial state revenue.

2. Lending to franchisees on the security of the brands owned by them. When using this scheme, the brand value should be assessed by companies specializing in this field.

In this case, the brand must be sufficiently known and have a value commensurate with the size of the requested loan. If the loan is not repaid, the brand can be realized by holding an auction or become the property of the bank. In the latter case, the credit institution acquires the right to collect royalties from the existing franchisees of this network. The advantage of this mechanism is that when a brand is sold or a regular royalty is levied from franchise operators, a commercial bank is able to receive a much larger amount than the loan amount and interest on it.

3. Lending to franchisors using factoring. In this case, the interest payments for the use of the loan by the franchisor does not pay the bank directly, but gives the latter the right to demand royalties from one or several franchisees. At the same time, the amount of royalties must be commensurate with the size of interest payments for the use of credit resources.

4. Lending to the franchisee by a commercial bank under the guarantee of the franchisor or franchisee associations, i.e. structures uniting franchisees of one or several franchises and seeking to protect the interests of franchisees, to provide information and consulting services, mutual lending at the expense of the funds of the jointly established fund, guarantee under loan agreements and loan agreements.

5. Crediting franchisees on the security of their private property using guarantees of third parties. Providing loans to franchises using credit risk insurance schemes by large insurance companies.

The next function of the franchise department, which has the nature of a PR campaign, is to hold exhibitions, presentations and conferences on franchising issues, to popularize the fundamental principles of the commercial concession among entrepreneurs. In addition, the franchise department is engaged in conducting training and educational programs in the field of commercial concession, advising on personnel management.

High credit risks are the main problem of credit services for small businesses. This problem is primarily due to a significant proportion of ruined and liquidated enterprises in the field of entrepreneurship.

Considering the above problem, it should be noted that one of the most significant benefits of servicing franchisees for credit institutions is precisely the low level of risk of lending operations associated with a low level of bankruptcies among the category of companies under consideration (the lowest among all categories of small businesses).

The minimization of banks' credit risks when lending to franchisees is also helped by the possibility of using low-risk original lending schemes, as well as the ability of the bank to predict the results of operations conducted, based on the experience of the franchisee's previous service to this or that franchise network.

The advantage of servicing franchisees for commercial banks is the ability of a credit institution to receive significant income from providing franchisees and franchisors with additional services, including consulting, implementing programs to select franchisees for foreign franchisors or offering potential franchisees to an operating business.

Servicing franchisees also increases the degree of stability of a commercial bank to systemic macroeconomic crises, since franchise companies operate in differentiated market segments and do not cease their activities even in the face of economic cataclysms, thus providing the bank with a regular stable income.

The use of Franchising in the Economies of the European Union After the Second World War, franchising spread in Europe in different ways, depending on the country, customs, culture, and especially on everything related to the socio-economic history of trade, level of development and economic systems. Thus, some countries preferred franchising in the service sector (Great Britain, Germany), others in the distribution sphere (especially France). At the same time,

franchising does not actually exist in certain areas of activity: for example, in Germany there is no such business in the hotel industry.

At the institutional level, the franchise system is represented and promoted by the European Franchise Federation (EFF), which is a non-profit international association founded in 1972.

Her mission and main goals:

promotion of franchising in Europe;

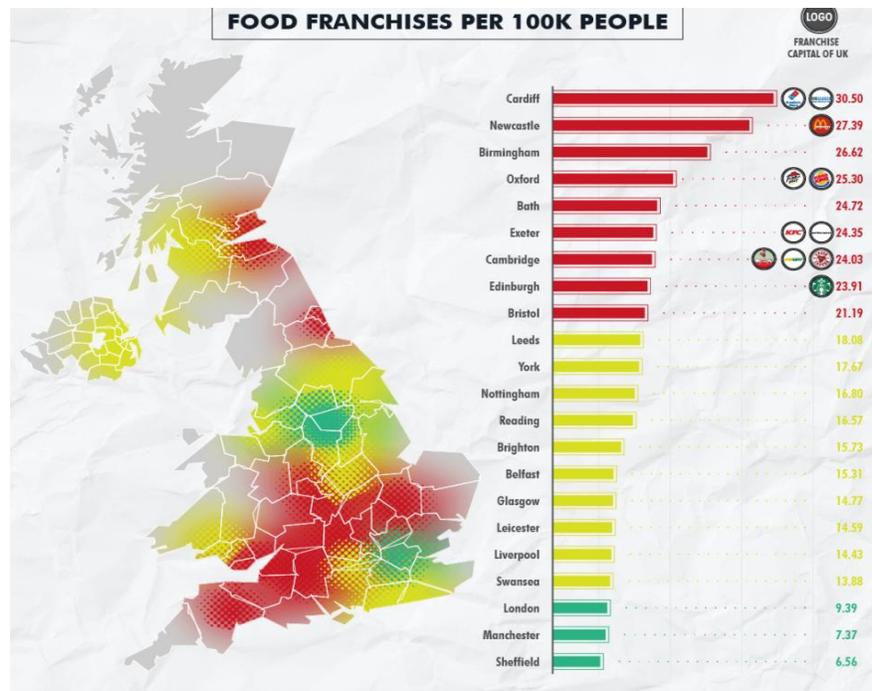
- representation of franchising interests in international organizations (European Commission, European Parliament, etc.);
- promotion and representation of European franchising and its members in the international arena;
- exchange of information and documentation between the national franchise associations of Europe and other continents.

In 1977, the British Franchise Association (British Franchise Association) was established, which for the first time in history gave clear definitions of the franchise concept as a control license issued by one person (Franchisor) to another person (Franchisee).

At present, there are 4,500 franchise systems operating in Europe, each of them has an average of 37 partners, their total turnover is \$ 150 billion. Nevertheless, the degree of development of franchised businesses in Europe is much lower than in the United States, where the volume of such transactions exceeded \$ 800 billion.

The leading positions in the development of franchising among European countries in terms of the number of franchisors and franchisees are held by the United Kingdom. The formation of franchising as an integral part of the national economic environment began in the 50s and 60s. The following factors contributed to its development: a shift in emphasis in the economy from production to provision of services, general urbanization processes, and income growth. These factors allowed the creation of a service sector, where the degree of convenience and speed of service provision began to play no less a role than traditional price and quality.

The fast-food sub-sector is far ahead of others in the degree of use of franchising schemes and in many aspects reflects the situation in the entire franchise sphere in the UK. Here, the highest level of distribution of this business format was manifested among the thematic restaurants and restaurants of national cuisine. The annual income in the field of franchising is more than 10 billion f.



PICTURE 2.6 FOOD FRANCHISES IN UK

Source: Growth business Co.UK

<https://www.growthbusiness.co.uk/fish-and-chip-restaurant-in-huge-uk-franchise-expansion-2554498/>

In 2004, there were 568 franchisors and 29,100 franchisees in Britain, and in 2008 - 670 franchisors.

The following figures illustrate the situation in the UK franchise business:

- the share of franchising in the retail sector is at 29.4%;
- 90% of all franchises mark the profitability of their business;
- in 2005, 642 franchisors of business format were registered, which corresponds to a growth of 55% compared with the previous 5 years, and 35,200 franchisees (compared with the previous year, the increase was 17%);
- in 2005, 86% of franchisors and 79% of franchisees expected improvements in their business performance next year.

By the number of franchisors and franchisees, Germany occupies one of the leading positions in the development of franchising among European countries.

The total number of franchise systems has reached 598 and is represented by 28,000 franchisee firms. The annual growth is about 7% for franchisors and 17% for franchisee objects, which indicates a high dynamics of the development of the franchise sector. This conclusion is confirmed by the following data: in five years the number of franchisors and franchisee firms increased by almost 60% (from 370 and 16430, respectively). At the same time, the German franchise association predicts a steady increase in franchisee facilities by 8-10% annually. In 2010-2011 the growth of the franchise business is projected at 10-15%. The economic viability

of franchise systems is confirmed by the following data - over the past 5 years, only 8% of enterprises turned out to be insolvent. Turnover in the field of franchising - 22.4 billion euro.

The highest growth of franchise networks has been noted in the field of fast food, as well as in the areas of service, atelier, car services and car dealerships, entertainment, education, clothing cleaning, tourism and hotel business. Although stable growth is expected in all franchise sectors, the best prospects are in the areas of training products, fast delivery services, office services, cleaning and machine washing, retail (especially specialized), consumer services.

France ranks third in the number of franchise networks among European countries (517 franchisors and 28851 franchisees). At the same time, France is leading, covering 40% of the entire European franchise market. The franchise market in France is currently developing steadily and dynamically. The capacity of the franchise market in 2007 was estimated at \$ 32.5 billion.

Most of the franchise networks accounted for the trade. Next in the number of franchisors followed the service industry, hotel and restaurant business. The service sector is the largest number of attracted workers (services for car owners, dry cleaning, and hairdressing). There are several other areas with very good potential, such as, for example, discount / consignment stores.

The franchise market, in contrast to most other retail markets, has been developing steadily and dynamically.

Franchising plays an important role in the economy of Italy. Even in a situation of economic stagnation, it has become one of the few sectors that have shown positive growth trends. The growth of the franchise sector is 3% per year. In 2007, there were 502 franchisors in Italy and 26,274 franchisee firms. In terms of franchising, Italy is close to such recognized European leaders as Germany, the United Kingdom and France.

The liberalization of the economies of the Central and South-Eastern countries, their desire to become part of an organized commercial system based on personal investment, encourage them to choose in favor of franchising and independent business. The absolute leaders in the implementation of franchise systems are the Czech Republic and Hungary.

Hungary is the absolute leader in franchising in Central and South-Eastern Europe. In 2006, there were about 220 franchisors and 5,000 franchisees in Hungary.

In Hungary, despite the fact that this type of activity is considered relatively new, now there are already about 250 franchisors and 20,000 franchisees. 45,000 people work in this sector, and sales amount to 2.6 billion euros, which is 5% of the total retail sales. Most franchisees operate in the fast-food industry, a significant number in such as the clothing industry, photo services, copying, gas stations, hotels, postal services, auto services, real estate, tourism, rental and distribution services, and so on.

Successful franchisors have changed their approach to the Hungarian market, using sub-franchisors within the master franchise system, providing financing, lower franchise taxes and business success.

In the Czech Republic 79 franchise systems and 260 franchisees. The Czech Republic is at the beginning of a promising franchise development. Food and clothing industries are the most

attractive for franchising. Due to high incomes and relatively quick return on investment costs, the most preferable for franchising are areas where the population has high purchasing power.

In a short time, well-known companies of highly developed countries managed to penetrate the Czech market. On the other hand, domestic franchisors appeared like ETA (electrical appliances), Boty Roman Petr (shoes), Dobra Ajovna (tea production), Body Basics (cosmetics), Rapid Service (cleaning services).

Franchising in Poland is still a little-known area of business, although it first appeared here before World War II. To date, there are about 170 franchise systems operating in Poland: 105 domestic and 65 foreign. The annual turnover in the field of franchising is 3.5% of GNP. In Poland, the franchise market is continuously developing. Until 2002, there was an annual increase, on average, 10-15 new networks; since 2002, the growth has doubled, reaching 26 new networks, in 2003 - 27, and in 2004 - 39. The absolute record was broken in 2005 from 64 points in the franchise sphere to 258 trademarks; In 2016, more than 300 franchisors operated in Poland. Franchising is expanding more and more in the field of commercial activity, although it is slowing down this process - lack of information and lack of suitable forms of enterprise lending.

Franchising in Poland can count on the support of the Polish Franchise Association, an association that acts to create ideal conditions for the development of franchising, and deals with legal and financial issues.

The degree of development of franchise business in Europe is much lower than in the United States. The United Kingdom by the number of franchisors and franchisees is at the forefront of franchising among European countries Germany ranks second, and 3rd place belongs to France.

The franchise market is still limited in Central and Southeast European countries. As an important component of foreign direct investment, franchising is not yet sufficiently clear to local and central authorities, as well as to the local business world. This situation is explained by the existence of a number of barriers in the process of introducing franchising.

Franchising in Russia began to develop much later than in the United States and later than in Europe. Modern franchising is a relatively new phenomenon in the Russian economy, although its roots go back to the Middle Ages. Over the past few years, more and more enterprises operating in the Russian market have declared their desire to use franchising to grow their business. In the coming years, franchising may become one of the most effective methods for entering an enterprise on the regional market of Russia.

The franchisor and franchisees are linked to each other by a system of contracts based on the franchise. This is a control license issued by one person (the franchisor) to another person (the franchisee), which establishes a specific relationship system between the franchisor and the franchisee.

Franchising as an economic tool and as a type of business has advantages and disadvantages. The most important of the advantages is that franchising allows you to significantly expand the market for standard, well-known to the consumer product, while maintaining the independence of the franchisee as an entrepreneur. It is very important that franchising allows you to dramatically expand the capabilities of small businesses, giving it many opportunities of large enterprises. Thus, this economic tool dramatically increases the survival rate of small

businesses. The most significant drawbacks are associated with the standard product and restrictions in the conduct of business. Franchising reduces competition, which leads to a decrease in the quality of goods. In the end, the franchise system is less flexible compared to large corporations and especially with small businesses.

Franchising is an extremely promising type of business: if no more than 10 out of 100 emerging businesses survive in ordinary business, then out of 100 franchises 90 will work successfully, which is also important from the point of view of creating new jobs.

The experience of foreign countries shows that the successful development of the economy is largely determined by the integration of large and small companies, which are the main elements of the foreign economy system. Large firms introduce stability and controllability into this system, and small business that forms a competitive environment provides flexibility and individualization of production, abroad this form of activity is considered not only useful, but also prestigious. It is obvious that the strengthening of the interaction of large and small businesses is also necessary for the successful development of Uzbekistan.

Franchising thrives because it combines a stimulus of personal ownership with the managerial and technical skills of big business. For entrepreneurs, franchising offers a shortcut to growth, as they get a ready-made business. For franchisees, franchising allows for rapid expansion. Franchisee is growing, allowing entrepreneurs to finance its growth through the sale of franchises.

Not the prevalence of franchising in Uzbekistan is not related to any specificity of the country, but is explained by the extremely limited knowledge in this area not only among broad sections of the population, but also among specialists, entrepreneurs, i.e. weak training of entrepreneurs who could act as organizers of franchise systems (franchisors) and work in these systems as franchisees.

The development of franchising in Uzbekistan does not find adequate support at the state level. The first thing that hinders the development of franchising is Uzbekistan legislation. If in foreign countries this type of activity does not require any official registration and registration, then according to the Civil Code of the Uzbekistan, an agreement on commercial concession must be registered with Rospatent, which leads to bureaucratic delays. In addition, there is no necessary legal framework. The United States alone created about a hundred federal laws, one way or another relating to franchising, while in Uzbekistan there is not even a law on franchising.

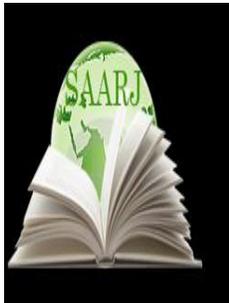
Nevertheless, despite the presence of certain inhibiting factors, franchising in Uzbekistan is already successfully developing. More and more business circles are turning to using this effective form of doing business. However, its importance for the Uzbekistan economy is difficult to overestimate: for the franchisor it is one of the fastest and most effective ways to create new independent enterprises combined into a single system, for the franchisee to develop their own business based on a proven business model, and for the state it is effective a tool to support small and individual entrepreneurship, and consequently, the development of the entire

Uzbekistan economy. The development of franchising in Uzbekistan will take place at an ever-increasing pace, so you should not miss the chance to outrun your competitors now.

The prospects for the development of franchising in Uzbekistan are the most favorable. Recently, there has been a trend towards the accelerated development and spread of the franchise business method.

However, unfortunately, it can be started that the pace of development of franchising in Uzbekistan is relatively small compared with developed countries.

Summarizing all the above, we can safely say that franchising, as a type of business, is quite interesting and promising in Uzbekistan. It can develop both in the domestic system and with the participation of foreign firms and entrepreneurs.



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DIFFERENT VIEWPOINTS ON LEXICOGRAPHY AND DICTIONARY TYPES

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ABSTRACT

The article deals with different approaches to defining dictionary types and lexicography. It also analyses the practice of using signs in dictionaries. As the first President has repeatedly said, learning foreign languages should not be at the expense of forgetting one's mother tongue. "As heirs of the priceless wealth passed down from our ancestors, we must constantly work to preserve, enrich and enhance the prestige of our native language. In the process of conducting research on dictionaries we observed two types of using signs. In the first type there is a sign indicating the general name of science, the names of its branches are not indicated.

KEYWORDS: *Dictionary, Explanatory Dictionary, Glossary, Thesaurus, Definition, Lexicography, Terms, Terminology, Linguistic Dictionary, Normative Function, Informative Function.*

INTRODUCTION

It is known that a society develops only when it is independent not only politically and economically, but also spiritually. Among them, spiritual independence occupies a leading position, as it lays a solid foundation for the emergence of political and economic independence. On the one hand the clear proof of this is the adoption of the Law on the State Language was one of the first among the former Soviet Union republics, on the other hand, it shows the high role of language in ensuring spiritual independence. "Spirituality," writes the first President of the country, "is an incomparable force that calls a person to spiritual purification, to the growth of the soul, to the inner world of man, to the strength of his will, to the integrity of his faith, to the awakening of his conscience" [1, 19].

Thanks to the great independence, languages in Uzbekistan have reached a new stage of development, gained a dynamic character, and expanded the scope of application. We can see

this in the fact that our native language is facing the world, the world is facing our mother tongue, and the scope of linguistic research is expanding. As the first President has repeatedly said, learning foreign languages should not be at the expense of forgetting one's mother tongue. "As heirs of the priceless wealth passed down from our ancestors, we must constantly work to preserve, enrich and enhance the prestige of our native language. The expansion of the use of our native language, the creation of etymological and comparative dictionaries, the development of necessary terms and phrases, concepts and categories in such important areas as fundamental sciences, modern communication and information technologies, banking and financial system undoubtedly will serve the noble goals of understanding the national identity and the sense of homeland" [1, 87]. The study and interpretation of languages, especially, terms belonging to different languages is of particular importance.

The role of dictionaries in language learning, especially their level and scientific-practical value plays an important role. Therefore, if we look at the history of linguistics, we can be sure that in most cases it consists of the history of dictionaries. Therefore, the creation of dictionaries is one of the priorities of the state and specialists. It is known that a dictionary plays an important role in the spiritual and cultural life of people, because it reflects the knowledge and experience accumulated by mankind. Dictionaries also serve an informative, communicative and normative function. While its informative function informs people about the accumulated knowledge and experience, its communicative function informs students about a native language and foreign languages. Its normative (normative) function records the meaning and use of language units of language as a means of communication and helps to improve them.

There are different types of dictionaries. Its main type is a monolingual dictionary in which the meaning, usage, phonetic, grammatical, stylistic meanings of words are expressed. It is necessary to distinguish types of dictionaries. According to prof. O.S. Ahmanova, dictionaries are formed on the basis of the following features: 1) encyclopedic dictionaries according to the content; 2) a thesaurus according to the method of lexical selection (it reflects the whole lexicon of the language) and a dictionary reflecting specific, some thematic and stylistic elements. The latter includes dictionaries such as terminological, dialectal dictionary, slang, writer's language, neologism, archaism, acronym, nickname, and dictionary of foreign words; 3) a special dictionary that explains some aspects of words and the relationship between them according to the method of description. These include a dictionary of etymological, grammatical, orthographic, orthoepic, synonymous, antonymic, homonymous, paronymic phrases, a dictionary reflecting frequency, rhyme, and other units; 4) dictionary of units smaller than words (dictionary of stems and morphemes) and dictionaries of units larger than words according to the unit of lexicographic description (vocabulary, phraseology, quotation); 5) according to the placement of the vocabulary dictionaries are divided into idiographic, analogical (in which words are arranged not in alphabetical order, but according to the semantic relationship), inverse dictionaries. In the last type of dictionary (inverse) words are placed according to the last letters of the words; 6) a historical dictionary is compiled according to the period of use of words; 7) the dictionary, depending on the intended recipient, is divided into a dictionary of errors, a dictionary of difficulties, a dictionary of learning, etc.; 8) according to the number of languages (such dictionaries are also called educational dictionaries) are divided into multilingual and bilingual dictionaries. It should also be borne in mind that the later types of dictionary are divided into active vocabulary and passive vocabulary. In the active dictionary, the words of the

native language are given on the left, and in the passive dictionary on the right. The Uzbek-English dictionary is active, and the English-Uzbek dictionary is passive.

The practice of using signs in dictionaries is of great importance. In the process of conducting research on dictionaries we observed two types of using signs. In the first type there is a sign indicating the general name of science, the names of its branches are not indicated. For example, in Macmillan (Macmillan English Dictionary for advanced learners, 2006) only the sign **ling.** is given and no areas of linguistics are indicated. This situation definitely makes it difficult to use, so it is not easy to find the right term from it. In Oxford (Oxford Advanced Learners Dictionary, New 7 th edition, 2006) the signs indicating both general science and its spheres are given separately. This is also impractical, because it gives rise to the notion that linguistics and its branches are synonymous. Therefore, in our opinion, the sign **ling.** Is not necessary. We observed the same case in Uzbek and Russian explanatory dictionaries.

The role of examples in explaining the essence of a dictionary is very important, since they substantiate the existence of a word or its meaning in a language, explain the meaning of a word in a text, show cases of the transition of a word from language to speech, from speech to language, determine methodological stylistics or neutrality. Examples can be in the form of a sentence, a phrase or a whole paragraph. Examples in dictionaries can be taken from a specific text, compiled by a lexicographer and in the form of a quotation [5, 463].

Prof. V.G.Gak also provided basic and additional valuable information about vocabulary in dictionaries, its etymology, grammatical description and compliance with the norms of speech. In his opinion, the solution of the following three tasks is important in the compilation of explanatory and partial translation dictionaries: a) the compatibility of synchrony and diachrony; b) compliance with language and speech requirements; c) adherence to the ratio of linguistic and extra linguistic information [5, 463]. This allows a dictionary to be perfect, to meet the requirements of the time, to be ideologically stable.

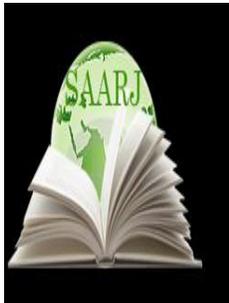
We will now try to address the issues of linguistic terminological dictionary and its structure. This type of dictionaries are divided into explanatory dictionaries which are a specific type of terminological dictionaries (Linguistic Terminological Dictionary) - dictionaries arranged in alphabetical or thematic order of terms, and thesaurus which records the semantic relationship between terms. Such a dictionary, according to N.V.Vasileva, is divided into general and private dictionaries. The General Terminology Dictionary covers as fully as possible all the terms of linguistics. This is an extensive type of dictionary. Special Linguistic Terminological Dictionaries are formed on the basis of a particular linguistics school or part of the science of language, and they occupy a leading position in linguistic lexicography. According to the level of information Linguistic Terminological Dictionaries are divided into interpretive, nomenclature dictionaries and glossary. The terms are not defined in nomenclature dictionaries.

Glossary dictionaries are also divided into two types: encyclopedic dictionaries and explanatory dictionaries [4, 461-462].

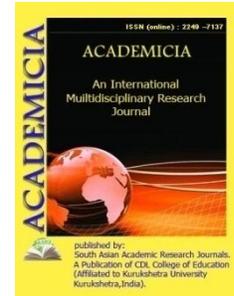
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CLINICAL MANIFESTATIONS OF BRONCHIAL ASTHMA AND CHRONIC OBSTRUCTIVE PULMONARY DISEASE IN ADULTS

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ABSTRACT

Background: Bronchial asthma (BA) and chronic obstructive bronchitis (COPD) are one of the most common respiratory diseases in children and adults all over the world, leading to socio-economic and medical losses to society. The problem of BA and COPD has been insufficiently studied; information on the dependence of manifestations on the age at which BA and COPD debuted is absent in the literature. The aim of the study was to study the features of the clinical manifestations of BA and COPD, as well as to determine the prognosis of the disease in adult patients and, on the basis of the data obtained, to develop measures to improve the clinical assessment of the condition and treatment tactics. Objects and methods of research: In 25 patients with bronchial asthma (group 1), the circumstances of the onset of the disease, its manifestations and the results of treatment were compared with those of 25 patients with COPD (group 2). The prescription and circumstances of the onset of BA, the nature of concomitant pathology, and the relationship with heredity were revealed. In the groups, the following were assessed: general blood analysis, general urine analysis, biochemical blood test, general sputum analysis, FVD, shadow picture in the lungs, ECG, EEG, ultrasound and the functional state of the thyroid gland (TTG, T3, T4), immune status. Results and conclusions: it was proved that the circumstances of the onset, manifestations of the disease and the effectiveness of treatment are different depending on the age at which BA and COPD first appeared.

KEYWORDS: *Clinical Manifestations; Bronchial Asthma; Chronic Obstructive Pulmonary Disease; Adult Age.*

INTRODUCTION

Bronchial asthma (BA) remains one of the global problems all over the world. Recently, there has been a global trend towards an increase in the incidence of bronchial asthma. It is one of the non-communicable chronic diseases that cause death in middle and old age, reducing the average life expectancy for men by 6.6 years, and for women by 13.5 years [3, 6].

Chronic obstructive pulmonary disease (COPD), despite modern advances in diagnosis and treatment, remains one of the most important health problems, which causes significant economic and social damage every year. According to the 2019 Global Strategy for the Diagnosis, Treatment and Prevention of COPD (GOLD, 2019), COPD continues to be the fourth leading cause of death worldwide[7].

Despite the large amount of information in the available literature, there is little information on whether the age and gender composition of patients can affect the manifestations and course of asthma and COPD.

Currently, there is not a significant amount of specific data that allow assessing the prognosis of the course of asthma and COPD, as well as the treatment strategy depending on the age and sex composition. Meanwhile, the determination of the features of the course and manifestations of BA and COPD, depending on the age and gender in which the disease manifests itself, can improve the diagnosis, prevention and treatment of these diseases. These circumstances were the basis for this study.

The aim of the study was to study the features of the clinical manifestations of BA and COPD, as well as to determine the prognosis of the disease in adult patients.

Object and research methods: 25 patients with BA (group 1), and 25 patients with COPD (group 2) were examined.

Patients were selected from among patients who received inpatient treatment in the department of pulmonology and allergology of the Bukhara regional multidisciplinary clinic in the period 2019 - 2020.

The inclusion criteria were:

- 1) The presence of a confirmed diagnosis of bronchial asthma and chronic obstructive pulmonary disease
- 2) Age over 18 years of age at the time of the survey;

The exclusion criteria did not include patients with bronchiectasis, pulmonary tuberculosis, cystic fibrosis, oncopathology, respiratory failure and the need for oxygen therapy, renal failure, severe liver pathology (with an increase in AST, ALT by more than 2 times), with severe arterial hypertension, with uncontrolled therapy, with unstable exertional angina, with heart failure (III and IV NYHA), as well as patients taking corticosteroids (inhaled and oral) for 2 months before the study. The patient's unwillingness to comply with the doctor's prescriptions was also taken into account.

BA and COPD were assessed according to generally accepted criteria according to existing classifications (GINA 2002, 2006, 2011; GOLD 2017, 2019). The main etiological mechanisms of the disease formation were taken into account, the severity of the clinical course, the degree of

controllability, the presence and nature of complications were assessed. Complications included the presence of respiratory failure (DN) in the interictal period, as determined by pulse oximetry. Emphysema was taken into account according to the signs determined by radiography and CT of the chest organs, the presence of hormone dependence was taken into account according to the anamnesis.

In all patients, except for age, the nature of respiratory disorders, family history (cases of asthma and other allergic pathology in blood relatives), and the presence of concomitant diseases were determined.

All were studied general blood tests, urine, sputum, biochemical blood test (bilirubin, ALT, ASAT, C-reactive protein, etc.). All patients had their FVD determined by spirometry using a computer spirometer "MAC2-C".

The X-ray picture in the lungs was assessed by plain radiography and computed tomography of the chest organs.

Results: Information on the distribution of patients by sex, age and place of residence at the time of the onset of BA and COPD are presented in Table. one.

TABLE 1 DISTRIBUTION OF PATIENTS BY SEX, AGE AND PLACE OF RESIDENCE AT THE TIME OF ONSET OF BA AND COPD

Patient contingent	Floor		Age at the moment survey			Disease duration (years)				Place of residence	
	Male	Female	Up to 30 years	30 - 59 years	60 and more years	Less 5 years	5 to 10 years	From 10 upto 20 years	More 20 years	Town	Countryside
Bronchial asthma (25 people)	10 (40%)	15 (60%)	0 (0%)	15 (60%)	10 (40%)	2 (8%)	7 (28%)	8 (32%)	8 (32%)	18 (72%)	7 (28%)
Total:	25	25	25	25	25	25	25	25	25	25	25
Chronic obstructive pulmonary disease (25 people)	12 (48%)	13 (52%)	0 (0%)	8 (32%)	17 (68%)	4 (16%)	8 (32%)	13 (52%)	0 (0%)	21 (84%)	4 (16%)

Total:	25	25	25	25	25	25	25	25	25	25	25
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Differences are reliable (processing by methods of variation statistics)

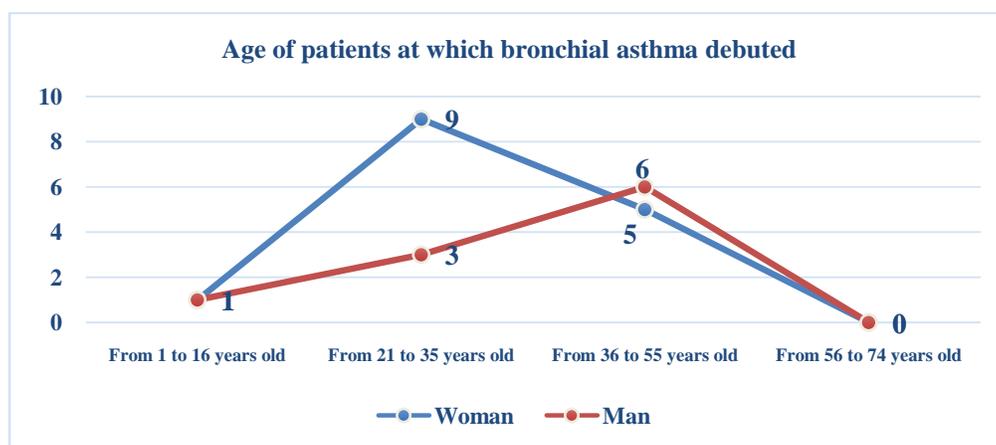
As follows from the table, among patients with BA 60% are women, 40% are men. Among those with COPD, 52% are women and 48% are men. No significant differences were found in the sex of BA and COPD patients.

Among those with BA, 72% were urban residents and only 28% were rural residents. Among patients with COPD, urban residents also predominated, who accounted for 84%, while rural residents were only 16%.

Thus, among the contingent of BA and COPD patients, regardless of the age at which the disease was formed, urban residents predominate (72% and 84, respectively). This does not mean that the incidence of asthma and COPD is higher in the city (although this cannot be ruled out). The second reason may be that in rural health care facilities, the diagnosis is not always established, even in cases where the patient has already developed BA or COPD.

Data on the age of patients at which bronchial asthma first appeared are presented in diagram 1.

Diagram № 1.



As follows from Diagram 1, at the age from 21 to 35 years, BA manifested itself more often in women, who make up 75% of patients. In other age periods (from 1 to 16 years old, from 36 to 55 years old and from 56 to 74 years old), there were no significant differences in the sex of respondents during the period of BA manifestation. These data correspond to the literature data that AD more often manifests itself in women aged 21 to 40 years [1].

Data on the age of patients at which the symptoms of COPD first appeared are presented in table. 2.

TABLE 2 AGE OF PATIENTS AT WHICH COPD DEBUTED

		Age of patients at which COPD developed.			
Age		From 1 to 16 years old	21 to 35 years old	36 to 55 years old	56 to 74 years old
Floor					
	Female	0 (0%)	1 (50%)	5 (41.6%)	5 (45.4%)
	Male	0 (0%)	1 (50%)	7 (58.4%)	6 (54.6%)

Total:	0	2	12	eleven
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In all age periods (in this sample), there were no significant differences in the sex of the respondents during the period of COPD manifestation.

Data on the presence of concomitant or underlying diseases preceding the development of BA and COPD in the history of patients are presented in Table. 3.

TABLE 3 THE NATURE OF CONCOMITANT DISEASES IN PATIENTS WITH BA AND COPD

Accompanying illnesses.						
Patient contingent	Chronic cardiovascular disease	Chronic diseases of ENT organs	Allergic diseases	Digestive system pathology	Endocrine system diseases	Diseases of the musculoskeletal system
Bronchial asthma (25 people)	10 (40%) *	6 (24%)	21 (84%)	14 (56%)	3 (12%)	15 (60%)
Total:	25	25	25	25	25	25
Chronic obstructive pulmonary disease (25 people)	23 (92%) *	3 (12%)	6 (24%)	6 (24%)	14 (%)	18 (72%)
Total:	25	25	25	25	25	25

* - the differences are reliable (processing by nonparametric methods)

As follows from the table, in the group of patients with BA, persons with a history of allergic pathology predominate (21 out of 25, $p < 0.05$), while in the group with COPD, chronic cardiovascular diseases were more common (23 out of 25 patients).

Also, it should be noted that in the group with BA, diseases of the digestive tract are more common (56%) than in the group with COPD (24%).

Among patients with COPD, diseases of the musculoskeletal system are more common than among patients with BA (72% and 60%, respectively). Perhaps this is due to the age category of the sample of patients with COPD where people over 60 years old predominated (68% - 17 people).

BA patients are more susceptible to allergic diseases than patients with COPD (84% and 24%, respectively)

There were no significant differences in the incidence of ENT organ pathology, endocrine diseases in patients of group 1 and group 2.

Data on the dynamics of the clinical course and severity of bronchial asthma in patients of group 1 and group 2 are presented in table. five.

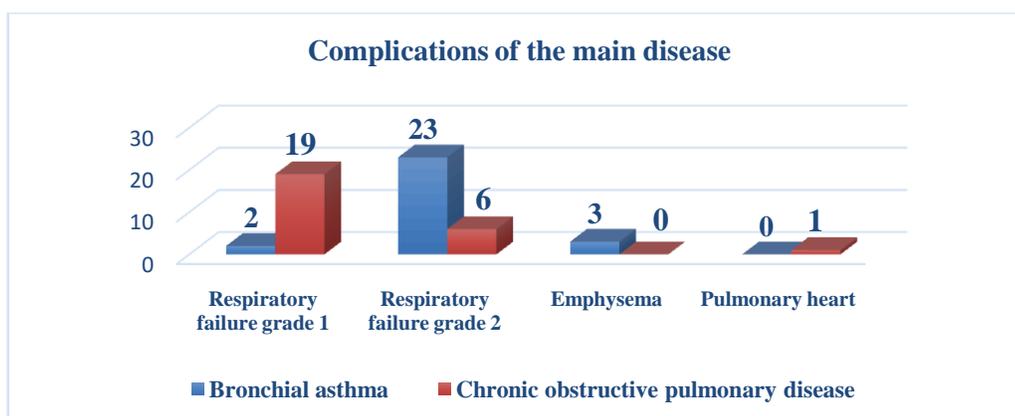
TABLE 4 THE NATURE OF THE CLINICAL COURSE OF BRONCHIAL ASTHMA AND COPD

Patient contingent	The severity of bronchial asthma and COPD		
	Light flow	Moderate course	Heavy current
Bronchial asthma (25 human)	0 (0%) 1	16 (64%)	9 (36%) 2
Total:	25	25	25
Chronic obstructive pulmonary disease (25 person)	2 (8%) 1	8 (32%)	15 (60%) 2
Total:	25	25	25

1, 2 - differences are reliable (processing by methods of variation statistics)

As follows from the table, the disease is significantly more severe in patients with COPD than in patients with BA. Severe forms are observed in 60% of patients in the COPD group and only in 36% of patients in the BA group ($p < 0.05$). A mild form of the disease was not registered in any patient of the BA group, while in the COPD group, a mild course was observed in 2 patients.

The nature of BA and COPD complications is shown in Diagram 2.



In BA patients, more often (than in patients with COPD), signs of grade 2 respiratory failure (92%) were noted, and in patients with COPD, signs of grade 1 respiratory failure were more often noted, emphysema and hormone dependence were noted in the BA group (12 % respectively) and the signs of corpulmonale in the COPD group was 4%.

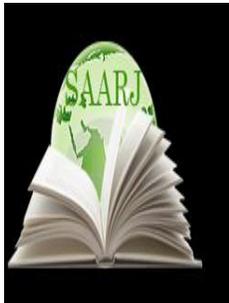
FINDINGS:

- 1) At the age from 30 to 59 years, BA is found in women more often than in men (60% and 40%, respectively), and in COPD no significant differences in gender were found.
- 2) BA and COPD are diagnosed more often in urban residents (72% and 84%, respectively) than in rural residents (28 and 16%, respectively), regardless of the age of patients in which the disease manifested itself.
- 3) The manifestation of BA disease is more often observed in the age group from 21 to 35 years, and in COPD from 36 to 55 years.

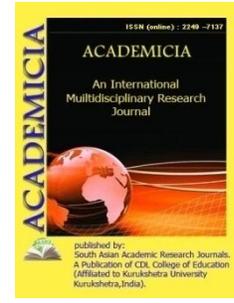
- 4) Cardiovascular diseases are more common in both groups of patients with BA and COPD among concomitant diseases.
- 5) By the nature of the course, moderate-severe BA in group 1 and severe COPD in group 2 prevail (16 people - 64%, 15 people - 60%, respectively)

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COMPETENCE OF MODERN TEACHER

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ABSTRACT

In this article it is spoken about the importance and necessity of the competence of modern pedagogue in the development of education system. Modern educational institutions need pedagogically competent specialists. One of the main requirements of the educational system today is the training of highly qualified personnel, this task is now directly entrusted to the teacher. The changes that are taking place in the modern education system are necessary to improve the qualifications and professionalism of the teacher, that is, his professional and pedagogical competence.

KEYWORDS: *Competence, Informational Competence, Professional Competence*

INTRODUCTION

The country is implementing consistent measures to raise the education and upbringing system to a new stage, improve the quality of training of teaching staff on the basis of advanced international standards, as well as increase the level of coverage of higher pedagogical education.

In order for further improve the field of pedagogical education, provide professional pedagogical personnel for the training of highly qualified specialists with modern knowledge and skills in the use of pedagogical technologies that make a worthy contribution to the socio-economic development of the country, the introduction of advanced educational technologies in this area, as well as the implementation of the tasks defined in the Address of the President of the Republic of Uzbekistan to the OliyMajlis of January 24, 2020:

- to determine the priority areas for the development of the sphere of pedagogical education;
- training professional pedagogical personnel who have firmly mastered the methods of education and training, information and communication technologies and foreign languages, who have the skills to use modern pedagogical technologies in the educational process;

- identification of young people showing an increased interest in the teaching profession, as well as the introduction of a continuous system of its targeted training and education;
- improvement of curricula and programs in the areas of education and specialties in the field of teacher education based on advanced foreign experience, the creation and implementation of innovative teaching, regulatory and educational resources;
- improving the quality of education, training competitive personnel, effective organization of scientific and innovative activities by ensuring close interconnection of education, science and production;
- regular study of the requests and requirements of customers of pedagogical personnel, the development of mutual cooperation with them, as well as the definition and implementation of scientifically grounded long-term plans for the training of pedagogical personnel;
- creation of additional conditions for the continuous development of professional skills of teaching staff as a result of the introduction of digital technologies in higher pedagogical education and ensuring the solid integration of modern information, communication and educational technologies;
- systemic development and improvement of management activities in higher educational institutions for the training of teaching staff;
- improving infrastructure and further expanding international cooperation in teacher education;
- increasing the efficiency of the processes of forming modern teaching staff with a high culture, practical professional skills, firmly mastered the methods of education and training, assessment criteria.

One of the most pressing problems facing higher educational institutions is the training of professional teachers with high skills in the use of modern knowledge and pedagogical technologies, which make a worthy contribution to the socio-economic development of the country.

Issues such as the development of modern teachers in the field of pedagogy, the development of their competencies in accordance with modern requirements, the development of knowledge, skills and abilities in this area are reflected in the research works of foreign and Uzbek scientists-teachers. In today's rapidly changing world, the effectiveness of educational activities depends on the level of knowledge, skills and abilities of students in the field of information technology. Therefore, in pedagogy, a number of scientific studies have been carried out on the problem of developing the teacher's professional competence.

Raising the professional level of teaching staff that would meet the needs of modern life is a necessary condition for the modernization of the education system. Modern educational institutions need pedagogically competent specialists. One of the main requirements of the educational system today is the training of highly qualified personnel, this task is now directly entrusted to the teacher. It is necessary to clearly understand that the teacher must have the knowledge and skills that meet the requirements of the 21st century.

In the modern world, education is seen as one of the main values. The main task of education is the upbringing and development of the student's personal qualities, the creation of conditions for his creative self-realization. And a free, humane, spiritual, creative person can be brought up only by a teacher with a high level of professional, including research, competence.

Speaking about the pedagogical competence of the teacher, it is necessary, first of all, to define the key concepts. Competent - knowledgeable, knowledgeable, authoritative person in any field. Hence the often mentioned phrase "competent specialist". And competence is a range of issues in which this specialist is well aware.

The content of the teacher's professional competence is determined by the qualification characteristic, which is a normative model of the teacher's competence, reflecting the scientifically grounded composition of professional knowledge, skills and abilities. A qualification characteristic is essentially a set of generalized requirements for a teacher at the level of his theoretical and practical experience.

Conditionally separating professional competence from other personal entities, we mean that the assimilation of knowledge (accumulation of the information fund) is not an end in itself, but a necessary condition for the development of "knowledge in action", that is, skills and abilities - the main criterion of professional readiness.

When considering the formation of the competence of a future teacher on the scale of the system of higher education, one can talk about his knowledge, skills, abilities, that is, about the readiness of a specialist. The new millennium dictates its own conditions, now a vocational school needs to move from training specialists to training professionals who have not only professional competence and qualifications, but also key qualifications and components.

The most important stage in the professional formation and development of a teacher is the stage of his training in a higher educational institution. At this time, the future specialist enters the world of professional competence: the general outlines of future professional activity are determined, the corresponding knowledge, skills and abilities are mastered, the foundations of the professional worldview are mastered, etc.

The professional competence of a teacher can be understood as a set of professional and personal qualities necessary for successful pedagogical activity. The work of a teacher is a complex psychic reality, which is a multidimensional space, consisting of three interconnected spaces:

- the personality of the teacher,
- teaching activities,
- pedagogical communication.

These three spaces are united by the global task of developing the student's personality. At the same time, they do not overlap, do not repeat, do not duplicate, but enter into complex dialectical relations, and each of them in the process of the teacher's work is now a prerequisite, now a means, now a result of development.

A professionally competent teacher can be called a teacher who carries out pedagogical activities at a high level and achieves consistently high results in the education and training of students.

The development of professional competence is the formation of a creative individuality, the formation of receptivity to pedagogical innovations and the ability to adapt in a changing pedagogical environment. The social, economic and spiritual development of society directly depends on the professional level of the teacher.

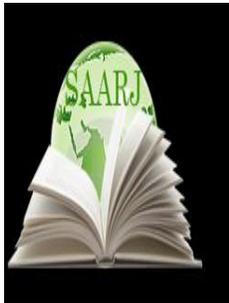
The changes that are taking place in the modern education system are necessary to improve the qualifications and professionalism of the teacher, that is, his professional and pedagogical competence. The main goal of modern education is compliance with the current and future needs of the individual, state, society, the preparation of a diversified personality, capable of social adaptation in society, the beginning of work, self-education and self-improvement.

A free-thinking, predicting the results of his activities and modeling the educational process, the teacher is the guarantor of achieving the set goals. Therefore, now the demand for a qualified, creatively thinking, competitive personality of a teacher who is able to educate a personality in a modern, dynamically changing world has sharply increased.

Having considered and analyzed many terms and definitions, it was decided that competence is a field of human activity in which the acquired knowledge, skills and experience of a person are used, and competence is a quality or characteristic of a person's personality, which allows him to take responsibility in solving certain questions and easily solve all arising problems. And the professional competence of a teacher is understood as the readiness to make important and relevant decisions in the area corresponding to him and his ability to perform his professional activities at a high level.

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PROSPECTS FOR THE DEVELOPMENT OF THE FRUIT AND VEGETABLE PRODUCTS MARKET

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ABSTRACT

The fruit and vegetable sector is an important sector of agriculture in Uzbekistan. This sector will meet the demand of the population for food products, and the processing industry for raw materials. Fruit and vegetable growing is one of the sectors for Uzbekistan that provides integration into world agricultural and food markets and foreign exchange earnings. In order to ensure uninterrupted supply of food products to the population of Uzbekistan today, special attention is paid to increasing the volume and variety of production, raising incomes and living standards of the rural population. A number of positive results have been achieved as a result of the implementation of the established regional action programs for the cultivation of fruit and vegetable products, the timely and quality implementation of agro-technical measures. Analysis of the experience of developed countries in the cultivation, storage, processing and export of fruit and vegetable products shows the need to develop cooperation and clusters of producers of these products. It is known that the current natural and climatic conditions in our country allow for the sustainable development of agricultural products, especially fruit and vegetables. The President and the Government of the Republic of Uzbekistan pay great attention to the development of fruit and vegetable growing as a priority in the transition to market relations. The fact that a significant part of the country's foreign exchange earnings is formed through the sale of fruit and vegetable products in foreign markets also indicates the priority of radical reform and rapid development of the industry.

KEYWORDS: *Agro-industrial complex, processing industry, cooperation, production, export, import.*

INTRODUCTION

In the economy of Uzbekistan, in particular, in the implementation of the food program for the development of the fruit and vegetable and viticulture sectors of agriculture, specific reforms are indeed playing an important role. In this regard, during the years of independence, special attention is paid to the gradual improvement of reforms in this complex and the development of a wide range of regulatory measures at the governmental level.

Today, the rapid development of science and technology in the countries of the world, the deterioration of the environmental situation, the production of food products, the processing of manufactured products, the application of various technologies in the field of their transportation have led to an increase in consumer demand for quality, harmless and chemical-free products. Therefore, at present time, the agro-industrial sector enterprises are faced with the task of improving the quality of their products, organizing the production of environmentally friendly natural products that do not have a negative impact on human health[8].

Organizing a healthy diet requires improving the technology of obtaining traditional products and creating a new generation of food products that meet today's opportunities and realities. They are the products with low levels of sugar and fat, containing high health components, and are expanded for functional and therapeutic purposes. They are storable for a longer periods, fast cooking and completely safe for humans. It is also a low-calorie product with a balanced composition.

In recent years, the problem of maintaining people's health as a result of environmental degradation has come under threat. And the need arose to organize the production which has new functional properties with prophylactic and therapeutic properties, using various biologically active substances. It is necessary to change the qualitative and quantitative composition of food consumed by the population[7].

World practice shows that in developed countries, the market for vitamin-rich fruits, grapes and vegetables in the restoration and strengthening of human health is developing, its position is constantly growing. Sustainable economic growth is being ensured in our country due to the measures taken to increase the effectiveness of reforms in the supply of food and raw materials to industry.

The fruit and vegetable market is not significantly different in content from other markets, and it has all the common aspects of market relations. However, there are some specific aspects of the fruit and vegetable market that are related to the forms of management, the characteristics of the products grown and sold.

Like other markets, the fruit and vegetable market is made up of many producers and consumers. The entire population of the country is consumers of fruit and vegetable products, and, of course, many of them are actively involved in commodity-money relations as buyers of fruits and vegetables.

MAIN BODY

In recent years, a number of decrees and resolutions have been accepted in order to develop the

country's food industry and create opportunities for the future export of these products not only to the domestic market, but also to foreign markets.

Decree of the President of the Republic of Uzbekistan PD-5388 dated March 29, 2018 “On additional measures for the accelerated development of fruit and vegetable growing in the Republic of Uzbekistan”, Decree of the President of the Republic of Uzbekistan PD-5853 dated October 23, 2019 “On approval of the Strategy of agricultural development of the Republic of Uzbekistan for 2020-2030”, Resolution of the President of the Republic of Uzbekistan PR-3978 dated October 17, 2018 “On additional measures to increase the efficiency of export of fruits and vegetables”, Resolution of the President of the Republic of Uzbekistan PR-4239 dated March 14, 2019 “On measures to develop agricultural cooperation in the field of fruit and vegetables” can be cited as an example.

Presidential decree №4821 “On measures for the accelerated development of the food industry of the Republic and the full provision of the population with quality food products” was adopted to provide the population with quality food products in the future.

As a result of measures taken in recent years in our country, exports of agricultural products in 2019 increased by 2 times compared to 2017, more than 10 million tons of vegetables, more than 17 million tons of other agricultural products and 2.5 million tons of meat.

At the same time, the fact that agricultural products do not fully meet international standards and safety requirements, the lack of proper relations between food producers and exporters hinder the growth of the country's export potential and the opening of new markets.

To overcome such problems and obstacles, the following tasks are assigned:

- ❖ Increasing the volume of processing of fruits, vegetables, meat, dairy and other agricultural products on the basis of international quality standards, the introduction of a system of state support for the production of local food products that are competitive in domestic and foreign markets, as well as further improving the provision of quality and safe food to the population;
- ❖ creation of conditions for mutually beneficial relations between enterprises growing (producing) agricultural food products such as fruits, vegetables, meat, milk and enterprises processing, preparing and selling these products;
- ❖ Development of strategies and models for the development of the food industry on the basis of increasing the competitiveness and diversification of local food products, the efficient use of existing natural and economic resources of the regions;
- ❖ creation of new means and information systems, which are financial and non-financial measures to support businesses processing agricultural food products such as fruits, vegetables, meat, milk, implementation of projects in high-efficiency areas;
- ❖ analyze, forecast the impact of private and direct foreign investment on the development of the food industry and develop appropriate proposals in this regard
- ❖ establishment of modern trade and logistics centers, promotion of local food products in world markets, increase of their competitiveness, expansion of export potential and reduction of import volumes.

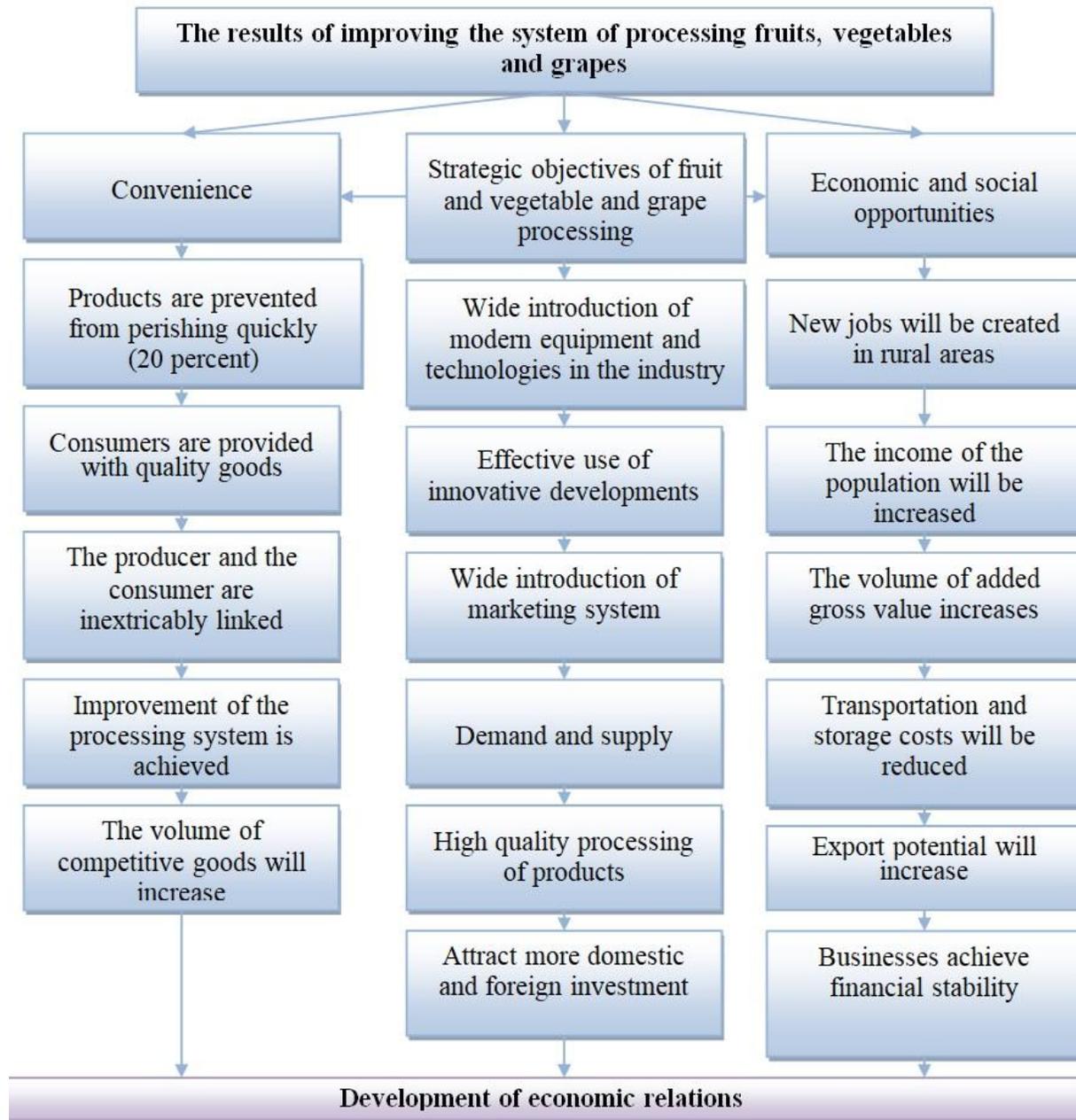
The market of fruits and vegetables and grapes consists of a set of target, integrated industries and activities of different forms of ownership, technologically, organizationally and economically interconnected, aimed at meeting the needs of society in primary and processed products. In this case, each participant aims to achieve their own economic interests, and they do not always coincide. Therefore, the task of the fruit and vegetable and grape market is to take full account of the conflicting economic interests of the participants and to effectively organize the satisfaction of the needs of the population in accordance with their solvency, to introduce economic instruments for harmonization[6].

The peculiarities of the market of fruit and vegetable and grape products, in particular, the large number of producers and consumers, the seasonal nature of production, especially horticulture and viticulture are inextricably linked to natural and climatic conditions, the rapid deterioration of the product, makes it difficult to store and transport. These features affect the organization of the economy of the fruit and vegetable and viticulture complex.

According to the analysis, the volume of losses in the cultivation of fruits, vegetables and grapes in our country exceeds 20% in the process of harvesting, processing, storage and transportation. This is because fruits, vegetables and grapes fall into the category of perishable products and are not suitable for transportation. In addition, the storage of these products as fresh is required at great expense for special refrigerators and other related equipment and devices.

Organizing the storage of industrially processed products in the form of canned food, juice, wine, etc., and providing them to consumers for a long time, is not only easy, but also economically beneficial. They also provide convenience in transporting and storing fresh fruits and vegetables and grapes. This is also important in exporting them to foreign countries.

It is recommended to expand the methods of growing fruits and vegetables and grapes, including through the optimization of arable lands, the development of vacant lands in mountainous and foothill areas, and the construction of small reservoirs that can collect water in winter and spring.

Figure 1. The results of improving the system of processing fruits, vegetables and grapes

DISCUSSION AND CONCLUSION

The following should be noted as the main factors determining the competitiveness of economic entities growing fruits, vegetables and grapes in the country:

- The level of use of advanced technologies in the context of modernization of the economy;
- financial stability of the enterprise and reduction of cultivation costs;
- market share and sales efficiency of the enterprise;

- high quality and wide range of products and branded products;
- level of product advertising;
- organizational management and entrepreneurial potential of the enterprise;
- social protection of employees, remuneration of labor, etc.

In the future, in the preparation of fruits, vegetables and grapes for export, special attention should be paid to the label and its advertising. Fruits, vegetables and grapes grown in Uzbekistan do not lag behind foreign products in terms of quality, but rather, it dominates on most indicators. However, it must be acknowledged that the label lags behind foreign goods in terms of bright decoration and presentation of the product to the consumer. Advertising of fruits and vegetables and grapes grown in the country is not yet in demand, which has a negative impact on the export situation.

It is necessary to consider the development of exports of fruits, vegetables and grapes as one of the priorities of economic policy.

Taking into account the increasing demand for fruit and vegetable and grape products in the Republic, in order to increase the production efficiency in this area, it is necessary to carry out the following:

1. In the context of modernization of the economy, it is necessary to develop the following priorities in the market of fruits, vegetables and grapes in Uzbekistan:

- further development of fruit and vegetable and grape farms and their full support;
- Improving the reclamation of fruit and vegetable and grape lands;
- Development of fruit and vegetable and viticulture selection;
- implementation of development programs of fruit and vegetable and viticulture sub-complex;
- modernization of fruit and vegetable and grape processing enterprises.

2. In the future development of fruit and vegetable and grape growing and processing industry in the country:

- providing the product storage system with modern technologies;
- increase investment from various sources;
- Introduction of organizational and economic mechanisms for the development of cooperation in the system of supply to consumers;
- organization and development of specialized service infrastructure for the implementation of agro-technical measures;
- In order to provide economic incentives for the establishment of enterprises for sorting, storage and packaging of products, it is necessary to provide soft loans.

3. In further increasing the opportunities for the development and stabilization of the market of fruits, vegetables and grapes in the country:

-
- Stimulation of increase in investments at the expense of resources directed to the development of fruit and vegetable and grape production, while attracting investments in the fruit and vegetable and grape growing complex;
 - Development of storage and processing of fruits, vegetables and grapes, the provision of modern technical equipment and facilities, new technologies;
 - Introduction of organizational and economic mechanisms for the development of cooperation in the system of supply of fruits, vegetables and grapes to consumers with primary processing and processing;
 - state support of the fruit and vegetable sector, with the transfer of foreign exchange earnings for these types of products to this sector;
 - issues such as improving the economic and legal framework for the adaptation of the transport system and sales networks to market conditions in the supply of agricultural products to consumers should be addressed.
4. Collection and analysis of market information at the regional level, forecasting of supply and demand, assessment of the system of commodity movement, information and advertising and other aspects play an important role in managing the development of agro-industrial complex of fruit and vegetables and viticulture. It is advisable to organize the marketing service as an independent center for the implementation of orders for the provision of marketing services to stakeholders, fruit and vegetable growers and consumers in the region.
5. It is expedient to take the following measures to ensure the economically sustainable development of the entire sub-complex on the basis of ensuring the interdependence of the system of cultivation, storage, processing and sale of fruits, vegetables and grapes in the Republic:
- storage and processing of fruit and grape products
 - new laws and regulations aimed at development
 - receipt of documents;
 - establishment of specialized shops specializing in the sale of material and technical resources;
 - diversification of economic relations between producers and processing enterprises and improvement of the final settlement system;
 - allocation of soft loans for economic incentives for the establishment of enterprises for sorting, storage and packaging of products;
 - encouraging the establishment of "cooperative" entities providing storage, sorting, packaging, processing and various services in order to strengthen the voluntary and mutually agreed economic cooperation of farms;
 - in order to effectively organize the activities of newly established agricultural firms, to provide them with seasonal benefits in the export of their products, the systematic allocation

of soft loans for economic incentives for the import of advanced technologies and the creation of new jobs in rural areas, etc.

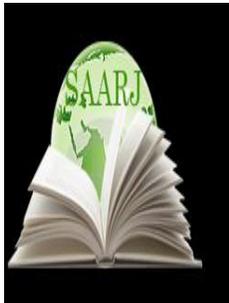
As a result of the above-mentioned measures, the development of the entire horticultural and viticultural sector will be achieved through the processing of 35-50% of fruit and vegetable and grape products, the creation of new jobs through the establishment of small processing plants in rural areas.

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DEVELOPMENT AND FEATURES OF ENTREPRENEURIAL ACTIVITIES IN THE AGRARIAN SECTOR OF THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

This scientific article is about business activities of agricultural area, peasant about reform and results of reform of products in farms to the activities carried out in the country in recent years, farmers mainly to improve the living standards of the people's welfare reforms. In this sense, directed attention given to the agricultural sector is of particular importance.

KEYWORDS: *Agricultural Sector, Agricultural Entrepreneur, Agribusiness, Dehkan Farming, Farming, Landowner*

INTRODUCTION

Business, as a useful activity, or rather an activity aimed at creating new or increasing existing values, revitalizes the economy, improves its quantitative and qualitative parameters, and also allows every person who wants to work to mobilize their intellectual, physical, professional potential, to find their place and be socially in demand. The economy acts as a kind of "customer" of business in all its useful and effective forms of manifestation and organization. It regulates supply and demand, production and consumption, makes the business focus on priorities in making a profit, without violating the moral and legal rules and norms.

Intensification of the development of small and medium-sized businesses (and in the field of agricultural business), as one of the conditions for the early completion of the market transformation of the domestic economy. The agrarian sector plays an important role in the system of economic and social relations, since the main entrepreneur and economic entity is the farmer and the peasant [1].

The state provides a lot of assistance to the development of the agricultural sector, new incentives are being created for the advanced development of farms and dekhkan farms, many measures are being taken to strengthen the dekhkan's sense of master on the land. However, despite measures to reform agriculture, as President Sh. Mirziyoyev noted in his Address to the Oliy Majlis in 2019, "this industry still remains and will remain at our highest level of attention and will be the most conservative sphere of the country's economy." [2]

REVIEW OF LITERATURE

Important are the results of works and research work on the development of small business and family entrepreneurship in agriculture, the development of dekhkan farms in its structure by such foreign scientists as A.V. Chayanov, G.I. Shmelev, A.I. Shapochnikov, S. A. Belozero, E. Budko, A. Bobok, V. Zherebin, A. Romanov, I. G. Kopanev, G. V. Chubukov, A. Raskazov, Z. I. Kalugina, T. P. Antonova, Z. Temirova, P.N. Sizova, Yu.S. Balandin, O.S. Belokrylova, A. Oleinik, G.A. Kaliev, L. Abalkin, N. Utukin, S. Pirogov and others.

In the field of development and increasing the efficiency of the agrarian economy in Uzbekistan, research was carried out by such scientists as A. Ulmasov, B. B. Berkinov, A. M. Zhuraev, B. Salimov, R. Kh. Khusanov, O. Zokirov, S. Gafurov, U.P. Umurzokov, N.S. Khushmatov, K.A. Choriev, S. Khashimov, O. Makhmudov, N.M. Narzullaev, Kh.R. Yakubova, S.N. Usmonov, Yu.T. Dodobaev, R. Khakimov, M. Ch. Kosimov, R. Kh. Ergashev, Z. Sh. Shokhodzhaeva, B.F. Sultanov, A.A. Abdusamatov, U.K. Akhmedov and others.

In the context of modernization and diversification of the economy of the agrarian sector of the Republic of Uzbekistan due to the fact that the sustainable development of agriculture, the growing demand of the population for food in the future is all sided with the activities of dekhkan farms, landowners need to develop recommendations to increase the income of dekhkan farms further development of their activities.

RESULTS AND DISCUSSION

Since the first days of independence, one of the priority tasks has been deepening economic reforms in agriculture. The main tasks of the agricultural policy in the republic were: transferring land to its owner, creating a class of owners, improving their lease and other relations, developing infrastructure facilities that provide services to agricultural producers on the basis of rational and efficient use of land and water resources.

Thanks to these reforms, there have been significant structural changes in agriculture. As a result of structural transformations, a steady growth in agricultural production has been achieved. Uzbekistan was the first among the CIS countries to halt the recession and ensure high rates of growth in agricultural production. These high rates are also ensured by the agricultural family business, including the expense of dekhkan farms.

According to the law "On Dekhkan Farms", a dekhkan farm is a small-scale family farm that produces and sells products based on the personal labor of family members on a personal plot of land given to the head of the family for inherited tenure for life [3]. This law defines all the rules from education to liquidation of dekhkan farms.

Dekhkan farms at the beginning of their formation operated together with farms and shirkat workers, there is an additional source of income from land plots in the amount of 0.25-0.35

hectares by the estate allocated to each rural family. The homestead is usually located on the land of shirkat and is focused mainly on agricultural production, according to the law, the construction of houses on these lands is strictly prohibited.

Since 2000, the state has urged the owners of the farmstead to register as dekhkan farms, on the basis of a long-term lease (50 years), becoming legal entities. Registration allows farmers and dehkans to obtain loans, but at the same time strengthens state control over income through taxes, so farmers are reluctant to participate in this program. This type of production can be viewed as a purely private type, because agricultural producers make their own decisions on production and marketing. The size of the farm and irrigation are the limiting factors.

Also, according to the law "On dekhkan farm" it is envisaged to apply taxation, in accordance with this law, dekhkan farms with the status of a legal entity and without the status of a legal entity pay land tax, tax on the use of water resources and property tax. Dehkan farms are of particular importance in the sustainable development of agricultural production.

If we compare them with farms, then dekhkan farms are the main producers of agricultural products. In the structure of agricultural products, the share of dekhkan farms in 2020 was 71%. More than 825.7 thousand lands are assigned to dekhkan farms and more than 1748.9 thousand people are employed in them.

Dekhkan farms in Andijan, Fergana, Kashkadarya, Samarkand, Surkhandarya, Namangan and Bukhara regions of the Republic of Uzbekistan turned out to be more efficient. The most striking examples of their effectiveness can be seen in the economic indicators of livestock and fruit and vegetable production. For example, the share of vegetables produced in our republic is 92.1%, fruits - 92.3%, potatoes - 90.2%, milk - 92.1%, meat - 91%, eggs - 97.8% - show and lead dekhkan farms

CONCLUSION AND RECOMMENDATION

For several years of independence, thanks to the successful implementation of agricultural policy aimed at introducing advanced farming systems, agricultural technology and breeding new varieties of plants and new breeds, improving old methods, stable production of the main types of agricultural products was ensured. Dekhkan farms, as one of the agricultural businessmen, provide the residents of the republic with more and more agricultural products, they also increased the production of potatoes by 1.2 times, vegetables - 1.3 times, fruits and berries - 1.1 times, meat - 1.4 times, milk - 1.4 times, eggs - 1.5 times, astrakhan fur - 1.1 times, etc.

The high efficiency of certain prospects of family peasant (dehkan) farms is determined by the fact that for further development they must include conditions for ensuring competitiveness: rational size, level and conditions of material and technical support, the creation of new high-quality agricultural products.

But, despite the important place of dekhkan farms in the sustainable development of agriculture and the growth of incomes of the population, insufficient attention is paid to its functioning, in fact, there is no purposeful support and incentives for them. In the future, for the development of dekhkan farms, it is necessary to organize the processing of local raw materials and bring them to finished products, which will allow them to expand the export of these products to international markets and take their rightful place among world manufacturers - entrepreneurs [4].

In modern conditions of intensive economic development, an increase in production efficiency indicators is becoming increasingly important for theory and practice, since the economic policy of each country has a goal - to provide the people with a quality life, providing them with agricultural products is especially important. To achieve this goal in the near future, the deepening of reforms (monetary, fiscal, financial, administrative, industrial policy), including the following agrarian reforms, follows:

- restructuring of agricultural enterprises;
- organization of efficient farms and dekhkans on their basis;
- carrying out land reform by transferring land to farmers and dekhkan farms in a long-term lease;
- improving the systems of accounting and registration of land, pricing and the mechanism of public procurement for the main types of agricultural products;
- increasing the independence of rural producers in the choice of crops and in the sale of products;
- rejection of administrative methods of distribution of material and technical resources for agriculture and the creation of a competitive market for these resources;
- reforming the water use system with the gradual introduction of payment for it in agriculture, stimulating water conservation;
- improvement of the irrigation and reclamation system by expanding the volume of public, private and foreign investments, etc. [5]

In 2017, on October 9, the Decree of the President of the Republic of Uzbekistan No.UP-5199 "On measures to radically improve the system of protecting the rights and legitimate interests of farmers, dekhkan farms and owners of household land, the effective use of agricultural sown areas" was adopted, and in the execution of the Decree on October 10, Resolution No. PP-3318 "On organizational measures for the further development of the activities of farms, dekhkan farms and owners of household plots" of the President of the Republic of Uzbekistan.

The decree adopted the main tasks and directions of activities of the Council of Farming, Dehkan Farms and Owners of Household Lands in Uzbekistan. The main tasks and directions are determined:

- protection of the rights and legitimate interests of farms, dekhkan farms and owners of household plots, including in relations with state and economic management bodies;
- Comprehensive support of farms, dekhkan farms and owners of household plots in the production, processing, storage and sale of agricultural products, including in the implementation of agrotechnical measures, as well as drafting contracts, exporting products to foreign markets;
- organization and expansion of various forms of cooperation of farms, dekhkan farms and owners of household plots with other organizations for the provision of consulting services on legal, economic, financial, agrotechnical and other issues in agriculture, as well as on the production, purchase, processing, sale of products, supply and service, the introduction in this area of advanced foreign experience, etc. [6].

As you can see, this decree will serve to deepen the agrarian reforms. Since agriculture is one of the main sectors of the economy of Uzbekistan. It accounts for about 20% of the gross domestic product, 70% of domestic trade, more than 30% of employment and more than half of the country's foreign exchange earnings. Agricultural production is carried out on 26.5 million hectares of land, of which 16% is used for arable land.

The structure of cultivated areas and the variety of crops in many cases depends on the degree of freedom of management. Therefore, shirkats (agricultural cooperatives) and farms have the least variety of crops due to the existing public procurement system. In contrast, dekhkan farms and owners of household plots have greater diversity in crop production.

The results of sociological studies have shown that dekhkan farms and owners of household plots are of great importance, as they are quickly motivated to agrarian reforms. Farmers such as dekhkan farms or family contractors usually have a limited amount of land, so the intensity of land use, such as two or three harvests, is an important factor in efficiency. However, only 22.4% of dekhkan farms in Uzbekistan used re-crops such as wheat, corn and vegetables.

To increase income, re-planting is essential for dekhkan farms. The largest share in re-planting is occupied by wheat - 22.8%, greens - 21.4%, fodder - 10%, vegetables - 6.2% [7]. Crop rotations are another important factor that has a direct impact on soil fertility and yield. In some farms of Uzbekistan, there is a negative practice of re-cultivating one crop for 20-30 years in the same areas, which leads to the spread of various plant diseases and an increase in the population of harmful insects.

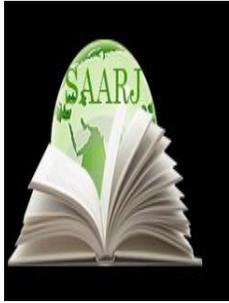
Only 18.5% of respondents working in family contracts confirmed the presence of crop rotation in cultivated fields.

The conclusion is that dekhkan farms and owners of household plots should intensively solve problems of land use, and also achieve an increase in income through diversification.

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THE ROLE OF NATIONAL MUSIC IN EDUCATION OF YOUTH

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ABSTRACT

This article identifies effective ways to nurture young people through national music. A good song is a good song with its aesthetic impact, social function, educational function, and vitality. The art of singing is inherently wide-ranging and wide-ranging. Music education and moral education through music also begins at school. Moral values are stable only when they are tested many times, and they motivate a person to act in life as a real support. The invitations, exhortations, and instructions in the thoughts and melodies of folk songs are the product of vital conclusions that have been re-examined and refined as a result of his centuries of experience.

KEYWORDS: Art, Spirituality, Psyche, Culture, Morality, Education, Aesthetics, Beauty, Anemism, Totemism, Magic, Values, Tradition, And So On.

INTRODUCTION

Art by nature is a tool of education that leads people to beauty, by nature to spirituality, to high spirituality. "When the word is over, the song begins," says our people. Because music is stronger and more powerful than any other word with its charming melodies. Music is not, as some people say, a means of relaxation.

Art awakens in a person, directs his emotions to a common goal, mobilizes people for a noble cause, glorifies the motherland in words and melodies, instills in young people a sense of homeland. It's a wonderful miracle that awakens and nurtures it!

It is no coincidence that the great Beethoven called music an expression of language higher than wisdom and philosophy.

One of the great contributions of Al-Kindi, one of the scholars of the East, in the field of medicine, - said the famous physician - scientist Z. Egamberdiyev, - was the discovery of the relationship between music and medicine. Ibn Sina, who devoted much of his time to the

spiritual effects of music on man, achieved world-class results of music therapy by Al-Kindi in the treatment of mental illness based on their work. Al-Kindi writes that between melodies and flowers there are some similarities. The fragrance of flowers evokes the spirit of man raises, adds strength. The thinker is against music and medicine that is, these considerations have not lost their value to this day. The song is accompanied by a strong sense of life. It overflows and pours into the tongue, and it is a flood of the heart that makes the tongue sing to its tune.

This flood comes from the heart and the tongue and flows into other hearts and tongues. He is calm temperature. This temperature touches the heart and gives pleasure and excitement. A good song is a good song with its aesthetic impact, social function, educational function, and vitality. The art of singing is inherently wide-ranging and wide-ranging. Music education and moral education through music also begins at school. School music lessons and extracurricular activities music and singing clubs play a special role. The role and importance of song and music in the formation of personality have been demonstrated in the research work of educators and psychologists with the help of a lot of evidence. According to the sources, music education plays a special role in the development of a person's worldview, spirituality, morality, level of culture, and emotional development.

The role and importance of song and music in the formation of personality have been demonstrated in the research work of educators and psychologists with the help of a lot of evidence. According to the sources, music education plays a special role in the development of a person in the development of his worldview, spirituality, morality, level of culture, emotions. The great role of art and literature in moral education is the whole of human life process continues. Art is a school subject or a text book cannot be exchanged for While writing about the reasons that gave rise to the science of music, Farobi draws attention to the moral and educational aspects of music. This knowledge is useful in this sense, writes Ihsa al-Ulum, and it regulates the behavior of people who have lost their balance, perfects and maintains immature behavior. This knowledge is also good for the health of the body, because when the body is sick, the soul is also hindered. Therefore, the body is healed by the healing of the soul under the influence of sounds, and the soul is healed by the regulation and adaptation of its forces to its substance.

The human body, psyche, and spirituality in general is closely related to the fact that music changes a person's mood in addition to the psychological and aesthetic effects that affect its overall spiritual appearance substantiated. About how music perfects human behavior ideas are a great innovation in the history of musical-aesthetic thinking, in which special attention is paid to the educational and spiritual significance of music.

In order to feel the essence of spiritual and moral concepts, one must follow them in one way or another, and carefully observe how the result is, think and draw one's own conclusions. It is advisable to master the moral and ethical norms in the educational process. Music education, in particular, has great potential. Moral values are stable only when they are tested many times, and they motivate a person to act in life as a real support. The invitations, exhortations, and instructions in the thoughts and melodies of folk songs are the product of vital conclusions that have been re-examined and refined as a result of his centuries of experience. Every positive thing that people say is true, and it is natural for someone who has not read it to be fooled in life.

The study of spiritual and moral concepts leads to the formation of perfectly formed habits, skills and competencies as a result of comparing different events and psychological situations that occur in everyday life. Music education plays a special role in helping students find their place in the classroom, school community, family, and community during their time in general secondary education. Content-based music lessons, in-class and out-of-class activities, and a general musical environment are also important resources for shaping students' spirituality.

The teacher's knowledge, talent, enthusiasm, advocacy, kindness, and counseling play a key role in making music lessons a real educational tool. The great power of music is that it penetrates the student's inner world. can stir up emotions. According to psychologists, music the largest, thinnest of the neural networks in the hemispheres of the human brain, it can also penetrate a layer that no other medium can affect.

These layers store a huge amount of human energy reserves and good music it is this mental power that can mobilize the emotional reserves. One of the main goals of education today is youth inculcating in the generation the spiritual riches of our ancestors accumulated over the centuries, instilling in them human qualities and constantly developing them to go, to teach them to feel their duty and responsibility to the Motherland and the nation consists of.

The multifaceted sources of spiritual and moral qualities, such as the love of students for the Motherland, labor, people, play an important role in arousing in them a spiritual need and interest, in cultivating spiritual activity and values. Spiritual and moral resources are also a means of forming the components of spiritual quality in the student. Spiritual and moral formation of students through the samples of national music, teaching them to take into account their age, individuality, perception, analysis and synthesis of music is directly related to the existence of pedagogical and psychological conditions.

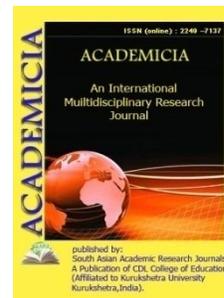
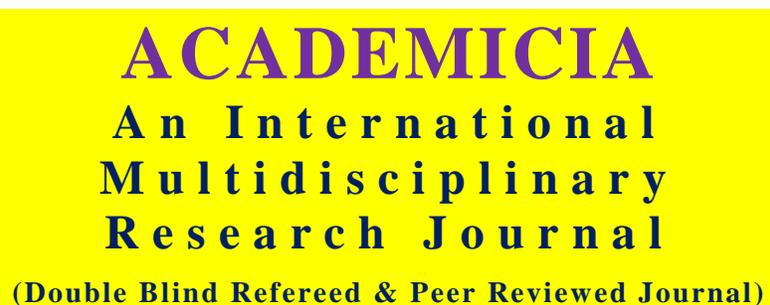
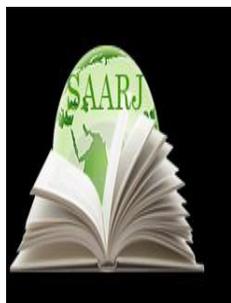
Thus, the spiritual and moral formation of students through folk songs is more convenient than other genres of music. Because folk songs reflect the traditions and customs of this people. Awakening of the sense of nobility in man, their development and Among the various tools that contribute to the formation of works of art, in particular, folk songs have a special place. The Uzbek people are delicate by nature, art-loving and demanding of the people of art His songs are a reflection of a wide range of spirituality. Even in ancient times people did not know what writing was who knew how to have fun, sing, draw.

It is known from history that in primitive society (in the Paleolithic period) hunting, animal husbandry, and then agriculture, in the "Seed Society anemia of early religious beliefs and ritualstotemism (worship of ancestral spirits), magic (magic) are among them. Folk art is a product of his wisdom and collective art. From all of this in raising a child spiritually, morally and physically healthy has been used effectively in hardening. Since ancient times, various types and genres of art, including Folk singing also inspires members of society, especially the younger generation has served as a shaping tool.

In the spiritual and moral formation of students through national music music lessons have great potential. After all, the samples of national music are directly connected with the noble intentions, aspirations and inner feelings of the people, their customs and traditions.

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ORGANIZATIONAL AND ECONOMIC BASIS FOR THE DEVELOPMENT OF COTTON AND TEXTILE CLUSTERS

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ABSTRACT

Particular attention is paid to the organization of cotton and textile clusters in agriculture and the development of their modern forms. Improving production efficiency through the development of cotton and textile clusters is becoming a topical issue. This article develops proposals and recommendations for the organization and development of clusters in the cotton sector of the regions.

KEYWORDS: *Cluster, Agrocluster, Cotton-Textile Cluster, Cooperatives, Innovative Technologies, Water-Saving Technologies*

INTRODUCTION

In the process of economic reforms in the agricultural sector of the country, new market relations have emerged between management, ownership, wages, producers and service providers. The legal, economic, organizational and institutional measures taken to develop economic relations in the country's agriculture have laid the foundation for the deepening of direct market relations.

Therefore, the President of Uzbekistan Sh. Mirziyoyev "On the strategy of actions for further development of the Republic of Uzbekistan" the decree prioritizes "implementation of investment projects for the deep processing of agricultural products, construction of new processing plants equipped with the latest high-tech equipment for the production of semi-

finished and finished food and packaging products, reconstruction and modernization of existing ones." tasks are defined. Finding effective solutions to these problems requires exploring ways to improve and increase the efficiency of production cooperation relations between agricultural producers and processors based on best international practices. In this regard, the substantiation of scientific, methodological and practical aspects of the expansion of horizontal and vertical cooperation between agriculture and processing industries through the introduction of cluster forms is very relevant and necessary at the current stage of implementation of the country's economic development strategy.

President Sh. Mirziyoyev said: In this regard, in his speech on the Day of Agricultural Workers. At the same time, we will continue to work to establish clusters of grain, fruit and vegetables, poultry, livestock, fisheries and silkworms.

Today, many government decisions have been made in the country on the organization of clusters in various fields and are noted as the main support of the regions. However, the mechanism of economic relations between cluster participants is often not covered. It is expedient to study foreign experience in this regard.

According to the research of Menshenina I.G., Kapustina L.M., there is almost no clear national policy aimed at cluster development in the United States. The state only uses traditional supports such as competition, research and education support. The main initiators of cluster development policy are the regions (states and other small administrative regions). In the United States, the federal government does not have the authority to directly interfere in the policy pursued by regional territorial clusters. In turn, the U.S. Federal government agencies, such as the Economic Development Administration (EDA), which operates under the Department of Commerce (DoC) (USA), work with regional economic development and direct regions, and support the use of a cluster approach in developing regional socio-economic development strategies.

The French government has been pursuing a national cluster policy since 2005. Interaction with the local government plays an important role in this process. Foreign experience shows that in the developed countries of North America and Western Europe, the policy of clustering is carried out on a "bottom-up" system, ie from the regional to the state (federal) level. In Russia, by contrast, central governments take the initiative to develop clusters, while local governments adapt their programs and strategies to programs and strategies adopted at the federal level.

We can observe a similar situation in our country. Therefore, it is expedient to develop a law regulating relations in the field of formation and development of cluster structures so that local governments and economic entities operating in the region understand the mechanism of cluster operation and the relationship, rights and interests, responsibilities, opportunities and benefits of all participants.

MATERIALS AND METHODS

Comparative and comparative analysis, complex assessment methods were used in the study of the problem.

RESULT AND DISCUSSION

Currently, there are 18 cotton and textile clusters in the country, and research shows that the efficiency of production in cotton and textile clusters is high, which proves that they are a promising form of management.

Based on the above, we will consider how the system of organization of clusters in agriculture of Kashkadarya region is established and the example of the cotton cluster on its effectiveness.

In 2019, Kashkadarya region accounts for 12.7% of raw cotton grown in the country, and the volume of cotton production reached 381,300 tons.

According to the Resolution of the President of the Republic of Uzbekistan dated March 6, 2020 No PP-4633 "On the widespread introduction of market principles in the cotton industry", in 2020 cluster enterprises in the region developed a plan for the cultivation of raw cotton.

TABLE 1 VOLUMES OF PRODUCTION OF RAW COTTON FOR THE HARVEST OF 2020 IN KASHKADARYA REGION

№	Name of cluster enterprises	Square, hectare	Fruitful, ts / ga	Gross yield, tons	Share
1	"Indorama Agro" MChJ	35650	31,3	111440	26
2	"Sulton Tex Group" MChJ	15000	30,5	45820	11
3	"Litai textel Overseas" XK	23750	28,4	68033	17
4	"Bunyodkor" MChJ	7000	29,4	20580	5
5	"Oq Saroy klaster" MChJ	20800	30,0	62320	15
6	"Mirishkor nur Cotton klaster" MChJ	10000	28,8	28767	7
7	"MT Amir tex" QK MChJ	9000	27,5	24720	7
8	"Kitobipyigiruv" MChJ	6500	24,2	15700	5
9	"Lamp cluster" MChJ	8200	27,8	22820	6
	Jami:	135900	29,4	400200	100

Indorama Agro LLC has the largest cotton area in the region, covering 35,650 hectares, or 26% of the total usable area. The planned yield from raw cotton was 31.3 t / ha and the total yield was 111440 tons. The next is Litai Textel Overseas with an area of 23,750 hectares, which is 17% of the total, and the service area of Oq Saray Cluster LLC is 20,800 hectares. Thus, the average yield of raw cotton grown by cotton clusters established in the region was 29.4 t / ha, and the yield of raw cotton grown by farms was 28.1 t / ha.

The future task of cotton growing is not to drastically reduce the total volume of raw cotton, but to improve its quality. Intensive development of cotton growing and related industries will increase the efficiency of use of available labor, land, water and other material resources and create real conditions for sustainable economic growth.

In 2020, water-saving technologies were introduced on 44,000 hectares of land, or almost 4 times more than last year. For this purpose, 300 billion soums of subsidies were allocated from the state budget.

Today, in the development of the cotton industry of the region, resource-saving best practices and innovative technologies are widely used, and as a result, high efficiency is achieved. We can explain this by the measures shown in Figure 1 below.

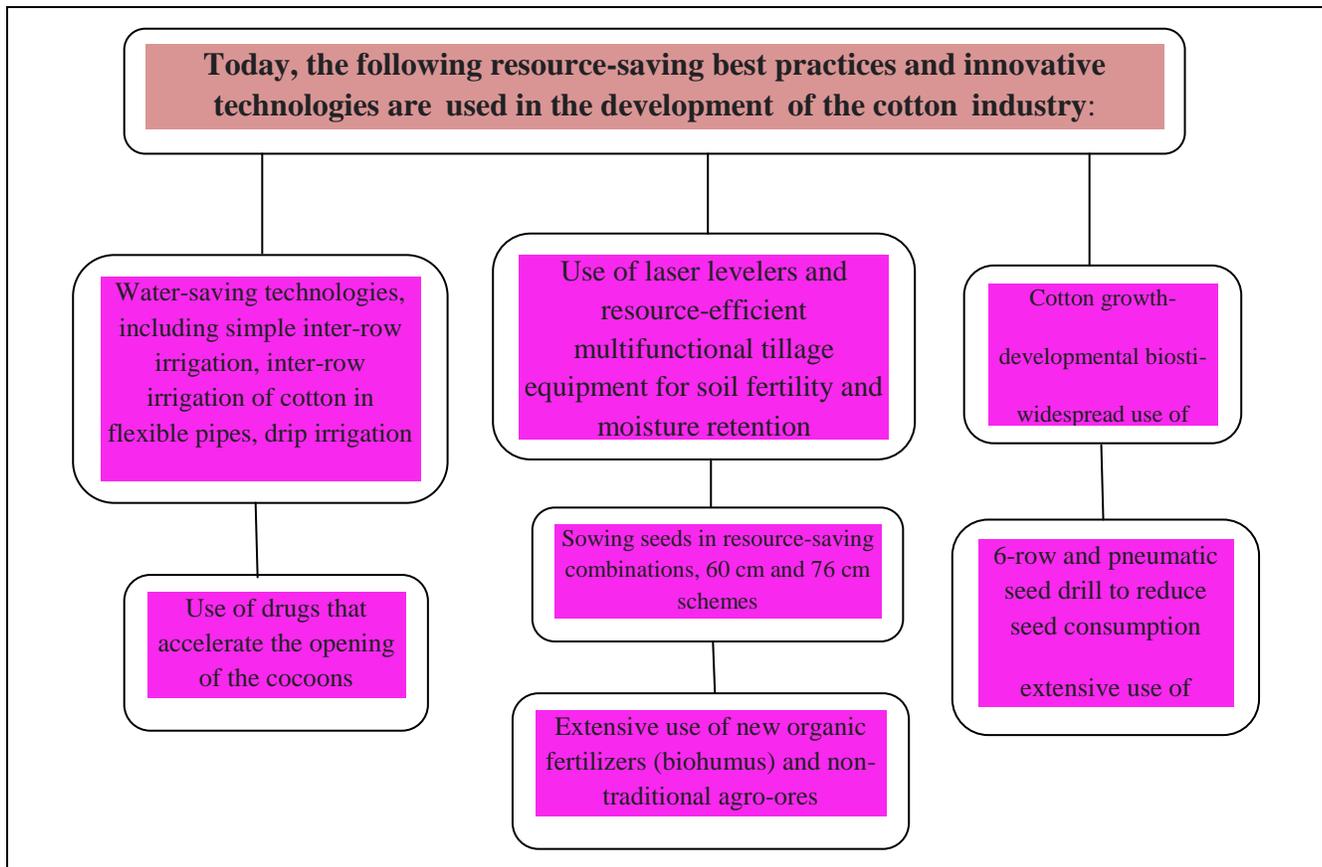


Figure 1. Application of innovative technologies in agriculture of Kashkadarya region in 2020

Supporting cotton and grain growers in Kashkadarya region through the introduction of innovative technologies in agriculture and the intensification of the development of selection and seed production, which will make the existing clusters one of the most important agro-clusters in Uzbekistan.

The economic and technological impact of innovative processes is only partially reflected in new products and technologies. This is reflected in the increase in economic and scientific-technical capabilities (purchase of new equipment and technologies), ie the technological level of the innovation system increases, which leads to an increase in demand for innovation.

World experience shows that a complete cluster should have a clearly defined specialization. Therefore, first of all, it is necessary to identify areas with a high volume of production and processing of certain types of agricultural products that can supply a number of neighboring areas. One of the main criteria for determining specialization is the competitiveness of agricultural production, which in turn is determined by the coefficient of specialization and the coefficient of production per capita, it is expedient to consider its dynamics over the past 3-5 years.

Based on the data obtained and the above criteria for selection, it is possible to make a comparative assessment of the organization and specialization of agro-industrial clusters in the regions and their potential. This allows all stakeholders to form real clusters using resources.

At the same time, the following initiatives can be implemented: projects to stimulate demand for domestic industrial products through budget subsidies; establishment of competence and engineering centers; development of infrastructure for storage and marketing of products; development of new educational programs and targeted training of specialists; establishment of counseling centers, etc. This allows to eliminate disparities in the development of cooperative relations between cluster participants.

In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated November 18, 2019 No 914, 9 cotton and textile cluster enterprises were established in Kashkadarya region. In particular, as shown in Figure 2 below, there are cluster enterprises in the districts of the region. In this:

- 3,600 hectares of low-yielding, poorly reclaimed cotton fields have been reduced and replaced by export-oriented food crops
- 39.5 thousand hectares (29%), 60 cm in areas with heavy water supply and relatively low productivity. 76.3 thousand hectares (56%) and 90 cm in the scheme. 20.2 thousand hectares (15%) of seeds were planted in the scheme;
- Sowing of seeds by “double” method on average yield per hectare 0.5-1.0 quintals, and the efficiency of material resources and mechanization services was increased by 10-15%;
- With pneumatic seed drills newly purchased and imported by cluster enterprises Consumption of seeds as a result of sowing seeds on 70-75 thousand hectares Reduced by 25-30 percent;
- 9 cotton-textile clusters were established, which were allocated 135.9 thousand hectares of land;
- water-saving technologies were introduced on 5342 hectares by newly established clusters, including drip irrigation on 4213 hectares (in 2019 there were only 320 hectares); At the same time, irrigation water was saved by 40-50% compared to conventional methods, labor and resource costs were reduced (cultivation was reduced), productivity and quality were improved (45-50 quintals of cotton per hectare), soil erosion, groundwater level rise and salinity decreased, mineral fertilizer efficiency increased to 30%;
- increased use of plant growth regulators in cotton fields, which have the property of harvesting and improving fiber quality;
- In order to improve the purity and quality of cotton seeds grown, a system of scientifically based "cotton-alfalfa" rotation was introduced on the lands allocated to all elite seed farms;
- Starting from the harvest of 2020, a system of "crop rotation" of 10% or 13.5 thousand hectares of irrigated arable land of cotton and grain farms has been introduced.



Figure 2. Cotton and textile cluster enterprises established in Kashkadarya region

CONCLUSION

In conclusion, we would like to make the following recommendations for the implementation of cluster enterprises in overcoming the problems in the development of the cotton sector in the region:

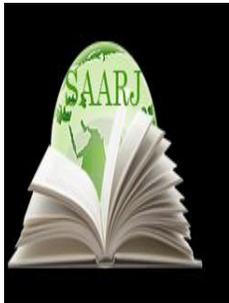
- Organize the distribution of at least 300 kg / ha of phosphorus, 100 kg / ha of potassium and nitrogen fertilizers by chemical plants at the expense of increasing the production of phosphorus fertilizers and at the expense of the cluster enterprises at their own expense. Improving the system of timely delivery of mineral fertilizers to farms.
- Reduce their cost by up to 3 times by cluster enterprises by purchasing and importing chemicals and their active ingredients directly from foreign manufacturers before the start of the season.
- Re-registration of existing equipment on the balance of machine-tractor parks and farms in the region, the organization of work on the write-off of physically obsolete. A total of more than 520 different types of agricultural machinery will be purchased by the Cluster Enterprises through leasing and at their own expense. is achieved.

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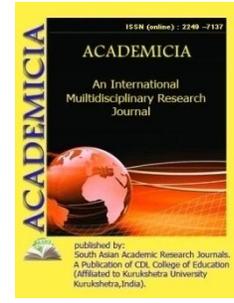
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**A STUDY OF THE CONTEXT OF ORGANIZATIONAL (INPUT) LEVEL FACTORS
 TO PROMOTING GENDER EQUALITY IN GAMBELLA REGIONAL STATE OF
 ETHIOPIA**

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ABSTRACT

It is not possible to achieve a controversial goal, such as gender equality, without a clear strategic plan setting out policy, objectives, action, time frame and resources. Any organizational entity of the public or private sector nature should contribute to enhancing greater gender equality in order to minimize the widely expanding gender equality gap between men and women. It should be able to contribute substantively to greater gender equality by having the appropriate gender mainstreaming structures, policies and procedures in place. The objective of this article was to show the existing situation of organizational (input) level factors towards the promotion of gender equality in the Gambella Peoples' National Regional State of Ethiopia. The study has shown that the basic policy documents did not exist in several public sector organizations. Certain basic gender and gender-related strategies to implementing the gender and gender-related policy documents were not practiced in the public sector offices. The existing gender and gender-related strategies to implementing such gender policy documents were not clear to the civil servants. Gender focal point networking were absent in the public sector organizations. It has also shown that equal hiring or employment opportunities or practices were existing, gender unit department (division) activities were incorporated in the basic organizational core policy goals, objectives, and projects, and job responsibilities and mandates for the gender unit departments or divisions were existing in the public sector offices. The human resources development aspect and the work organization aspect of the organizational

human resource practices were not building the capacity of the public sector staff in terms of a number of elements. But, documenting, updating, respecting, and utilizing the existing job descriptions for the GU staff were practiced as the organizational human resource practices to building the capacity of the public sector staff at the regional and local administrative level in the Gambella regional state.

KEYWORDS: *Organizational (Input) Level Factors and Promoting Gender Equality*

1. INTRODUCTION

As Hunt (2000) and UN (2002) stated, gender mainstreaming involves all the steps between analysis and incorporating that analysis into the policy and program decisions that can contribute to equality of outcome for men and women in all development work. In other words, gender mainstreaming is a concern for advocacy, networking and knowledge management as much as it is about analysis. It is about policy influence as much as it is about project and program design. Ensuring that such diverse elements produce coherent results requires a clearly defined gender mainstreaming strategic plan (Mourison 2004, pp1-2).

The Swedish International Development Agency (SIDA) has identified gender mainstreaming strategies as being relevant in three linked arenas or “spheres” of the organization: a) In the organization’s structures, policies and procedures, and its culture (the inputs); b) in the substantive activity that the organization pursues (it’s program, the throughput)); and in the impact of the organization’s performance to increasing gender equality in the broader community-the outcome/impact-namely gender equality (Shalkwyk et al. 1996. p 3).

Shalkwyk also noted that activities in each arena are critical to ensuring effective gender mainstreaming process/strategy in every entity. He claimed that if strategies and assessments have tended to distort these three arenas, and have often forgotten the fact that change in the third level is the final goal, increased/reduced gender equality, it is important not to conflate these three arenas since different strategies and indicators of change apply to each of them (Mourison 2004, p2).

2. Data Presentation, Analysis and Discussion on the Context of Organizational (Input) Level Factors in Gambella Regional State Public Service Offices

2.1 Existence of Gender and Gender-related Policy Documents in the Public Sector Organizations

Table 1 Response Rates for the Existence of Gender and Gender-related Policy Documents in the Public Sector Organizations at the Regional administrative Level in the Gambella Region.

Indicator		Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree	Total
ADLI Document	Policy	13 (26%)	2 (4%)	35 (70%)	50 (100%)
PASDEP Document	Policy	5 (10%)	5 (10%)	40 (80%)	50 (100%)

Employment and Labor Works Policy Document	47 (94%)	0	3 (6%)	50 (100%)
Family Law Policy Document	43 (86%)	0	7 (14%)	50 (100%)
The 1993 Women's Policy of Ethiopia Policy Document	42 (84%)	2 (4%)	6 (12%)	50 (100%)
NAP-GE Policy Document	10 (20%)	3 (6%)	37 (74%)	50 (100%)
RAP-GE Policy Document	5 (10%)	4 (8%)	41 (82%)	50 (100%)
National Health Policy Document	4 (8%)	0	46 (92%)	50 (100%)
National Hygiene and Sanitation Policy Document	2 (4%)	0	48 (96%)	50 (100%)

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

Table 1 shows the response rates of the 50 (1 Core-process owners, 1 HRM sub-process owner, 1 Plan and Information sub-process owner, the Focal Person, and 1 Officer) research respondents from the 10 selected public sector offices/bureaus purposively selected for the existence of such policy documents at the regional administrative level. The Table showed that 70% and 80% of the survey informants respectively rejected the existence of ADLI and PASDEP policy documents in their organizations at the regional administrative level. However, 94%, 86%, and 84% of the respondents respectively accepted the existence of work and labor law, family law, and the 1993 Ethiopian Women's policy documents in their public sector organizations at similar administrative level.

The Table also shows that 74% and 82% of the respondents respectively denied the existence of National Action Plan for Gender Equality (NAP-GE) and Regional Action Plan for Gender Equality (RAP-GE) in the public sector offices at the regional administrative level in the regional state. Similarly, 92 and 96% of the respondents also respectively denied that National Health, and National Hygiene and Sanitation policy documents do not exist in their public sector offices at the same administrative level.

Even though the respondents have accepted the existence of the 1993 Ethiopian Women's Policy, the research informants have confirmed that both the NAP-GE and RAP-GE policy documents do not exist in their public sector organizations at the regional administrative level in the region. This may also show that these policy documents are not available in the district and local administrative levels in the region, since the regional administrative level is the place where new policy documents are disseminated to the lower levels. Similarly, though the research informants have accepted that Employment and Labor Works Law, and Family Law do exist in their public sector organizations, they denied the existence of ADLI, PASDEP, National Health, and National Hygiene and Sanitation policy documents in their public sector offices at the regional administrative level. This implies that most of the gender and gender-related policy documents are not in place at the local and regional administrative levels in the regional state,

regardless of the 1993 Ethiopian Women's Policy, the Family Law, and the Employment and Labor Works Policy Document. The fact that the NAP-GE and Regional Action Plan for Gender Equality (RAP-GE) are not established in the region poses a critical gap and constraint to the implementation of gender mainstreaming strategy/process, threatening the attainment of effective gender equality, in the region as a whole.

Table 2 below showed that 57.9% (223) of both male and female informants responded that the organizational gender policy documents were clear to them at both local and regional administrative levels in the Gambella regional State. However, 38.2% (147) of them responded that the organizational gender policy documents were not clear to them at the same administrative levels in the region.

TABLE 2 CLARITY OF THE GENDER POLICY DOCUMENTS RESPONSE RATES BY GENDER IN THE PUBLIC SECTOR ORGANIZATIONS CROSS TABULATION

Level Of Clarity Of The Stated Gender Policy Documents In The Organization	Response Rates				Total
	Very Clear/ Clear	Uncertain	Not Clear	Not Very Clear	
Male	134 (63.2%)	11	48	19	212
Female	89 (51.4%)	4	71	9	173
Total	223 (57.9%)	15 (3.9%)	147 (38.2%)		385

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

2.2 Existence of Gender and Gender-related Strategies in the Public Sector Organizations

The survey result below presents and describes respondents' survey opinions on the existence of such strategies to effectively mainstream gender in the public sector offices at the regional administrative level in the Gambella regional state. The proposed gender and gender-related strategies include: Existence of Political Will to Managing Gender Issues; Planning Issues; Gender Analysis (Sex-disaggregated data) Issues; Gender Networking Issues; Gender Advocacy and Sound Information Issues; Gender Knowledge Management Issues; Meeting Management Issues in Relation to Gender Activities; Leadership Issues; team and Membership Issues; and Communication Issues for the attainment of greater and effective gender equality in the Gambella regional state of Ethiopia.

TABLE 3 RESPONSE RATES FOR THE EXISTENCE OF GENDER STRATEGIES FOR THE STATED GENDER AND GENDER-RELATED POLICY DOCUMENTS IN THE PUBLIC ORGANIZATIONS

Indicator	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree	Total
Political Will to Managing Gender Issues	18 (36%)	0	32 (64%)	50 (100%)
Planning Issues	37 (74%)	0	13 (26)	50 (100%)

Gender Analysis (Sex-disaggregated data) Issues	9 (18%)	3(6%)	38 (76%)	50 (100%)
Gender Networking Issues	14 (28%)	4 (8%)	32 (64%)	50 (100%)
Gender Advocacy and Sound Information Issues	42 (84%)	2 (4%)	6 (12%)	50 (100%)
Gender Knowledge Management Issues	13 (26%)	1 (2%)	36 (72%)	50 (100%)
Meeting Management Issues in Relation to Gender Activities	17 (34%)	0	33 (66%)	50 (100%)
Leadership Issues	11 (22%)	0	39 (78%)	50 (100%)
Team and Membership Issues	28 (56%)	5 (10%)	17 (34%)	50 (100%)
Communication Issues	31 (62%)	0	19 (38%)	50 (100%)

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

The above Table 3 shows the response rates for the availability of gender and related strategies for 50 (1 Core-process owners, 1 HRM sub-process owner, 1 Plan and Information sub-process owner, the Focal Person, and 1 Officer) research informants from the 10 selected public sector offices at the regional administrative level. The Table showed that respective 74, 84, 56, and 62% of the survey respondents accepted that gender strategies such as planning, gender advocacy and sound information, team and membership, and communication did exist in their public sector offices at the regional administrative level. However, respective 64, 76, 64, 72, 66, and 78% of them accepted that gender strategies such as political will, gender analysis, gender networking, gender knowledge management, meeting management, and leadership were not existing in the their public sector offices at the similar administrative level in the region. This implies that the most important gender and gender-related strategies to implement the gender and gender-related policy documents were not available in the public sector offices at the regional administrative level in the Gambella region. This also indicates that the most important strategic factors such as political will and leadership issues were also not taken into account, with the rest four strategic factors, by the public sector offices at the same administrative level in the region. This also indicates that existence of such strategic factors in the public sector offices at the district /zonal/ and local /woreda/ administrative levels in the region is doubted, since existence of such a situation can jeopardize the attainment of effective gender equality in the region as a whole.

Table 4 below discloses that 52.5% (202) of the survey informants responded that the organizational gender policy strategies were not clear to them at both local and regional administrative levels in the Gambella regional State. Nonetheless, 41% (158) of them responded that the organizational gender policy strategies were clear to them at the similar administrative levels in the region. This, generally, implies that the gender and related strategies to

implementing such gender policy documents are not clear to them at the local and regional administrative levels in the Gambella regional state.

TABLE 4 SEX OF THE RESPONDENT * LEVEL OF CLARITY OF THE STATED GENDER POLICY STRATEGIES IN THE PUBLIC SECTOR ORGANIZATIONS CROSS TABULATION

	Very Clear	Clear	Uncertain	Not Clear	Not Clear	Very	Total
Male	31	60	18	103 (48.6%)			212
Female	17	50	7	99 (57.2%)			173
Total	158 (41%)		25 (6.5%)	202 (52.5%)			385

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

2.3 Existence of a Gender Unit Department/Division in the Organization

Table 5 below shows that 86.2% (332) of the survey informants agreed that there was a gender unit department in their public sector offices at the regional and local /woreda/ administrative levels in the Gambella region. However, only 2.1% (8) of them responded that there was not any gender unit department (division) in their public sector offices at the same administrative levels. This implies that gender unit structures were existing in most public sector organizations at both administrative levels in the Gambella region.

TABLE 5 SEX OF THE RESPONDENT * EXISTENCE OF A GENDER UNIT DEPARTMENT IN THE PUBLIC SECTOR OFFICES OR BUREAUS CROSS TABULATION

Sex of the Respondent	Male	Female	Total
Male	182 (85.8%)	26 (11.7%)	212 (100%)
Female	150 (86.7%)	19 (11.7%)	173 (100%)
Total	332 (86.2%)	45 (11.7%)	385 (100%)

Source: Field data collected from Public Civil Servants by the author, October 2012/13

2.4 Existence of a Gender Focal Point Net Working in the Public Sector Organizations

Table 6 below exhibits that 51.45 (194) of the survey informants responded that gender focal point networking did not exist in the public sector organizations at the regional and local administrative levels in the Gambella regional state. Nevertheless, 40.5% (156) of them said that gender focal point networking did exist in the public sector organizations at the same administrative levels in the region. This implies that significant number of the contributors have confirmed the absence of gender focal point networking in the public sector organizations at the regional and local administrative levels in the Gambella regional state.

TABLE 6 SEX OF THE RESPONDENT * EXISTENCE OF A GENDER FOCAL POINT NET WORKING IN THE PUBLIC SECTOR OFFICES OR BUREAUS CROSS TABULATION

	Yes	Neutral	No	Total
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Sex of the Respondent	Male	74	31	107 (50.5%)	212
	Female	82	0	91 (52.6%)	173
Total		156 (40.5%)	31 (8.1%)	198 (51.4%)	385

Source: Field data collected from Public Civil Servants by the author, October 2012/13

2.5 Organizational Human Resources Practices for Gender Departments in the Public Organizations

5a. Existence of Equal Hiring or Employment Practices

Table 7 below shows that 75.3% (290) of the survey informants from 385 accepted that there exists an equal hiring or employment practices in the public sector offices at the local and regional administrative levels in the Gambella regional State. However, only 6.5% (25) of them denied the existence of similar practices in the public sector offices at the same administrative levels in the region.

5b. Incorporation of gender unit departments' activities in the basic organizational core policy goals, objectives, and projects in the public sector offices or bureaus

Table 7 also entails that 55.8% (215) of the informants accepted that GU department (division) activities are incorporated in the basic organizational core policy goals, objectives, and projects in the public sector organizations at the regional and local administrative levels in the region. The table, however, also shows that 38.2% (147) of the respondents denied the incorporation of GU department (division) activities in the basic organizational core policy goals, objectives, and projects in the public sector organizations at the same administrative levels in the region.

TABLE 7 EXISTENCE OF EQUAL HIRING PRACTICES AND INCORPORATION OF GU SECTIONS' IN THE PUBLIC SECTOR OFFICES OR BUREAUS CROSS TABULATION

Opinions on the Existence of Equal Hiring or Employment Practices in the Office		Yes	Neutral	No	Total
Sex of The Respondent	Male	174 (82.1%)	28	10	212
	Female	116 (67.1%)	42	15	173
	Total	290 (75.3%)	70 (18.2%)	25 (6.5%)	385
Opinions on the incorporation of gender unit departments' activities in the basic organizational core policy goals, objectives, and projects					
		Yes	Neutral	No	Total
	Male	125 (53.3%)	9	78	212
	Female	90(59%)	14	69	173
	Total	215 (55.8%)	23 (6%)	147(38.2%)	385

Source: Field data collected from Public Civil Servants by the author, October 2012/13

By using Pearson Chi-square test output for 385 observations for the sated indicators (respondent sex and the variables), the p-value is 0.000 and 0.022 or less than 0.05. Therefore, we reject the null hypothesis (Ho) and conclude that there is a positively significant correlation between the two variables and respondents' sex at the 5 percent level of significance. The Chi-square test result below, therefore, ensures that there exists a positively significant relationship between sex of the respondents and their opinions in regard of such indicators at a 5% level of significance.

TABLE 8 CHI-SQUARE TEST

	Sex of the Respondent	Existence of Equal Hiring Practices	Incorporation of Gender Unit Departments' Activities
Chi-Square	3.951^a	98.766^a	5.260^a
Df	1	1	1
Asymp. Sig.	.047	.000	.022

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5.

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 96.3.

Source: Field Survey, 2013/14.

5c. Existence of Job Responsibilities and Mandates for Gender Unit Departments in the Public Organizations

The following survey result shows the civil service employees' opinion survey level on the existence of job responsibilities and mandates for gender unit departments in the public sector offices at the regional and local administrative levels in the Gambella regional state.

TABLE 9 SEX OF THE RESPONDENT * EXISTENCE OF GU JOB RESPONSIBILITIES AND MANDATES RESPONSE RATES CROSS TABULATION

		Fully Existing	Existing, But Not Exhaustive/ Complete	Uncertain	Not Existing at All	Total
Sex Of The Respondent	Male	80 (37.7%)	107(50.5%)	6	19	212
	Female	49 (28.3%)	93 (53.8%)	3	28	173
Total		129 (33.5%)	200 (51.9%)	9 (2.3%)	47(12.2%)	385(100%)

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

Table 9 above shows that 51.9% (200) of the survey informants from 385 accepted that there existed, but not exhaustive, job responsibilities and mandates for gender unit departments or divisions in the public sector offices at the regional and local administrative levels in the region. The result also shows that 33.5% (129) of the respondents said that job responsibilities and mandates did fully exist in the public service offices at the same administrative levels in the region. However, 12.2% (47) of the respondents replied that job responsibilities and mandates for gender unit departments or divisions did not exist at all in the public service offices at the same administrative levels in the region.

This, generally, shows that 85.4% (329) of the respondents agreed that job responsibilities and mandates for the gender unit departments or divisions were existing in the public sector offices at both administrative levels in the region. Therefore, based on the survey opinions of the respondents, it can be said that job responsibilities and mandates for the gender unit departments or divisions were existing in the public sector offices at both administrative levels in the region.

TABLE 10

Chi-square Test Output

	Sex of the respondent	Level of the existence of job responsibilities and mandates for gender unit department posts
Chi-Square	3.951^a	227.270^b
Df	1	3
Asymp. Sig.	0.047	0.000

Source: Field Survey, 2013/14.

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 96.3.

The above Chi-square test result confirms that there exists a positively significant relationship between sex of the respondents and their opinions regarding the indicators at a 5% level of significance.

TABLE 11 RESPONDENTS' SEX* EXISTENCE OF HR PRACTICES, AND DELIVERY OF GENDER-SPECIFIC TRAININGS (THE HUMAN RESOURCE DEVELOPMENT (HRD) ASPECT) IN THE PUBLIC SECTOR ORGANIZATIONS CROSS TABULATION

The Existing Human Resources Development Planning Incorporates Gender-Specific Issues.							Total
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
Respondents' Sex	Male	31	34	13	59 (27.8%)	75 (35.4%)	212
	Female	28	24	16	45 (26.0%)	60 (34.7%)	173

Total		117(30.4%)	29 (7.5%)	239 (62.1%)	385		
A number of gender-specific trainings have been given to the organizational employees.							
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Respondents' Sex	Male	54	26	11	62(29.2%)	59(27.8%)	212
	Female	34	22	10	54(31.2%)	53(30.6%)	173
Total		136 (35.3%)		21(5.5%)		228 (59.2%)	385
A Number Of Gender Specific-Awareness Forums, Workshops, And Review Meetings Have Been Delivered To The Employees.							
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Respondents' Sex	Male	44	29	0	72(34.0%)	67(31.6%)	212
	Female	22	32	0	59(34.1%)	60(34.7%)	173
Total		127 (33%)		0%		258 (67%)	385

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

The survey result (table 11 above) shows that 62.1% (239) of the survey informants responded that the existing organizational human resources development planning does not incorporate gender-specific issues at the regional and local administrative levels in the region. However, 30.4% (117) of the respondents appreciated that organizational human resources development planning does incorporate gender-specific issues. The table also shows that 59.2% (228) of the survey informants responded as there were no gender-specific trainings given to the public service organizational employees, while the reverse is true for 35.3% (136) of the survey responses. The table also shows that 67% (258) of the respondents said that a number of gender specific-awareness forums, workshops, and review meetings were not delivered to the public sector employees. But, (33%) 127 of them accepted that several gender specific-awareness forums, workshops, and review meetings have been delivered to the public service employees. This implies that the human resources development aspect is not building the capacity of the public sector staff in terms of incorporating gender-specific issues into the organizational human resources development planning; offering gender-specific trainings; and delivering a number of gender specific-awareness forums, workshops, and review meetings to the employees at the same administrative levels in the region.

TABLE 12 CHI-SQUARE TEST RESULT

Respondents' Sex	Human resources development planning	Gender-specific trainings have been given to the organizational	Gender awareness workshops, and review meetings have been	specific-forums, and review meetings have been
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		incorporates gender-specific issues.	employees.	delivered to the employees.
Chi-Square	3.951 ^a	251.416 ^b	132.143 ^b	111.296 ^a
Df	1	3	3	1
Asymp. Sig.	.047	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 96.3.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 86.5.

Source: Field Survey, 2013/14.

The above Chi-square test also ensures that there exists a significant association between the perceptions of both sexes in this regard at a 5% significance level.

TABLE 13 RESPONDENTS' SEX* EXISTENCE OF DOCUMENTED, UPDATED, AND APPLIED JOB DESCRIPTIONS FOR GU STAFFS (THE HUMAN RESOURCES MANAGEMENT (HRM) ASPECT) IN THE PUBLIC SECTOR ORGANIZATIONS CROSS TABULATION

Job descriptions for GU staff are documented and updated:		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Respondent Sex	Male	63(29.7%)	51(24.1%)	62	20	16	212
	Female	58(33.5%)	51(29.5%)	57	4	3	173
Job Descriptions for GU staff are respected and applied:		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Respondent Sex	Male	68 (32.1%)	74 (34.9%)	18	21	31	212
	Female	66 (38.2%)	81 (46.8%)	7	6	13	173
Total		289 (75.1%)		25 (6.5%)	71 (18.4%)		385

Source: Field data collected from Public Civil Servants by the author, October 2012/13

Table 13 shows that 57.9% (223) of the informants agreed that the existing job descriptions for GU staff were documented and updated by the public sector organizations. However, 36.1% (139) of the respondents said that public sector organizations (employees) did not document and update the existing job descriptions for GU staff. The survey result also shows that 75.1% (289)

of the informants responded that the existing job descriptions for GU staff were respected and practiced by the public sector organizations. However, 18.4% (71) of the respondents said that the existing job descriptions for GU staff were not respected and practiced by the public sector organizations. This implies that documenting, updating, respecting, and utilizing the existing job descriptions for the GU staff is in practice as the organizational human resource practices to building the capacity of the public sector staff at the regional and local administrative levels in the region.

TABLE 14
CHI-SQUARE TEST RESULT

	Sex of the Respondent	Job Descriptions for GU Staff Documented and Updated.	Job Descriptions for GU Staff are Respected and Applied.
Chi-Square	3.951^a	63.728^c	155.249^b
Df	1	1	3
Asymp. Sig.	0.047	0.000	0.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 96.3.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 86.5.

Source: Field Survey, 2013/14

The above Chi-square test also confirms that there is a significant relationship between the perceptions of both male and female respondents. For instance, respectively 29.7 and 33.5% of both male and female respondents strongly agreed that the existing job descriptions for GU staff were documented and updated by the public sector organizations. Similarly, respective 32.1 and 38.2% of male and female respondents strongly agreed that the existing job descriptions for GU staff were respected and practiced by the public sector organizations. On the other hand, respective 24.1 and 29.5% of male and female participants agreed that the existing job descriptions for GU staff were documented and updated by the public sector organizations. The same 34.9 and 46.8% of both male and female respondents agreed that the existing job descriptions for GU staff were respected and practiced by the public sector organizations.

TABLE 15 RESPONDENTS' SEX* THE WORK ORGANIZATION (WO) ASPECT IN THE PUBLIC SECTOR ORGANIZATIONS CROSS TABULATION

Staff Meeting Provides Opportunities To Share Experiences, Ideas, And Suggestions For Gender Unit Section.

		Strongly Agree	Agr ee	Uncert ain	Disagre e	StronglyDisagr ee	Tota l
Resp.	Ma	19	22	9	75(35.4	87 (41.0%)	212

Sex	Female	9	11	4	77(44.5%)	73(42.2%)	173
Total		60 (15.6%)		13 (3.4%)		312 (81%)	385

Gender unit staff is given opportunity to provide inputs and suggestions into decision-making process.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Resp. Sex	Male	37	51	14	52(24.5%)	58(27.4%)	212
	Female	25	29	17	52(30.1%)	50(28.9%)	173
Total		142 (36.8%)		31(8.1%)		212 (55.1%)	385

There Exists a Team Work Among The Organization Staff Members And The GU Staff Members.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Resp. Sex	Male	31	21	6	81(38.2%)	73(34.4%)	212
	Female	22	9	3	60(34.7%)	79(45.7%)	173
Total		83 (21.6%)		9 (2.3%)		293 (76.1%)	385

Information Is Shared Freely Among All Staff Members And Gender Units' Staff.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Resp. Sex	Male	30	26	6	82(38.7%)	68 (32.1%)	212
	Female	14	16	4	49(28.3%)	90 (52.0%)	173
Total		86 (22.3%)		10 (2.6%)		289 (75.1%)	385

GU Staff Is Encouraged To Take Initiative And Be Self-Motivated.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total
Resp. Sex	Male	11	15	2	85(40.1%)	99 (46.7%)	212

	Fe m	2	7	5	85 (49.1%)	74 (42.8%)	17 3
Total		35 (9.1%)		7 (1.8%)		343 (89.1%)	38 5

Source: Field data collected from Public Civil Servants by the author, October 2012/13.

Table 15 above portrays that 81% (312) of the informants said that staff meetings did not provide opportunities to the gender unit section or department to share experiences, ideas, and suggestions with the other staffs in the public sector organization at the regional and local administrative levels in the region. However, 15.6% (60) of them admitted the reverse condition. The table also shows that 55.1% (212) of them said gender unit staffs were not given the opportunity to provide inputs and suggestions into the organizational decision-making process. But, 36.8% (142) of the informants supported the opposite side. The survey result also shows that 76.1% (293) of the research participants responded that there existed no team work among the staff members and the GU staff members of the public service organizations. However, 21.6% (83) of them responded that there existed a team work among the organizational staff members and the GU staff members of the public service organizations. The survey result also informs that 75.1% (289) of the participants said information was not shared freely among all the organizational staff members and gender units' staff. Even so, 22.3% (86) of them said that information was freely shared among all the organizational staff members and gender units' staff. Finally, the survey result shows that 89.1% (343) of the survey informants said GU staffs were not encouraged to take initiative and be self-motivated in the organizational operational activities. However, 9.1% (35) of the informants said that GU staffs were encouraged to take initiative and be self-motivated in the organizational operational activities.

The Chi-square test in Table 16 ascertains that a significant relationship (at the 5% significance level) does exist pertaining the perceptions of both male and female respondents in this aspect, as significant percentages of both sexes are the contributors to the survey result.

TABLE 16 CHI-SQUARE TEST OUTPUT

	Sex of the respondent	Staff meeting provides opportunities to share experiences, and ideas.	Gender unit staff is given opportunity to provide inputs and suggestions.	There is a team work among the organization staff members.	Information is shared freely among all staff members.	GU staff is encouraged to take initiative and be self-motivated.
Chi-Square	3.951 ^a	128.349 ^b	97.917 ^c	112.789 ^b	255.165 ^c	142.780 ^c
Df	1	3	4	3	4	4
Asymp. Sig.	.047	.000	.000	.000	.000	.000

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 192.5.

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 54.5.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 43.6.

Source: Field Survey, 2013/14

3. SUMMARY AND CONCLUSION

Any organizational entity of the public or private sector nature should contribute to enhancing greater gender equality in order to minimize the widely expanding gender equality gap between men and women. It should be able to contribute substantively to greater gender equality by having the appropriate gender mainstreaming structures, policies and procedures in place.

The study showed that the National Action Plan for Gender Equality (NAP-GE), Regional Action Plan for Gender Equality (RAP-GE), Agricultural Development Led Industrialization (ADLI), Plan for Accelerated and Sustainable Development to End Poverty (PASDEP), National Health, and National Hygiene and Sanitation policy documents did not exist in several public sector organizations. Though the existing gender policy documents were clear to the civil servants, the most important gender and gender-related strategies (such as political will and leadership issues) to implementing the gender and gender-related policy documents were not available in the public sector offices. The existing some gender and gender-related strategies to implementing such gender policy documents were also not clear to the civil servants. Even though the gender unit structures were existing in most public sector organizations, gender focal point networking were absent in the public sector organizations.

The study has also shown that equal employment opportunities or practices were existing in the public service organizations. Gender unit department (division) activities were incorporated in the basic organizational core policy goals, objectives, and projects. Job responsibilities and mandates for the gender unit departments or divisions were existing in the public sector offices;

However, the research showed that the human resources development aspect was not building the capacity of the public sector staff in terms of incorporating gender-specific issues into the organizational human resources development planning; offering gender-specific trainings; and delivering a number of gender specific-awareness forums, workshops, and review meetings to the employees at both administrative levels in the region. The practices of documenting, updating, respecting, and utilizing the existing job descriptions for the GU staff were practiced as the organizational human resource practices to building the capacity of the public sector staff at the regional and local administrative level in the Gambella regional state. Finally, the study has confirmed that the work organization aspect of the organizational human resource practices was not contributing to building the capacity of the public sector staff in terms of:

- i. Providing opportunities to the GU staff to share experiences, ideas, and suggestions among their sections and with other departments through staff meetings;
- ii. Creation of opportunities to the GU staff to provide inputs and suggestions into organizational the decision-making processes;

- iii. Establishing a team work among the organizations' staff members and the GU staff members;
- iv. Freely sharing information among all staff members and gender units' staff; and
- v. Encouraging GU staff to take initiative and be self-motivated at the regional and local administrative levels in the region.

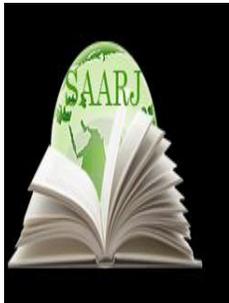
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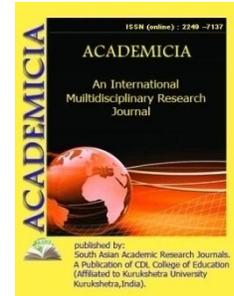
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SCIENTIFIC BASIS FOR INCREASING THE EFFICIENCY OF CULTIVATION OF CROPS ON THE LANDS OF FARMS AND THE POPULATION

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ABSTRACT

The high level of the role of dekhkan farms in improving the socio-economic well-being of the country makes it necessary to conduct research on scientific and practical problems in these areas. This is primarily to ensure the employment of their population as well is associated with an increasing contribution to social issues such as improving welfare. For this reason, the peasant economy has a key role as a business entity that is rapidly adapting to market relations. At a time when agriculture is becoming increasingly important for the economy of our country, there is a need to study their socio-economic significance, the laws of development. The next task is to create ways to achieve high efficiency in increasing the efficiency of crop production on farms. Today, the rapidly growing demand of the population for agricultural products shows that attention in agriculture is extremely necessary. As a result of intensification in production, the increase in agricultural production in line with market demand, processing, cooperation relations and increase the income of direct agricultural producers. Economic efficiency can be achieved through the use of scientific knowledge, especially on a farm that grows basic food products.

KEYWORDS: Agriculture, Farmers, Dekhkan Farms, Landowners, Agricultural Products, Development, Quality Products, Demand, Increase.

INTRODUCTION

The activities of farms and landowners play a key role in the agricultural economy of the world. They are representatives of an important sector in agriculture in the production of quality and marketable food products. In particular, in Asian countries, Russia and Eastern Europe, the activities of private owners - farmers - are widely used in the creation of 38-42% of agricultural production.

The drastic changes in the global climate, the steady growth of the population and the demand for agricultural products indicate the need for consistent continuation of reforms in the agricultural sector. Currently, 10% of the world's population suffers from hunger, and more than 30% of the world's population suffers from malnutrition¹. With the rapid growth of the world's population, limited opportunities for growth in food production, the issue of food security is becoming more and more pressing in countries and regions. This makes it necessary to increase the production of intensive food products through the targeted use of farmland. In our country, large-scale reforms are being carried out to expand the volume of food production, introduce innovative market mechanisms in the system and implement them, while protecting the legal interests of farmers and landowners. Therefore, the Action Strategy for the further development of our society prioritizes issues such as "further support of agricultural producers, ensuring the efficiency of use of farmers, peasants and arable land, and ultimately radically change the attitude of landowners to increase incomes."² The implementation of these tasks shows the need to develop the cultivation of quality agricultural products on farms.

In the context of the pandemic, strengthening the health of the population and ensuring food security has become a topical issue. According to the recommendations of the World Health Organization, it is important to increase the consumption of local fruits and vegetables in order to promote a healthy lifestyle among the population. In order to increase the efficiency of cultivation of quality and useful products on farms and plots of land in the country, to significantly improve their economic performance, to improve the systematic approach to production, intensive development of farms and landowners, increase the volume and quality of agricultural products extensive scientific research is underway. Proof of our opinion is the fact that in the implementation of relations with the population and businesses, electronic documents, online loans to farmers, reducing the tax burden. "In addition to the establishment of large-scale virtual communication between the population and government agencies, the further development of democratic civil society in the country, it is important to qualitatively increase the effectiveness of public activities as a key target institution"³. At present, in the world practice, one of the priorities is to improve the activities of farmers and landowners, the development and promotion of innovative ideas in this process.

In recent years, Uzbekistan has taken structural measures in the field of agriculture, in particular, targeted measures to develop the activities of farms and landowners on a multi-sectoral basis, financial support of the sector, the development of the sales system. However, the current stage of economic reforms in agriculture requires an increase in the quality of products, along with an increase in the volume of production on the lands of the population. The Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 states that "... first of all, it is necessary to stimulate and develop diversified farmers engaged in processing, preparation, storage and sale of agricultural products priorities such as "creating conditions"⁴. Effective implementation of these tasks requires the study and efficiency of agricultural

economic activity of the regions, further improvement of the system of economic indicators of farms and the population, study of scientific and methodological bases of the industry, research and forecasting of economic development in the region.

MATERIALS AND METHODS

“On Additional Measures to Ensure Rapid Entrepreneurship Development, Comprehensive Protection of Private Property and Qualitative Improvement of the Business Environment” of the President of the Republic of Uzbekistan dated October 5, 2016 No. 4848, February 7, 2017 “Action Strategy for further development of the Republic of Uzbekistan PD-4947 of the President of the Republic of Uzbekistan dated October 9, 2017 "On measures to radically improve the system of protection of the rights and legitimate interests of farmers, dekhkan farms and landowners, the efficient use of agricultural land" PD-5199 Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan dated March 4, 2017 No 119 "On additional measures for the efficient use of land and dekhkan farms, the development of water-resistant, export-oriented tree plantations" and the President of the Republic of Uzbekistan PD-3318 of October 10, 2017 "On organizational measures for further development of the activities of farmers, dekhkan farms and landowners", May 18, 2020 "On additional measures to improve the activities of farmers, dekhkan farms and landowners" Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated January 30, 2020 No. 53 "On measures for more efficient use of land plots of farms and residential areas" and other legal acts related to this activity performance of duties will shed light on the legal basis of this topic.

The issues of studying the agricultural sector, including the socio-economic development and prospects of dekhkan farms, have been studied by many foreign scholars. In particular: A.V.Chayanov, G.I.Shmelev, A.I.Shapochnikov, S.A.Belozyorov, E.Budko, A.Bobok, V.Jerebin, A.Romanov and others and the results of scientific research are important.

B.B.Berkinov, B.T.Salimov, R.Kh.Husanov, O.Zokirov, S.Gafurov, on further development and increase of efficiency of activity of dekhkan farms in the agrarian economy of Uzbekistan. U.P.Umurzakov, N.S.Khushmatov, S.Hoshimov, O.Mahmudov, N.M.Narzullaev, H.R.Yakubova, S.N.Usmonov, Yu.T.Dodobaev, R.Khakimov, M.Ch.Kasimov, R.Kh.Ergashev, S.N. Khamraeva, Z.S.Shokhodjaeva, G.T.Samieva and others conducted scientific researches.

In order to further study the cultivation of crops on farms and farmland, the development of the agricultural sector in the regions, the factors affecting them, the potential and prospects of the regions, these aspects serve as a basis for choosing the topic of this dissertation. .

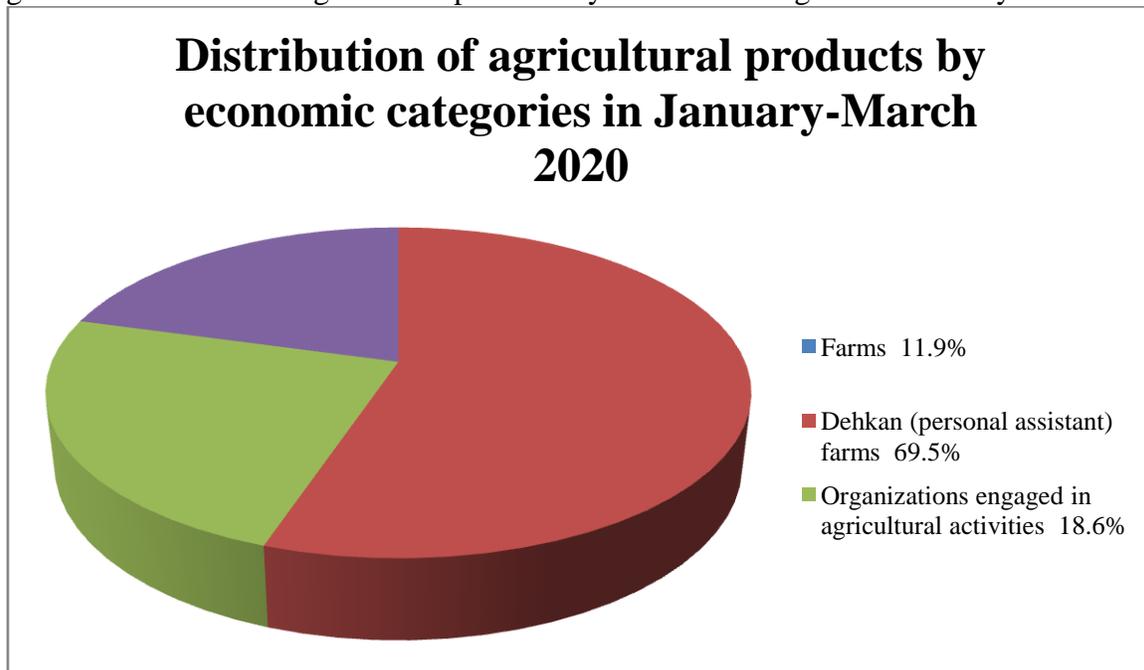
The analysis of M. Kasimov, who conducted research on the development of farms, is recognized, noting that along with the positive effects of these reforms, these reforms did not ultimately allow the full formation of a sense of ownership. “This, in turn, has failed to increase interest in the end result of production, as well as to create good conditions for increasing the efficiency of the use of fixed assets. Only when the ownership of property is based on the law will it be possible to form a class of owners in the village.”⁵

RESULTS

In agriculture, the products are mainly grown on farms and dekhkan farms, as well as on the lands of the population. In this case, the main component of the product consists of vegetables

and melons, the cultivation process is carried out seasonally. The distribution of agricultural products by economic categories in January-March 2020 is shown below (Figure 1):

Figure 1. Distribution of agricultural products by economic categories in January-March 2020



In January-March 2020, all categories of farms produced 62,617 tons of vegetable products. This is 11.3% more than in January-March 2019. The analysis of vegetable production by categories of farms shows that 69.5% of the total volume of vegetable production falls on the share of dekhkan (personal assistant) farms.

“Agriculture intensification may expand farmland reducing habitat area fostering population declines at the “natural” patches (via habitat reduction and decreasing species intra patch flux through the matrix), as well as at the farm site by direct effect of intensification (heterogeneity reduction and pesticide use), leading to a species extinction and ecosystems services loss. This multiple negative effect of agriculture intensification is worsening in regions where habitat proportion is below 30%, such as in many tropical biodiversity hotspots, making LSH a much safer strategy for conservation and food security”⁶.

It can be seen that the bulk of agricultural production falls on the share of dekhkan farms. It is important to supply quality and useful products to food markets in a cheap and convenient way⁷. Therefore, in such a situation, farmers and landowners are required to have the necessary scientific skills and hard work.

Given the growing demand of our people for quality food in the context of the pandemic, food security has become a key issue. At the same time, agricultural producers have a great responsibility.

DISCUSSION

As a result of measures taken in Uzbekistan within the framework of a number of state programs to prevent and mitigate the effects of the global financial and economic crisis, the number of

farmers and landowners is growing, and the volume of agricultural production in demand across the country is growing. In particular, as of January 1, 2020, the number of dekhkan farms and landowners in the country reached 4,548,927, and the total area under crops was 431,998.4 hectares. In Kashkadarya region, there are 462,606 dekhkan farms and landowners with 55,964 hectares of land at their disposal. The growth of these indicators from year to year is the result of high attention and incentives to farmers and landowners.

In order to further increase the role of farms and farmland in the national agricultural sector, the following should be widely introduced:

- preparation of scientific and practical proposals for the development of a system of economic indicators of farms;
- Development of proposals for the transition of the economic system of farms and landowners to new innovative agricultural technologies;
- Study of the state of socio-economic development of the agricultural sector in Kashkadarya region, trends, factors affecting them;
- economic analysis of the relationship between the main trends in the production of agricultural products on farms and farms;
- Development of scientific proposals for the expansion and forecasting of quality and volume of agricultural products;
- Development of innovative methods of agricultural production, taking into account the seasonal components.

CONCLUSION

It can be concluded from the above considerations. Many scientists have conducted scientific research and applied research on the cultivation of quality products in agriculture.

- Improving the "field-to-store" system of agricultural production on the basis of indicators of increasing the efficiency of agricultural production;
- Inter-regional competitions between farmers and landowners based on the principle of "Every family is an entrepreneur." In this case, the main focus is on product quality and volume;
- Development of multivariate economic forecasts for the growth of agricultural production until 2025;

By implementing these measures, it will be possible to further increase the share of farms in GDP. As a result:

- economic analysis of factors influencing the processes of socio-economic development of the agricultural sector;
- Scientific proposals for the organization of farms specializing in agriculture will be developed;
- Analysis of the volume, dynamics of agricultural production and the creation of economic models;
- Scientific proposals for the analysis of economic indicators in order to economically develop the activities of farmers and landowners and to determine their effectiveness;

- Innovative systems are proposed for the development of the agricultural sector, on the basis of which the future directions of development of the industry in the regions are substantiated.

ACKNOWLEDGEMENT

The scientific significance of the topic is that multi-factor complex economic analysis methods can be used in economic research of socio-economic development of farms in the regions, in the development of economic forecasting options and in studying the factors influencing the economic development of landowners.

The practical significance of these recommendations can be widely used in the development of targeted programs, measures and roadmaps to increase the efficiency of agricultural development in the regions of the country, especially in Kashkadarya region, to identify promising areas.

On the basis of the positive solution of the issues of increasing the efficiency of cultivation, as well as the scientific results obtained on the economic study of the activities of farmers and landowners:

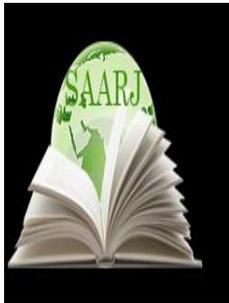
- Proposals to improve the system of economic indicators of agricultural activities on the basis of "drip irrigation" and "rain irrigation", "cluster" technology, service infrastructure and efficiency of agricultural products, which affect the changing trends in agricultural production Kashkadarya Regional Economic Committee implementation of the Department of Agriculture and Environmental Economics. The implementation of these proposals will increase the level of reliability of economic information in the agricultural sector by 10-12%;
- On the basis of the organization of farms specializing in the production of horticultural products, the proposals for improvement will lead to the gradual development of agriculture in the region. The implementation of these proposals will ensure the effective use of scientific and practical knowledge in the formation of the industry, the reliability and transparency of the disseminated information;
- Proposals to improve the dynamics of cultivation of the main types of agricultural products on the basis of quality indicators to increase the efficiency of production through the introduction of "field-to-store" system will make a significant contribution to the development of agriculture in Kashkadarya region. The implementation of these proposals will allow the use of information technology and the system of economic indicators in the production of products on farms and farmland;
- It is planned to determine the forecast indicators of agricultural production in Kashkadarya region until 2025. In this case, the natural climatic conditions, fixed assets, working capital, internal and external investment climate are fully taken into account.

“If there is some decrement in per-hectare agricultural yield from wildlife-friendly compared with intensive agriculture and if the relationship between land-use intensity and measures of diversity is concave (upward) for a substantial number of species (both reasonable assumptions), then more bird diversity (in their analyses) could be sustained by partitioning land between intensive agriculture and reserves than by practicing wildlife-friendly farming”⁸.

Every researcher has their own ideas, worldviews. However, the goal is one. If the quality products are delivered to our people in a timely manner at low prices, a healthy and stable environment will develop in society.

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ECONOMETRIC MODELING OF THE DEVELOPMENT OF EDUCATIONAL SERVICES TO THE POPULATION OF KASHKADARYA REGION

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ABSTRACT

The factors influencing the development of the public education service sector have been studied, the interrelationships between them have been analyzed, and multi-factor empirical models have been built based on them. An economic analysis of the constructed model was made and forecasted based on it.

KEYWORDS: *Socio-Demographic, Socio-Professional, Socio-Domestic, Socio-Psychological, Socio-Economic, Empirical Model, Correlation Coefficient, Regression Equation, Covariance, Student Criterion, Darbin-Watson Criterion, Fisher Criterion, R-Probability, Elasticity Coefficient, Determination Coefficient, Standard Error Of Regression, Akayke's Information Criterion, Schwartz's Information Criterion.*

INTRODUCTION

If we look at the welfare trends in the regions of the country, which do not depend on the level of income, the service sectors are education, health, utilities, clean drinking water and heating.

If we study the current state of education services and the development of this sector, we can see the following pressing issues in the development of educational services: to determine the classification of types of educational services provided to the population, to assess the nature of the field of educational services, to develop a system of indicators of educational services in the current situation, to improve the process of econometric modeling and forecasting.

President of our country Sh.M. Mirziyoyev in his address to the OliyMajlis on December 29, 2020, emphasized the following in the field of education:¹

- The coverage of preschool education will increase to 65% and by 2023 to 75%;

- 600 billion subsidies will be allocated for the construction of kindergartens, it is planned to build 2,000 private kindergartens;
- 30 new schools will be built, 320 schools will be repaired, for which 2 trillion soums will be allocated;
- Higher education grants for girls in need of social protection will be doubled (up to 2000);
- The number of young people sent abroad to study through the El-Yurt Umidi Foundation will be increased fivefold. For the first time, 200 boys and girls will be sent for a bachelor's degree;
- 10 Presidential schools, 197 schools specializing in chemistry, biology, mathematics, information technologies to open in Uzbekistan in 2021;
- Next year, the number of doctoral students in universities and research organizations will reach 4.5 thousand, and an additional 240 billion soums will be allocated from the budget;
- The authority to award the academic titles of associate professor and professor, the degree of Doctor of Philosophy and PhD is transferred to the scientific councils of prestigious universities.

Based on the above reforms in the field of education, the factors influencing the growth of the effectiveness of educational services to the population can be grouped as follows:

Socio-demographic: covers the system formed by the location, sex, age, marital status of the population;

socio-professional: industrialization of production, training and vocational guidance system, ie education, specialization, internship, skills development;

socio-domestic: including the improvement of living standards and housing, cultural and domestic services, the solution of transport problems, the organization of public catering and medical services, the availability of preschool institutions, the effective organization of leisure and leisure;

socio-psychological: reflects the socio-psychological state of the work team in the enterprise, group, job satisfaction, the development of mutual assistance and friendship, the formation of a healthy spiritual state;

socio-industrial: covers the organization of labor, participation in competition, the system of remuneration of labor, remuneration based on the work performed, labor discipline;

socio-economic: this includes the level of wages, per capita income.

Such grouping of social factors influencing the development of education services allows full use of management in the development of development.

Education plays an important role in the development of all sectors of production and services through intensive factors, the growth of labor productivity depends to some extent on the training and effective use of personnel.

The following sectors of the economy are included in the social sphere: housing and communal services, non-industrial types of public services, passenger transport, communications (in the field of social organizations and public services), water management (in the social sphere),

health, physical culture and social security, education, culture and the arts, credit and public insurance, government and public administration².

Therefore, the role of educational institutions in the education system is an important link and plays an important role in the comprehensive development, development and upbringing of children, as well as preparing children for society, as well as creating new jobs by expanding the network of preschool institutions. creates conditions for.

We have selected the following factors in order to build a multifactorial empirical model, taking into account the factors influencing the development of public education services, and have made the following definition:

$T_{o'x}$ – provision educational services to the population of the region (in billion of soums) - Y;

O'_s – the number of teachers per thousand students in the province – X_1 ;

TFO_{bx} – total costs associated with improving the welfare of the population of the region (in billion of soums)– X_2 ;

MK_x – provision of household goods and computer repair services to the population of the region (in billion of soums) – X_3 ;

X_{tx} – expenditures on public education in the region (in billion of soums)– X_4 ;

Based on the field of education services to the population and the factors influencing them, we have created the following general functional view:

$$T_{o'x} = \varphi_7(O'_s, TFO_{bx}, MK_x, X_{tx}) + \varepsilon_1 \quad (1)$$

TABLE1 STATISTICAL DATA ON THE VOLUME OF EDUCATIONAL SERVICES PROVIDED TO THE POPULATION OF KASHKADARYA REGION AND THE FACTORS INFLUENCING IT FOR 2004-2018

$T_{o'x}$ - providing educational services to the population of the region Y	O'_s -the number of teachers per thousand students in the province X₁	TFO_{bx} -total costs associated with improving the welfare of the population of the region X₂	MK_x -provision of household goods and computer repair services to the population of the region X₃	X_{tx} - expenditures on public education in the region X₄
3.9	53.3	20.3	4.7	56.576
7.8	53.9	26.1	6.1	75.139
11.9	52.7	34.5	7.6	90.9
15.2	53.8	43.9	11.2	121.1
18.9	55.4	79.2	20.7	170.0
32.3	56.1	108.3	30.8	223.2
39.3	53.9	128.1	48.4	294.8
38.9	52.7	127.3	60.6	369.0
46.2	51.6	149.4	61.8	469.1

69.6	49.8	136.5	92.3	557.6
89.8	48.0	147.1	135.4	674.1
106.5	47.0	165.6	185.3	746.1
131.1	45.4	150.7	216.4	848.8
163.9	47.3	165.6	226.5	984.9
227.8	50.7	239.9	256.5	1331.9

One of the basic rules of constructing a multivariate empirical model is to determine the bond densities between the factors selected for the model, i.e. to investigate the problem of multicollinearity of the relationship between the selected factors. To do this, the correlation coefficients between the factors are calculated, x_i and y_i variables $i=1, \dots, n$ when accepting values, the most common indicator showing a linear relationship between x and y is the correlation coefficient. It is calculated as follows:

$$r_{xy} = \frac{Cov(x, y)}{\sqrt{Var(x)}\sqrt{Var(y)}}. \quad (2)$$

the value in the form of equation (2) is determined by the following ratio:

$$Cov(x, y) = \frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{x})(y_i - \bar{y}) \quad (3)$$

x and y is called the covariance of the variables and is found as follows:

$$Cov(x, x) = Var(x), Cov(y, y) = Var(y). \quad (4)$$

The correlation matrix between the factors influencing the development of each sector of the service sector in Kashkadarya region was calculated in the program Eviews 9. For example, the number of teachers per thousand students in the region, the total cost of improving the living standards of the population, the cost of public education in the region and the repair of household goods and computers were selected as factors influencing the modeling of quality education services in the region. We conduct an autocorrelation analysis to determine if there is no multicollenity between these factors (Table 2).

TABLE 2 CORRELATION MATRIX BETWEEN FACTORS AFFECTING THE NETWORK OF EDUCATIONAL SERVICES TO THE POPULATION OF THE REGION³

Covariance					
	Y	X ₁	X ₂	X ₃	X ₄
Y	4010.294				
Correlation	1.000000				
t-Statistic	-----				
Probability	-----				
X ₁	-138.6083	10.00907			
Correlation	-0.691838	1.000000			
t-Statistic	-3.454672	-----			

TABLE 3 BUILD AN EMPIRICAL MODEL TO PROVIDE QUALITY EDUCATIONAL SERVICES TO THE POPULATION OF THE REGION⁴

Method: Least Squares				
Variable	Model coefficients	standard errors	t-Statistic	Probability
X ₁	4.954385	0.660405	7.502044	0.0000
X ₂	-0.282665	0.047388	-5.964887	0.0001
X ₃	0.320081	0.078184	4.093951	0.0022
X ₄	0.169310	0.019435	8.711392	0.0000
C	-263.7938	35.03946	-7.528476	0.0000
R-squared	0.917418	Meandependentvar		66.87333
Adjusted R-squared	0.906386	S,D,dependentvar		65.54955
S,E,ofregression	3.940818	Akaikeinfocriterion		5.841855
Sumsquaredresid	155.3005	Schwarzcriterion		6.077872
Loglikelihood	-38.81391	Hannan-Quinncrier,		5.839341
F-statistic	965.8553	Durbin-Watsonstat		2.369623
Prob(F-statistic)	0.000000			

If there is no autocorrelation in the residuals of the resulting factor, then the value of the calculated DW criterion will be around 2.

It was found that the value of the DW criterion calculated from the empirical models built for each network of the service sector is higher than the table value. This indicates that there is no autocorrelation in the resulting factor residues. The Fisher and Student criteria were calculated and the calculated value was compared with the table values to determine their magnitude from the table values.

The appearance of the empirical model based on the factors affecting the provision of educational services to the population of Kashkadarya region is as follows:

$$Y = -263,794 + 4,954 * X_1 - 0,283 * X_2 + 0,320 * X_3 + 0,169 * X_4$$

$$t \quad \quad \quad (-7,528)(7,502)(-5,965)(4,094)(8,711)$$

(7)

TABLE 4 COEFFICIENT OF ELASTICITY OF THE EMPIRICAL MODEL BUILT TO PROVIDE EDUCATIONAL SERVICES TO THE POPULATION OF KASHKADARYA REGION

<i>T_{oX}</i> -model coefficients of providing educational services to the population of the region			
Variable	Model coefficients	Standardized coefficient	Elasticity coefficient
X ₁	4.954385	0.247513	3.810989
X ₂	-0.282665	-0.269612	-0.485385
X ₃	0.320081	0.437684	0.435337
X ₄	0.169310	0.991042	1.183737
C	-263.7938	NA	-3.944678

The multifactorial empirical model developed for the development of educational services (Y) in the region has yielded the following results: the volume of educational services provided to the population of the region (Y) will increase by 3.81% if the number of teachers per thousand students in the region (X1) is increased by 1%, the total cost of improving the living standards of the population of the region (X2) increased by 1%, decreased by 0.49%, the volume of household goods and computer repair services to the population of the region (X3) will increase by 1% to 0.44% and expenditures on public education in the province (X4) will increase by 1.18 per cent if they increase by 1 per cent (Table 4).

TABLE 5. FORECAST OF SERVICES FOR THE POPULATION OF KASHKADARYA REGION (BILLION SOUMS / THOUSAND SOUMS)

Indicators	2019 (real)	Forecast years					
		2020	2021	2022	2023	2024	2025
$T_{o'x}$ —providing educational services to the population of the region Y_7 / per capita	287,90	380,64	501,95	657,77	854,66	1098,7	1397,6
	88,65	115,04	148,96	191,73	244,77	309,3	386,7

We achieved the following efficiency when forecasting using empirical models: As can be seen in Table 5, the consistent implementation of the priorities set out in the Presidential Decree "On the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021", empirical models for future development of education in Kashkadarya region. The analysis of the results of the forecasts obtained taking into account the ongoing reforms shows the following:

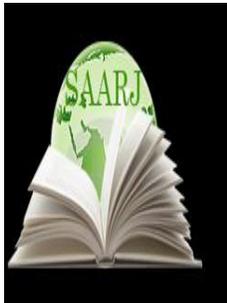
Provision of educational services to the population of Kashkadarya region ($T_{o'x}$) is projected to increase 1.32 times in 2020 compared to 2019, and 4.85 times by 2025.

In short, socio-economic factors have a significant impact on the development of education. At the present stage, the full use of all the system of economic and social factors for the development of the education sector is an objective necessity for the development of the sector.

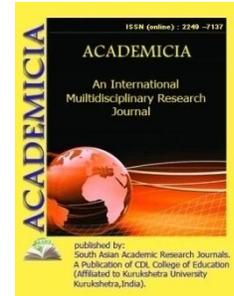
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THE ROLE OF SERVICES IN HOUSING AND UTILITIES AND THEIR OPPORTUNITIES TO INCREASE EFFICIENCY

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ABSTRACT

This article describes the activities of housing and communal services, the types of services, the ongoing reforms to improve the efficiency of utilities and the solution of the problem of employment. The sharp increase in the service sector in the housing and communal services sector has created additional jobs for state-owned enterprises and organizations, those laid off from institutions, and so on.

KEYWORDS: *Housing, Utilities, Services, Efficiency, Employment, Reforms, Social Services, Services*

INTRODUCTION

In the context of deepening globalization, intensification of competition, increasing the level of production and services, the quality of services, including housing and communal services, the social and economic spheres. The objective need for the development of this sector is explained by the positive impact on improving the quality of life of the population, as well as increasing employment.

Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No 4947 "On the Strategy for further development of the Republic of Uzbekistan" to create new jobs and ensure employment of the population, especially graduates of secondary special and higher education institutions and reduce unemployment; creation of conditions for full implementation of labor and entrepreneurial activity of the able-bodied population, improvement of the quality of labor force, expansion of the system of vocational training, retraining and advanced training of persons in need of employment, etc. [1]

“The share of the service sector in the GDP of developed countries is 75% and the share of employment is more than 70%. Employment in the service sector of the economy exceeds 75%

in developed European countries, 80% in the United States and 82% in Japan ”[16]. From this point of view, special attention is paid to the development of modern services in the world, increasing the volume and quality of services.

Review of the literature on the subject

The issues of service in housing and communal services have been studied in detail by domestic and foreign economists. In particular, among the scientists of our country H.M. Mamatkulov, Q.J. Mirzaev, M.Q.Pardaev, J.I.Isroilov, A.Q. Gapparov, Yu.P.Urinbaeva, J.M.Kurbanov¹ have developed proposals to improve the service and increase its efficiency in housing and communal services in Uzbekistan. Also, foreign scientists L. Demideva, K.R. McConnell, S.L. Brew, A. Marshall, Yu.P. Sviridenko, V.N². Suggestions and recommendations developed as a result of research conducted by Soloveva service in housing and communal services serves as an important theoretical and methodological guide in improving service and increasing the efficiency of the industry.

In the developed countries of the world, due to the process of globalization and its impact on the formation and development of the services market, targeted research is being conducted to provide scientific solutions to a number of problems. In particular, the flexibility, institutionalization and socialization of the services market, competition in the services market, the development of new activities that require higher education and professionalism, the use of new working hours, increased incomes, the development of the national labor market and the interaction of multinational companies and the International Labor Organization. special attention is paid to focused scientific research.

The strategic plans of the Republic of Uzbekistan aimed at improving the structure of employment in the future include “Decent work for the population, especially youth and people with disabilities through the implementation of active measures in the labor market, protection of private property, support of small and large businesses and private entrepreneurship The creation of favorable conditions for the provision of employment and the expansion of effective employment”[2] and in accordance with it, the development of new approaches to the formation of rational and effective employment of the able-bodied population is one of the urgent issues.

The interest of the population in the service sector and the activities of individual entrepreneurs is gradually growing. Because the number and quality of services provided by them is much higher than state-owned enterprises.

The sharp increase in the service sector in the housing and communal services sector has created additional jobs for state-owned enterprises and organizations, those laid off from institutions, and so on. One of the unique advantages of service enterprises is that they have the opportunity to change the type of activity they need, the range of services they provide, the purchase of materials needed for cash, increase or decrease the cost of services. State-owned enterprises did not have such an opportunity.

However, state-owned enterprises also had advantages over enterprises in the service sector. The main ones were that if the service sector buys buildings and equipment at its own expense, the state-owned enterprises are financed according to the plan, and the service sector has old equipment at its disposal, which makes it difficult to fulfill orders on time. experienced. However, wages in the service sector were higher than in state-owned enterprises.

There were shortcomings in some areas of service. That is, part of the salary is directed to the development fund of the service sector. Some of the service sectors, knowing the shortage of services, have gained additional income by unreasonably raising their prices.

Despite the above-mentioned shortcomings, the service sector has played an important social role in the life of the country. That is, they have been able to increase consumers' leisure time by reducing less productive labor at home.

The development of the service sector could not solve the existing problems in the service sector as they were part of the service sector.

Nevertheless, consumer services of any form are considered to be one of the most convenient forms of organization of the service system and are based on the principles of self-sufficiency, self-management.

Analysis and results

Statistical reporting of services by types of economic activity in the Republic of Uzbekistan is carried out in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated February 26, 2016 No 55 "On the program of development of services in 2016-2020".

The production of services by type of economic activity is differentiated according to the level of income, taste and desire of consumers. In particular, compared to 2018, the share of transport services increased from 28.2% to 30.5%, communication and information services from 6.7% to 6.9%. At the same time, the share of financial services increased from 10.7% to 12.6%, and services in education from 3.5% to 3.7%.

TABLE 1 SERVICES IN THE REPUBLIC OF UZBEKISTAN IN 2011-2018

Indicators	2011 year	2012 year	2013 year	2014 year	2015 year	2016 year	2017 year	2018 year
I. Volume of services (at current prices), trillion sum	33,7	42,6	53,7	65,9	118,8	75,4	92,5	95,7
<i>increase compared to the previous year, %</i>	117,2	114,7	114,4	115,1	110,7	114,0	114,5	115,4
<i>Growth compared to 2010, %</i>	117,2	134,4	153,8	177,0	2,6 п.	2,0 п.	2,3 п.	2,5 п.

II. Volume of services provided per capita, thousand soums	1148,7	1429,1	1774,0	2141,9	3668,3	2407,6	2905,6	2975,9
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The steady growth of demand for various types of services by the population and the practical measures taken by the state to develop infrastructure (social, transport, telecommunications, trade, etc.) have allowed the rapid development of all sectors of the service sector.

Today, 49.8% of those employed in the economy are in the service sector. If we analyze the structural structure of employment in the services sector, a large share falls on activities such as wholesale and retail trade, education, transportation and storage, health care and social services.

Comprehensive development of the housing and communal services sector, improving the living standards of the population and ensuring sustainable economic development through productive employment are urgent issues.

As the President of the Republic of Uzbekistan Sh. Mirziyoyev noted: “In the new year, the ultimate goal of economic reforms will be to reduce poverty and increase the welfare of the population. These strategic goals will be achieved through high economic growth that creates equal opportunities for all. The scope of our work to provide housing for needy families will be further expanded. At the same time, 27,000 families, or 2.5 times more than this year, will receive 2.4 trillion soums to pay the down payment on mortgage loans and subsidize interest rates. [3]

It is necessary to accelerate the process of urbanization in our country, to comprehensively develop the regions, to create decent living conditions for the population. Within the framework of this work, 12 satellite towns adjacent to 7 major cities - Andijan, Bukhara, Samarkand, Karshi, Fergana, Namangan, Nukus were selected and comprehensive measures for their development were developed.

Another issue related to this task is that there is a gap between our regions where the main workforce lives and where jobs are created. The solution is to liberalize internal migration.

Therefore, the international experience in reforming the propiska system by April 1, 2020 has been studied by the parliament and the government, and specific proposals on this issue have been developed.

Without the active involvement of the private sector in housing construction, it is impossible to fully meet the demand for housing. That is why a new mortgage system is being introduced. In this regard, about 18,000 houses will be built by the private sector in the cities of the regions and in Tashkent, and 4,000 in rural areas. The state will allocate about 4 trillion soums through auctions to ensure healthy competition between banks.

In order to support the poor, 1 trillion soums will be allocated from the budget to cover the initial cost and interest on loans for housing for 16,000 families in cities.

As President Sh. Mirziyoyev said: “My greatest intention is that if everyone in our Motherland has its own “small homeland” - a home, both our people and the Creator will be pleased with us. Today, we have 150,000 children under the age of 18 in need of special attention in our country. It is our duty, first and foremost, our human duty, to educate them, to help them acquire a definite profession, to treat the seriously ill, to help orphans find their place in life, to provide them with housing. In 2021, for the first time, the budget will allocate 50 billion soums to provide housing for 900 Chinese orphans. [3]

In the future, we will prioritize the training of our sons and daughters in modern professions that are in high demand in the labor market, the formation of entrepreneurial skills and diligence, as well as the implementation of their initiatives, employment and housing.

CONCLUSIONS AND SUGGESTIONS

The implementation of targeted programs for the construction of affordable housing, the improvement of road transport, service, development and modernization of engineering and communication and social infrastructure, which will improve the living conditions of the population, requires:

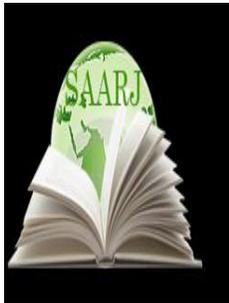
- further improvement of the living conditions of the population, first of all, young families, citizens living in dilapidated houses and other citizens in need of housing improvement through the allocation of mortgage loans on favorable terms and the construction of affordable housing in urban and rural areas;
- radically improve the provision of clean drinking water in rural areas by increasing the level of public utilities, first of all, through the construction of new drinking water networks, the gradual introduction of cost-effective and efficient modern technologies;
- Ensuring that people live in an environmentally safe environment, building and modernizing complexes for processing household waste, strengthening their material and technical base, providing the population with modern facilities for waste disposal;
- radical improvement of transport services to the population, increase of safety of passenger transport and reduction of emissions of harmful substances into the environment, purchase of new comfortable buses, construction and reconstruction of bus stations and bus stations;
- Continuation of construction and reconstruction of road infrastructure, first of all, development of regional highways, capital and current repair of inter-farm rural roads, streets of settlements;
- Implementation of measures to improve the supply of electricity and other fuel and energy resources to the population through the construction and modernization of new power generation facilities, modernization of low-voltage power grids and transformer substations, as well as expanding the use of renewable energy sources;
- It is necessary to develop and improve the activities of theaters and theaters, cultural and educational organizations and museums, to strengthen their material and technical base.

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FOOD PROVISION OF THE POPULATION OF THE REPUBLIC OF UZBEKISTAN IN PANDEMY CONDITIONS: PROBLEMS AND SOLUTIONS

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ABSTRACT

In the article, the provision of food to the population of the country in the context of a pandemic is a very topical and important issue. This article examines the negative impact of the crisis on the income of the population and the problems of providing the population with food, and develops proposals and recommendations for their solution.

KEYWORDS: *Food Products, Horticulture, Peasant (Personal Assistant) Farms, Family Business, Innovative Irrigation Technologies*

INTRODUCTION

The coronavirus pandemic around the world is also having a negative impact on the economy of our country. Significant declines were observed in all real sectors of the economy in industry, agriculture, trade, construction, transport, tourism and other services.

In order to ensure the stability of economic sectors in the country during the coronavirus pandemic, the Decree of the President of the Republic of Uzbekistan "On additional measures to support the population, sectors of the economy and businesses during the coronavirus pandemic" Resolutions and decrees of the Cabinet of Ministers of the Republic of Uzbekistan "On measures for the efficient use of farms and lands, systematic organization of sowing and increasing

production" in order to increase employment and income and ensure food security is one of the most important documents in the organization.

On April 8, 2020, President Mirziyoyev held a video conference on food security, development of horticulture, and on April 14 to further deepen this issue and further increase food production. Representatives of agriculture and food industry While this crisis has been a great test for us, it is safe to say that they have noted that it is a period of great opportunity

Therefore, the agricultural products of our country, which account for 80% of the population's food needs, require the development of proposals and recommendations, studying the problems in this area.

Fatima Nazarova believes that the most effective way to protect the population in a pandemic is to develop entrepreneurial skills and encourage social innovation, which will reduce poverty among the population and further develop family business. It will also be possible to meet the demand of the population for food products by establishing family-based agricultural production on farmland.

At the same time, it is expedient to further improve the mechanism of effective use of entrepreneurs' own funds in the regions, and in places where there is a shortage of funds of commercial banks.

M. Pardaev's scientific articles pay special attention to the following: "The global coronavirus pandemic is also affecting Uzbekistan. In the first quarter of 2020, the economic growth rate in the country decreased by 1.6% compared to the same period last year. In the second quarter of this year, the economic growth rate was 4.1%, a decrease of 1.6% compared to the same period last year (5.7%). M.Pardaev also noted that one of the ways to solve the problems of unemployment and food security is to use the land efficiently.

To date, the government has allocated 350 billion soums from the state budget for the implementation of new projects in the field. The allocation of UZS will create an opportunity to meet the demand of the population for food products through the efficient and rational use of farmland.

MATERIALS AND METHODS

Comparative analysis and comparative analysis methods were used in the study of the problem.

RESULT AND DISCUSSION

In our country, everything is aimed at ensuring man and his well-being. One of the main conditions for a healthy lifestyle is to provide it with quality food. Therefore, improving the quality and ensuring food safety in our country is one of the important tasks. Particular attention is paid to the stable supply of food products to our people in the context of the pandemic, the full satisfaction of the needs of the population through ecologically clean and high-quality fruits and vegetables, melons, grapes, potatoes.

The total volume of products (services) in agriculture, forestry and fisheries in January-June 2020 amounted to 97.2 trillion soums. soums or 102.8% compared to the corresponding period of 2019, including 93.9 trillion soums in agriculture and livestock, hunting and services in these areas. soums (102.7%), forestry - 2.8 trillion soums. soums (102.0%), fisheries - 0.5 trillion.

soums (116.7%). The share of agriculture, forestry and fisheries in GDP (GRP) was 24.1%. The impact of this sector on the absolute growth rate of GDP was 0.6 f.p.

The volume of agricultural production in January-June 2020 amounted to 93.6 trillion soums. soums or 102.7% compared to the corresponding period of 2019, including agricultural products - 39.4 trillion. soums (104.0%), livestock products - 54.2 trillion soums. soums (101.6%).

The analysis shows that 76.7% of the total volume of agricultural production falls on dehkan (personal assistant) farms, 20.0% - on farms, and 3.3% - on organizations engaged in agricultural activities.

The highest share of farms in the structure of agricultural production is in Andijan region (29.4%), the highest share of dehkan (personal assistant) farms is in Khorezm region (83.0%), the highest share of agricultural organizations. It was registered in Tashkent region (10.3%)

The lowest share of farms in the structure of agricultural production is in Khorezm region (15.2%), the lowest share of dehkan (personal assistant) farms is in Andijan region (69.1%), the lowest share of agricultural organizations is in Andijan and Bukhara. regions (1.5%)

The volume of agricultural products in the analyzed period amounted to 39.4 trillion soums or 104.0% compared to the same period in 2019. The share of agricultural products in the total volume of agricultural production was 42.1%.

For example, the largest volume of potato production is 1374.6 thousand tons, or 92.2% of the total volume of cultivation falls on the share of dehkan (personal assistant) farms (Figure 2). Compared to the corresponding period of 2019, an increase of 14.2% was observed in farms, 0.4% in dehkan (personal assistant) farms, as well as 27.2% in organizations engaged in agricultural activities.

The largest volume of melon production, ie 62.9% (128.9 thousand tons) fell to the share of dehkan (personal assistant) farms, and 3.0% was observed in agricultural organizations.

Compared to the corresponding period of 2019, there was an increase of 30.1% in melons on farms, 0.5% in dehkan (personal assistant) farms, as well as 3.2 times in organizations engaged in agricultural activities.

The largest volume of fruit and berry production fell on dehkan (personal assistant) farms, which amounted to 644.1 thousand tons or 63.1% of the total production. The lowest volume was observed in agricultural organizations - 14.0 thousand tons or 1.4% of the total production. The analysis shows that compared to the corresponding period of 2019, the production of fruits and berries decreased by 1.5% in dehkan (personal assistant) farms, 20.1% in agricultural organizations, as well as 29.9% in farms.

The analysis of the statistics shows that in January-June of this year, 65-92% of food products fell on the share of dehkan (personal assistant) farms.

It is no coincidence that special attention is paid to horticulture, which is the main source of employment and income. First, the "Stay at Home" project aims to "keep" people in their homes during the quarantine period in the fight against the pandemic, and secondly, to increase the efficiency of use of farms, land plots and real incomes of our compatriots.

The greatest wealth of our country is its fertile lands. The efficient use of fertile land is the product of the diligence and hard work of every farmer. Because if a farmer plows the land, we live in a land where it grows. This means that we have the opportunity to meet the needs of our people in terms of food supply and security. Our opinion is confirmed by the fact that our citizens are using their land effectively and getting a rich harvest and a large income.

The issue of wide introduction of the experience of high-yielding farmers is also identified as one of the important directions. It is known that the landowners harvested the first crop from their land and also had a good income.

For example, many families living in Kat mahalla of Karshi, Kashkadarya region, bought seedlings and berries grown on their land. Another group of landowners grew crops such as tomatoes, cucumbers, and bell peppers in their backyards, satiating both their families and farmers' markets with the product. In general, there are many such landowners in all regions of the country. Our main task is to popularize their advanced experience and work methods. It is to achieve a high level of income from all land plots in the country.

CONCLUSION

Today, agriculture in our country has great potential, such as increasing incomes, employment, complete elimination of food insecurity, as well as the export of fruits and vegetables to foreign countries.

In order to meet the demand for food products and increase the efficiency of farms during the pandemic, the Presidential Decree "On additional measures to increase the efficiency of use of lands" is one of the timely decisions. subsidies are provided for drilling vertical irrigation wells to irrigate unused land, and for the purchase and installation of drainage facilities from rivers, canals and other water bodies.

Having studied the above-mentioned problems, we consider it expedient for our state and people to take the following measures to provide the population with food during the current pandemic:

1. Ensuring food security and production on the principle of "from the field to the table";
2. Increasing the production of fruits, vegetables, livestock and other food products while ensuring the stability of food prices in the consumer market;
3. Planting crops suitable for each region, growing new high-yielding varieties, increasing the number of greenhouses based on modern innovative technologies where possible, paying special attention to the efficient use of land;
4. To promote the development of animal husbandry, poultry, fisheries, silkworm breeding, beekeeping and home-based work in order to alleviate the crisis;
5. Achieve at least two or three times the yield from the ground using each inch of land efficiently;
6. Further improvement of the mechanism of effective use of funds of commercial banks in the effective organization of the activities of farmers (personal assistants) and farms.
7. Centers for knowledge and innovations in agriculture will be established, where more than 100 agro-services will be provided on the basis of the "single window" principle. Through

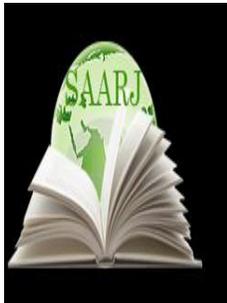
these centers to improve the quality of the soil, fight diseases, provide important services related to the selection of seeds.

8. More than \$ 600 million in loans and grants will be attracted for the modernization of agriculture, digitization, increasing land productivity, the introduction of modern agricultural technologies.
9. The area of lands where water-saving technologies will be introduced will be increased 5 times to 430,000 hectares, and 90,000 hectares of new lands will be developed.

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LINEAMENT ANALYSIS OF THE DEM IN AUMINZATAU MOUNTAINS USING THE LESSA PROGRAM

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ABSTRACT

Lineament analysis is one of the main methods for automated decoding of satellite images. In this work, the lineament analysis was performed using the LESSA program. As a result, statistical data on lineaments were obtained, such as roses, elongation lines, lineaments density, and a map of lineaments of the Auminzatau mountains was compiled. This map allows a detailed study of faults in this region associated with the mineralization zone.

KEYWORDS: *Satellite Images, Digital Elevation Models, Binary Image, LESSA, Lineaments, Elongation Lines, Rose Lineaments, Lineaments Density, Lineaments Map.*

INTRODUCTION

On all space images (SI), regardless of the geological region, linear objects are highlighted. Linear objects on the SI are called lineaments. The term "lineament" (from the Latin lineamentum - line, line, contour) was introduced into the literature by the American geologist U. Hobbs in 1911 to designate linear relief elements and geological structure elongated in one direction.

Currently, geologists understand lineaments as linear inhomogeneities of the earth's crust and lithosphere of different rank, length, depth and age of occurrence, which are manifested on the earth's surface by geological and landscape anomalies [1-2].

Lineaments as objects of geological mapping have geological and geomorphological and other features. Geological features of lineaments are outcrops of faults on the earth's surface and their direct mapping features: faults and cracks proper, fractured, sheeted, cleaved rocks, dikes and veins, etc., traced by lineaments. Additional geological and hydrogeological features confirming the

existence of disjunctives include manifestations of magmatites (hypabyssal, volcanic rocks), deposits of hydrothermal-metasomatic rocks and ores, mud volcanoes, sources of thermal and mineral waters, outcrops of fractured groundwater, which form spatially isolated linear distribution zones.

Geomorphological features of lineaments are traces of disjunctive dislocations of the earth's crust on its surface, represented by spatially ordered linearly oriented landforms. Mostly these are negative relief forms - rift continental and oceanic depressions, erosional-structural depressions or their elements, river valleys or their sections, canyons, hollows and ravines. Positive landforms, directly or indirectly reflecting the linear orientation of tectonic structures, include mid-ocean ridges, arched-block and stepped uplifts, elongated in one or two directions, chains of volcanic islands, uplands of volcanic origin and laccolithic mountains, mountain ranges and watersheds, linearly oriented rocky outliers, ledges, etc. [3].

Lineaments are well fixed on ERS materials and are widely used to decode linear geological structures. The subject of lineament analysis is usually a lineament diagram, which is a set of lineaments deciphered on ERS materials. Traditionally, lineament schemes are built manually, based on visual decoding of satellite images.

Currently, there are widespread software complexes ERDAS IMAGINE, ENVI, Geomatica and programs developed by leading experts based on the author's technological schemes, such as LESSA, LINEAMENT, ALINA for automated decoding of lineaments with subsequent ordering, combining and statistical analysis. Statistical analysis includes building a set of maps of lineament distribution statistics such as density, main directions of lineaments, etc.

MATERIALS AND METHODS

The algorithm for automatic construction of lineaments is one of the pattern recognition algorithms, it is complex and therefore requires significant computing resources. The simplified scheme of the algorithm is as follows - the image is binarized (i.e., it turns into a two-gradation black and white image), then for each pair of image points a segment connecting them is built, statistics are collected on all image points belonging to this segment, and, according to certain rules, is taken the decision is whether the segment under consideration is a lineament.

In this study, the methodology for the automated selection of lineaments of the Auminzatus Mountains was tested using the LESSA program. As the initial data, we used Landsat-8 multispectral satellite images with a spatial resolution of 30 m / pixel, a digital elevation model (DEM) SRTM with a resolution of 90 m / pixel (Fig. 1).

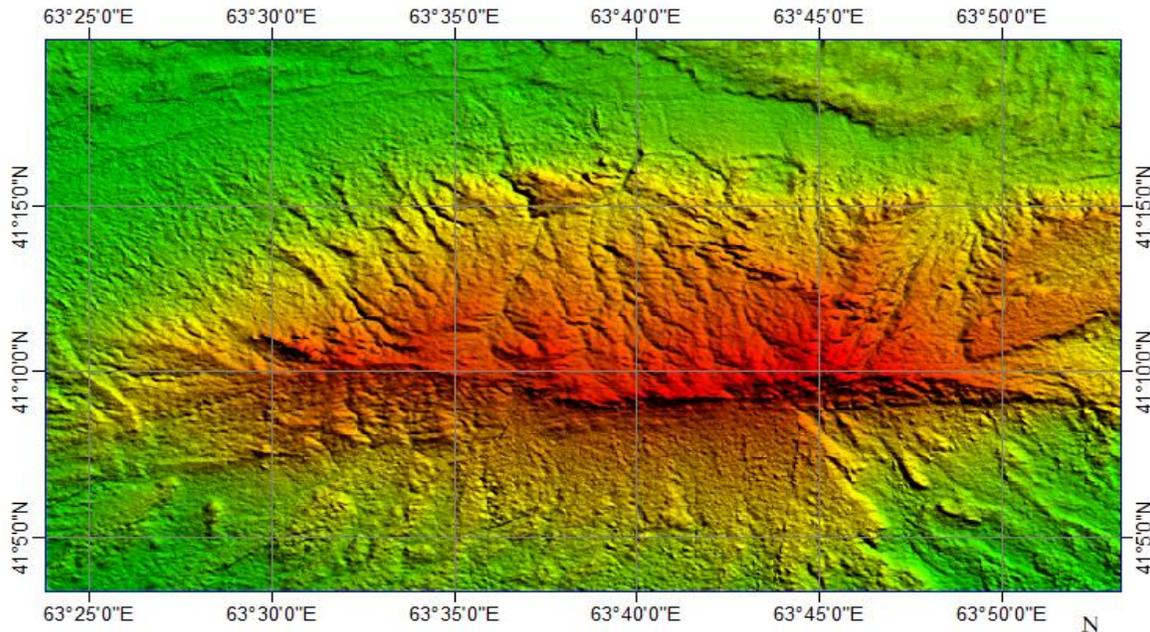


Fig. 1. Digital elevation model of the Auminzataus mountains according to SRTM

The lineament analysis algorithm using LESSA is shown in Fig. 2. Input data can be grayscale images, binary images and digital elevation models. Analysis is based on identifying linear relief elements - strokes. For grayscale images strokes will be the boundaries of homogeneous areas, for digital elevation models - axes of valleys and ridges. The program highlights the strokes of eight different stretches. There are two ways to analyze them further. The first is statistical analysis of strokes. It allows to build pseudo-color images (fields) of the density of strokes of various stripes, the elongation of rose-diagram of strokes, the proximity of the rose-diagrams to the cross, the difference from each other, etc. The second is the construction of extended lineaments. The resulting strokes are combined into straightened lines depending on their extent. However, the lines obtained in this way require further expert judgment, and are nothing more than a prompt about the location of the lineaments.

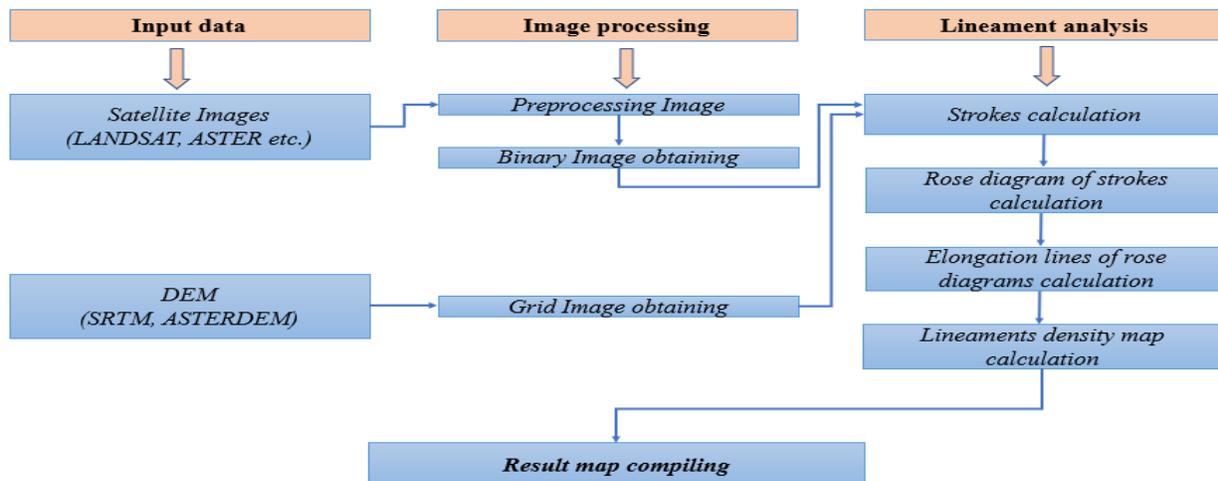


Fig. 2. Lineament analysis algorithm using LESSA

Lineament analysis is based on linear image elements (strokes). The LESSA software automatically detects them and determines the direction (8 directions). In a binary image, strokes are boundaries of homogeneous areas and / or lines, which must be sufficiently long and straight. In digital elevation models, the axes of valleys and ridges are identified and analyzed. An essential feature of working with DEM is that only relief elements are involved in the analysis and brightness anomalies caused by other sources (vegetation, technogenic objects) are excluded (Fig. 3).

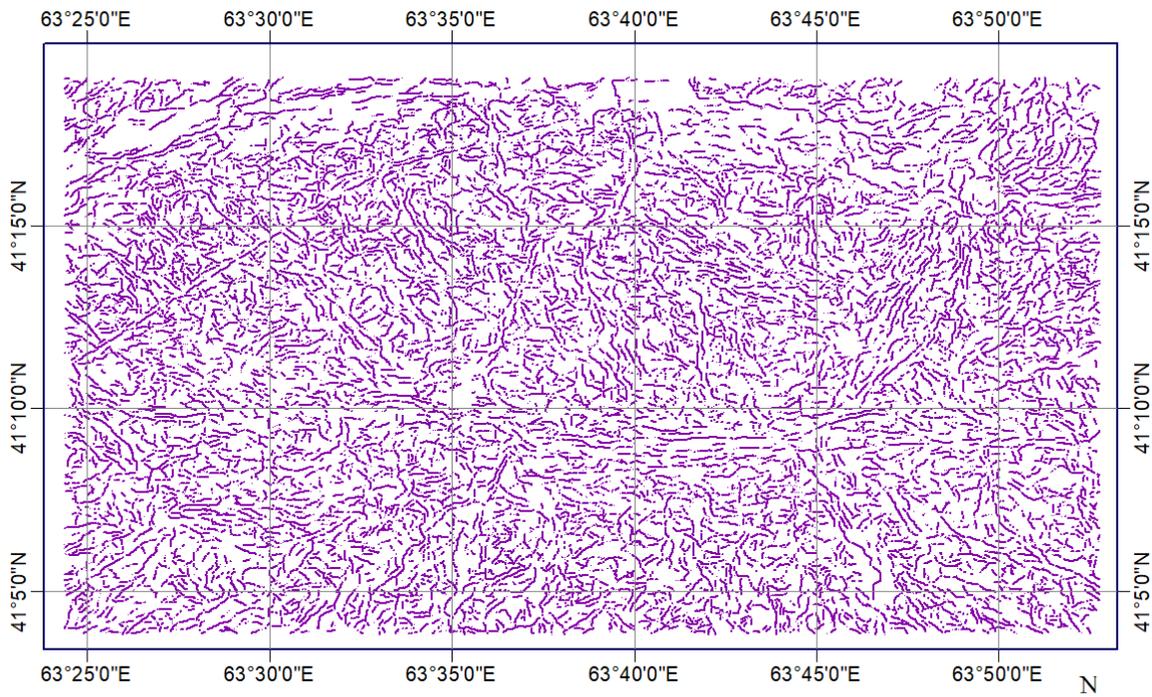


Fig. 3. Short lineaments (strokes)

Through lineaments and lines of elongation of rose diagrams correspond to morphostructural lineaments of the 1st and 2nd ranks, respectively. To identify faults and blocks of higher ranks, it is advisable to use the fields of rose diagrams of striations and the density of striations of various strikes (Fig. 4 and 5).

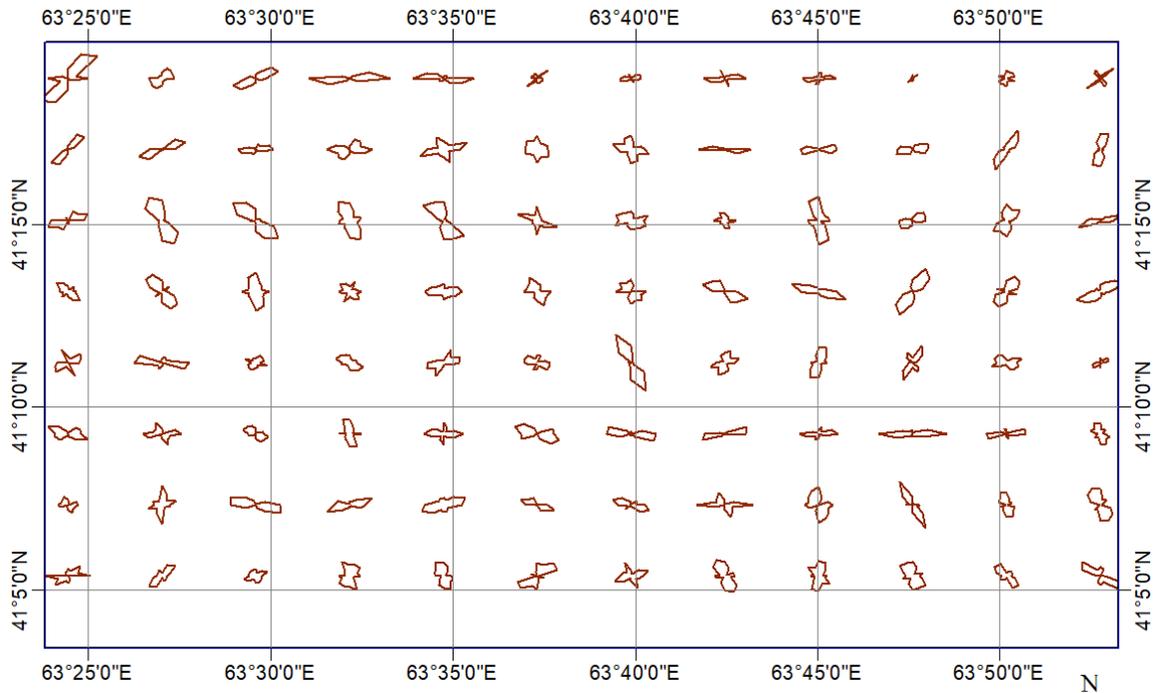


Fig. 4. Rose diagrams of long lineaments

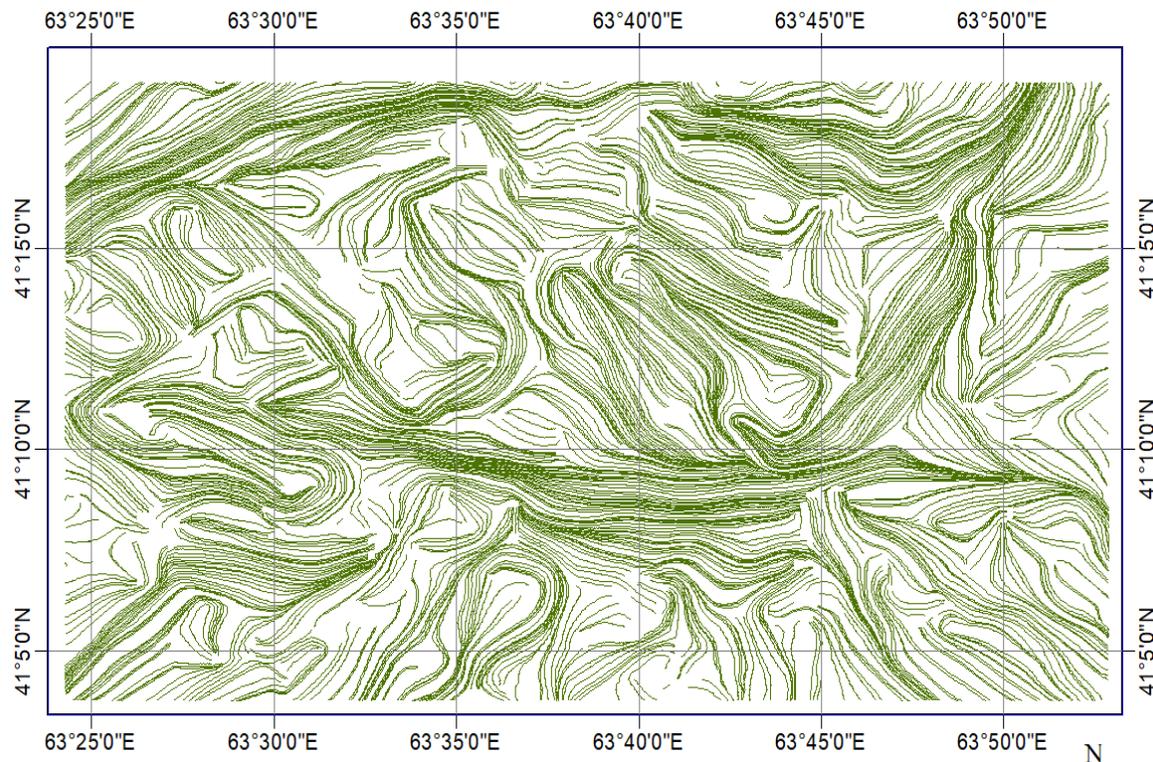


Fig. 5. Elongation lines of rose diagram

RESULTS AND DISCUSSION

An automated lineament analysis of the DEM and the synthesized satellite image of Landsat-8, obtained by synthesizing the spectral channels of the green, red and mid-IR (1.55–1.75 μm) ranges, has been performed. This made it possible not only to identify the indicator statistical indicators of lineaments, but also to carry out a comparative analysis of the results obtained by lineament analysis of images and DEM. As a result of the processing of the image and the DEM, the streak density diagrams were obtained both for the general (along all strikes) and for each strike separately.

Figure 6 shows the line density of the study area. The intensity color scale corresponds to the transitions from the maximum intensity present in the given image to the minimum. The map is built according to the principle of a topographic surface - that is, only adjacent intensities border each other, similar to maps in isolines. Therefore, straight sections with large gradients can be interpreted as faults. Sections with maximum intensities correspond to either uplifting areas with intensely incised small streams, or heavily indented mountain ranges preserved from erosion. Sagging fragments of the area covered by accumulative sediments are characterized by the minimum values of the streaks.

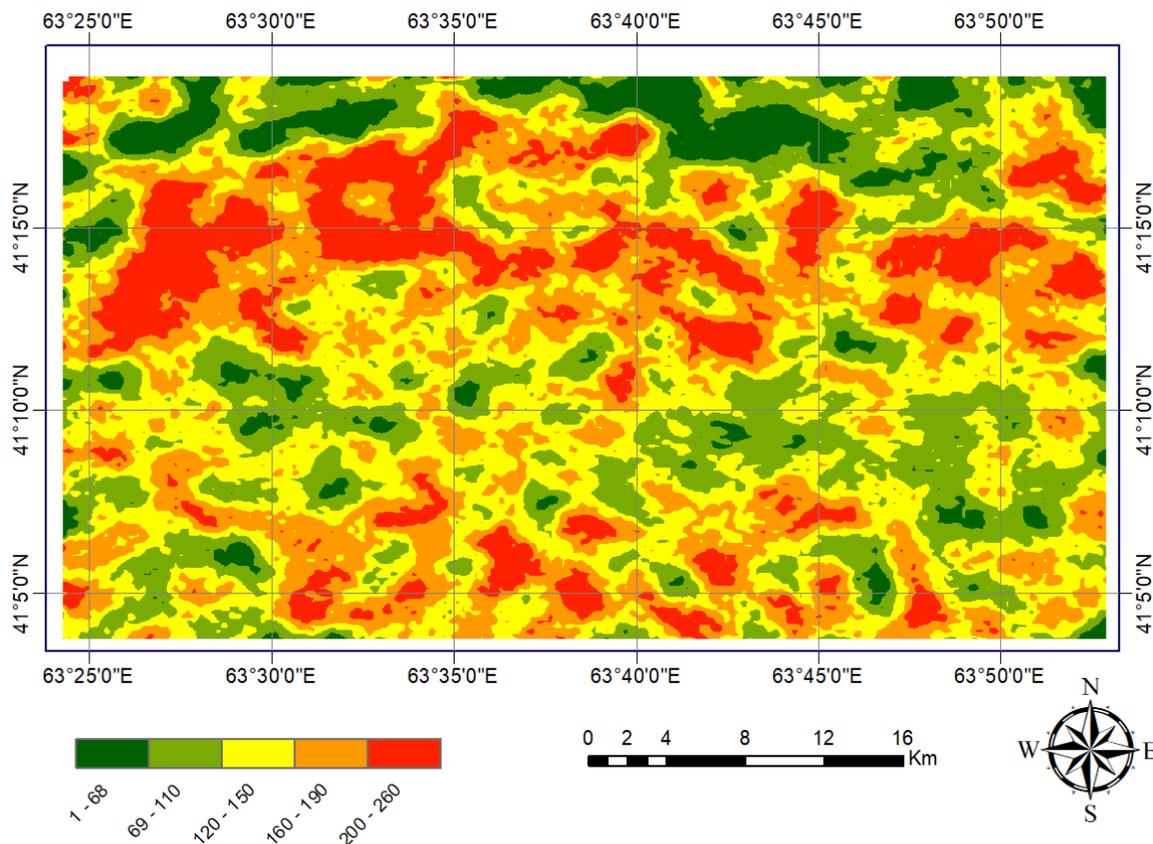


Fig. 6. Lineaments density

When analyzing the obtained data, the linear elements of the studied region were identified, representing faults of different orders, zones of regional and local fracturing. Figure 7 shows a

map of the lineaments of the Auminzatau Mountains. Most lineaments have a latitudinal direction, which corresponds to the orientation of the faults presented on geological and other maps of the region. Lineaments oriented to the north-south and north-west direction indicate the block structure of the study area and require further detailed study.

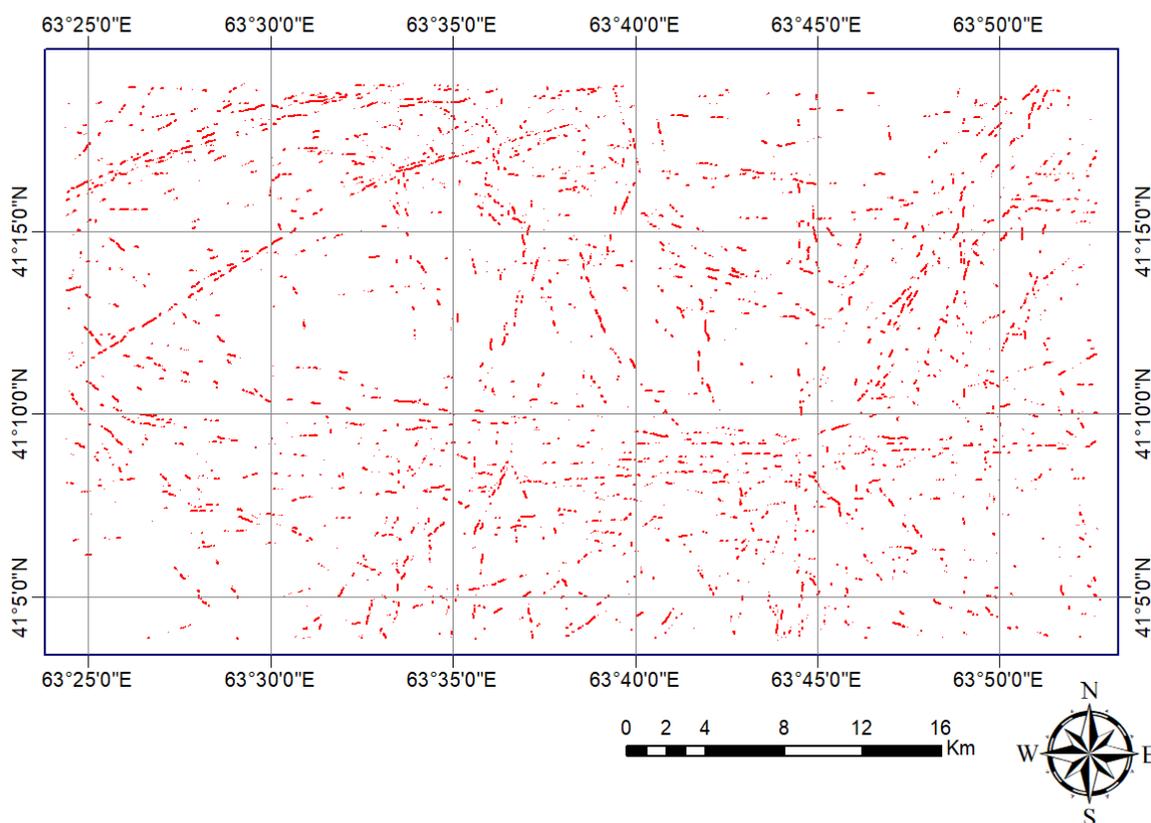


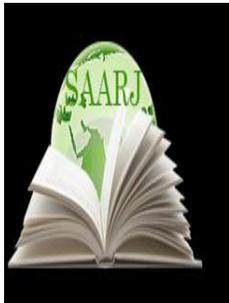
Fig. 7. Lineament map of Aumizataumontan

Thus, as a result of automated analysis of DEM and satellite images, lineaments of different types are revealed. When using DEM, mainly longitudinal lineaments are revealed. When using space images, landscape indicators reveal mainly intersecting lineaments that complicate the main geological structures.

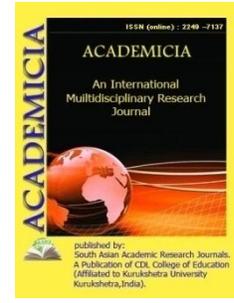
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BASIC OF LEARNING WALKING IN FIGURE SKATING

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ABSTRACT

The article pays attention to the general physical training of young figure skaters 6-8 years old in the initial stage of training. Several specific exercises for mastering standing and walking on skates have been proposed. Jumping up and down in place, followed by a deep squat. You can do exercises with assistive devices, find some kind of rack or ladder rail and do squats on one leg side by side, holding on to the support. It is necessary to use simple exercises, perform them in different directions - movements of the right and left arms and legs, and change the amplitude of movements, speed of movement on ice.

KEYWORDS: *Technique, Process, Physical Condition, Teaching, Stand On Skates, Sliding, Movement, Furrow, Semi-Furrow.*

INTRODUCTION

Sport is health, good looks, high activity of the brain and physical movement. Physical education and sports training is not a spontaneous, but a controlled process. At every moment, a person is in a certain physical condition, which is determined mainly by health (compliance of vital activity indicators with the norm, the degree of resistance of the organism to adverse sudden influences), physique and state of physical functions.

Figure skating is a difficult coordination sport. It combination elements of speed skating, rhythmic gymnastics, acrobatics, and choreography. The variety of forms of skating in this sport is very great. Modern figure skating is characterized by long-term exposure to acyclic work

rhythms. Performing exercises, difficult in coordination, takes place to the music of a certain rhythm and requires from the skater a high sliding speed, expressiveness, artistry, and ease. And all this is carried out under conditions of unusual body support (skate blade).

It is advisable to control the physical state of a person by changing it in the right direction. This control is carried out by means of physical education and sports, which, in particular, include physical exercise.

There are a number of decrees and decrees adopted by the country's leadership and the Cabinet of Ministers, which are the basis for a regulated procedure for implementing work in this area. For example, the decree of the President of the Republic of Uzbekistan No. PD-4877, 3rd November 2020 on "Measures to improve the training system and increase the scientific potential in the field of physical culture and sports" also, Resolution of the Cabinet of Ministers №122 of 4th March, 2020 on "Measures to further improve the system of selection of athletes in the national teams by sports." One of the many important of them is considered the resolution of the President of the Republic of Uzbekistan 4th February 2020 №PD-4583 on "Measures for the development of winter sports" in our country.

In order to ensure the fulfillment of the tasks specified in State programs, Decrees and Resolutions, as well as to improve the quality of training of qualified personnel, possessing comprehensive knowledge in the field of physical culture and sports in accordance with international standards, accelerating the development of science, further improving the processes of training highly qualified competitive coaches-teachers, specialists and scientists in the field of sports, a quota was opened at the Uzbek State University of Physical Culture and Sports in the relevant sports and for the first time in the history of the university, a department of "Winter Sports" was created.

Relevance: In this regard, the question of training and retraining of personnel, the creation of schools and the selection of athletes in winter sports was raised. And learning to exercise ice skating is the basis of all winter sports, and walking or running is the basics of learning.

In this regard, the goal was set: to develop and propose the optimal variant of the leading exercises for learning to walk on skates.

To master the mobile and running elements, first of all, you need to become on skates, when learning to stand on skates, it is very important to learn the correct repulsion: alternately one, then with the other leg, transferring the weight of the body to the supporting (sliding) leg, while slightly pushing the body forward. Sledging helps a lot in this training. After a few visits to the skating rink, a beginner will already be able to independently improve in skating, turning, braking, etc. The stay at the rink should not exceed one and a half hours. The best and comfortable air temperature for skiing is from 5 to 15°. On the ice, children must be in motion all the time.

Well, for those who are just starting to skate, it is recommended to practice around the ice, or rather, hold on to the side of the rink with your hands, forming skills for exercises. If from the first days they start practicing on ice without studying safety techniques, they may face serious injuries. And therefore, after 2-3 workouts around the ice, they can adapt and feel the ice, then they can skate and do simple movements on the ice.

Before mastering ice skating, you should take care of the necessary equipment. Skates and boots must match the shoe size. The boot should fit snugly around the leg. The correct position of the skate runner on the boot: the runner passes through the middle of the heel and between the big and second toes. Skates need a periodic point.

When teaching those who cannot skate, one should at first support them by helping them master sliding, learn to maintain balance and then move on to teaching the basic movement - pushing off and stopping by the "furrow", "half-furrow".

The results of pedagogical observations should be presented in the form of concrete material, which can be assessed not only qualitatively, but also quantitatively. The analysis of observations creates a general understanding of the research subject that is available at the moment. In this regard, it became necessary to conduct testing, which determines the general physical fitness of the trainees.

In order to substantiate the feasibility of the developed research methodology. The documents on planning and conducting training sessions were studied with special attention. The main tasks of the formative part of the experiment are:

- identifying the features of the organization and implementation of techniques for teaching the basics of figure skating.
- selection of means and methods of figure skating that develop motor abilities.
- determination of the dynamics of changes in the level of motor abilities during figure skating.

In connection with this, several test exercises of general physical fitness were proposed, which were carried out in the gym with less safe performance and operational visual assessment by specialists (table-1):

Swallow - develops balance, makes posture more even and helps develop coordination. Thanks to the mechanics of body position, many muscle groups are involved and the vestibular apparatus is trained. In addition, the Swallow exercise develops endurance and a sense of balance. It is important to stand in the swallow position correctly, without swinging or swinging your arms. It will be easier if you breathe evenly and focus your gaze on one object directly in front of you. You need to return to the starting position, at the same time unbending the torso and placing the extended leg on the floor.

Pistol - perform from sliding in a squat, pulling forward one leg. Preliminary exercises for performing these figures: squats on one leg in front of a mirror, the other is extended forward, the toe is pulled. Jumping up and down in place, followed by a deep squat. You can do exercises with assistive devices, find some kind of rack or ladder rail and do squats on one leg side by side, holding on to the support. Squat smoothly and under control, do not fall down. It is important to ensure that the heel of the supporting leg remains on the floor, and, on the contrary, does not touch the ground.

Rope walking -(shortly surface) - go to the middle of the stretched line, turn your face along the rope, put one foot on the line (the line is exactly under the center of gravity), straighten it and try to maintain balance, balancing with the other leg and arms. It is necessary to train, using alternately one and the other leg as a support. When it starts to work out, you try to step from one

foot to the other, without going to the ground. Keep your back straight. The foot is placed on the line strictly along the line. Looking forward, keep your head upright.

Walking on a gymnastic balance beam-reinforces the types of walking on a narrow surface, develops the ability to highlight and formulate the assimilation of the field of knowledge. In this case, we use a low gymnastic beam (or you can use an inverted gymnastic bench). Performing any exercises (stands, movements, turns), keep your body straight and shoulders within the plane of the log. Do not make sudden movements from side to side trying to maintain balance. At the initial stages, try to "freeze" in the position in which balance is lost when you lose balance.

Shuttle run-develops high speed in order to run a short distance to the end point, but almost immediately you need to turn around in order to run to the opposite point a certain number of times. Here the sense of balance turns on to the maximum, a large number of muscles are involved, coordination and speed qualities develop.

TABLE-1

№	Exercise GPT	number of errors experiment	
		X -before	X-after
1	Swallow (60 seconds)	6	5
2	Pistol (sit down 5 times)	10	8
3	Rope walking (15m, 3 times)	10	6
4	Walking on a gymnastic balance beam (5 times)	10	7
5	Shuttle run (3x10, 2 times)	4	2

A distinctive feature of the exercises in the experimental group was the use of exercises for the development of such abilities as coordination of movements, including orientation in space and vestibular stability. In the control group, practically no attention was paid to these abilities. In order to lead the trainees to success in proper walking and sliding on the ice surface, a set of special training exercises with dosage and intensity of performance was proposed. Namely:

Stork -the first exercise skaters usually start with. When sliding on one skate, the heel of the raised leg from the side touches the calf of the supporting leg, the end of the foot is directed downward, the thigh is parallel to the ice surface. Hands are spread apart at shoulder level. Sliding on each leg is entered after acceleration in a straight line.

Pistol-performed from sliding in a squat, pulling forward one leg. Preliminary exercises for performing these figures: squats on one leg in front of a mirror, the other is extended forward, the toe is pulled. Jumping up and down in place, followed by a deep squat.

Squat -after a run, they slide on parallel skates, turning into a deep squat by flexing the ankle and mainly knee joints. The body is slightly tilted forward. The head and back are kept straight, the arms are extended forward at the level of the chin, the hands are closed. Preliminary exercises: standing on one leg, squats, performed first without skates, then on the ice from a place and in motion.

Swallow -from sliding on one skate, the free leg is pulled back parallel to the ice surface with an extended toe facing down. Knees are straight. The back muscles are tense. Hands are spread

apart. An exercise for learning this figure is a long slide on one leg, strongly bent at the knee, the free leg is extended back.

Track -when moving forward, the skates are parallel. The right hand is pulled forward, the left is pulled back. They begin to push off only with the right foot. With each push, the supporting leg is bent at the knee. When pulling up the pushing leg, the supporting leg is straightened. The torso is held vertically, with the shoulders turned in the direction of the slide. Backward "lane" is performed while sliding backward. The right leg is placed not in front of the left, but parallel to it. Take off with the right leg is done with reinforcement. Hands are kept at shoulder level, deployed along the slide. Do the same with the left foot clean and jerk. Also you can make it difficult to slide with different objects and stepping over objects.

To master the take off, you need to place one foot on the inner edge of the skate at a right angle to the other skate, push off with the edge of the entire runner back, put the jogging foot and slide on both skates.

When this is mastered, they begin to do two or more alternate take-offs, and then slide on two legs.

Plow braking: bringing your knees together, push them forward a little, spread your heels, leaning against the ice with the inner ribs of the skates. When braking, you can use a half-plow, which is performed in the same way as a plow, with only one leg, or a half-plow from behind (turning your free leg from the back at an angle of 90° to the supporting leg, straighten it a little and put it on the inner edge).

The simplest turns on two skates are performed by shifting the weight of the body in the direction of the turn (arc). A more complex turn is done like this: pushing off the left skate to the side, put it to the right, which is placed on the outer edge tangentially to the turn. The same to the left.

Children of the experimental group improved their performance after the experiment (which was presented in table-2). The children in the control group studied according to the usual program, and the children in the experimental group studied according to the changed method, that is, GPT complexes and a special set of ice skating exercises were added to the educational process, which contributed to the development of ice skating on the ice surface (table-2), as well as increasing motor abilities in children 6-8 years of age.

TABLE-2

№	Full name	stork		pistol		squat		swallow		track	
		exp-t		exp-t		exp-t		exp-t		exp-t	
		before	after	before	after	before	after	before	after	before	after
1	Rakhmanov Dilshodbek	5	3	5	4	4	2	4	3	4	2
2	Asadova Asila	4	2	3	3	4	2	3	2	4	2
3	Kurbanova Malika	4	3	3	2	4	2	3	3	4	2
4	Karimov Temurbek	6	4	4	3	5	3	4	4	5	3

5	Nazarova Gulirano	4	2	3	2	4	2	3	2	4	2
6	Malikova Madina	5	3	4	3	5	3	4	3	5	3

Note: performance of special exercises on ice was evaluated and technical errors were visually calculated.

Stork - bugs for entering a pose, maintaining posture, keeping one leg hanging, position of the arms and head;

Pistol -mistakes for falls, deviations from balance, holding the leg with a pulled toe;

Squat-mistakes for holding the head, back and hands;

Swallow -mistakes for holding the head, back, legs, lower leg condition;

Track -errors for repulsion, extension of the lower leg and smoothness of movements.

When skating, the muscles of the legs and back carry a lot of stress. With the help of physical exercise, they need to be prepared to carry this load. The proposed version of exercises for strengthening the leg muscles is recommended in the preparatory part of the lesson. The exercises can be varied and dosed at the request of the trainer and the physical condition of the trainees. The following exercises were recommended for walking in front, back and to the side: on toes, heels, outer arches of the feet, bend step, side step, lunges, jumps (Table-3).

TABLE -3

Distance (meter)	Exercises are performed while walking in front, back and to the side						
	on toes	on heels	on the outer arches of the feet	bending step	side step	lunges	podsko- kami
10	back	back	side	back			back
20	in front of	in front of	back	in front of	back	back	in front of
25	side	side	in front of	side	in front of	in front of	side

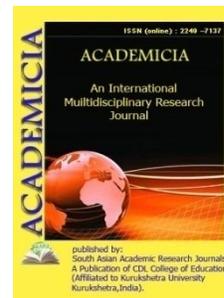
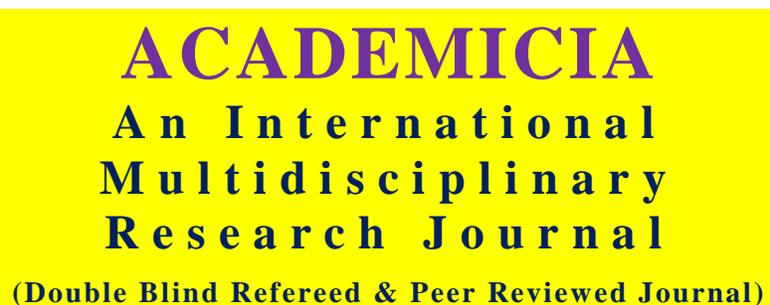
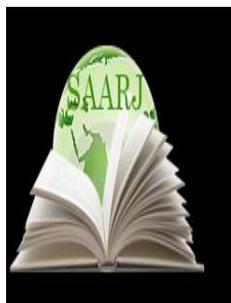
Findings: The results of the comparative analysis of the test results prove the positive influence of the selected methodology on the development and formation of motor indicators in children of 6-8 years of age. The use of a wide range of figure skating means for the development of motor abilities leads to harmonious physical development. After analyzing the methods, means of figure skating for the formation of children's motor abilities, that it is preferable to use the method of dissected exercise, holistic exercise and its varieties as a method of leading exercises.

In figure skating, when learning the basic elements, it is always necessary to pay attention to general physical fitness. It is necessary to use simple exercises, perform them in different directions - movements of the right and left arms and legs, and change the amplitude of movements, speed of movement on ice. At the same time, the coordination of children will be improved, muscle feeling is developed as they learn a variety of exercises.

You can build your workout like this: warm-up, including walking, running, gymnastic exercises, light skating; then improvement in running on the corner, several accelerations on small sections of the ice track -20-35m; at the end - a calm ride.

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THE ROLE OF METHODOLOGICAL FIGURES IN MEDICAL ADVERTISEMENTS

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ABSTRACT

In recent years, there has been a growing interest in the study of the media. In particular, the study of the language and style of advertising, which has become a major tool in the media, is gaining more and more attention among scientists. In modern society, advertising texts play the most important communicative function. This is not surprising. Because in a free market of goods and ideas, "advertising is the engine of development." One way to create a bright emotional image in advertisements is to make effective use of stylistic figures in them. This article discusses the use of stylistic figures in advertising, such as repetition, antithesis, anaphora, assonance, inversion, gradation, etc., as a means of increasing their effectiveness. These ideas are explained in the example of medical advertising texts. Stylistic figures not only make the advertising text attractive and effective, but also help the advertised product to be quickly imprinted in the minds of the recipient.

KEYWORDS: Advertising, Medical Advertising, Advertising Text, Addressee, Stylistic Figure, Poetic Syntax, Repetition, Anaphora, Assonance, Gradation, Melody, Inversion, Ellipsis.

INTRODUCTION

It is known that advertising means informing the population about a product or service, explaining its advantages and opportunities [17, 266]. Advertising (Latin "advertising" - shouting, shouting) - information about the quality of goods, the benefits of their purchase; special information about legal entities and individuals or products for direct or indirect profit (income) [11, 300]. The Uzbek Explanatory Dictionary also explains that the word advertising has three meanings:

1. Information about these goods and services in order to inform consumers about certain types of goods or services in the economy, to create or increase demand for them.
2. Dissemination of information about a person, organization, thing in order to promote it.
3. An advertisement, poster issued for this purpose [13, 374].

Claude Hopkins, one of the world's most famous advertisers, wrote in his 1923 book, *Scientific Advertising*, "summer is short, it saves people time!" [14, 45]

Advertising texts in world linguistics have been studied by a number of scholars such as T.Vestergaard, A.Akoun, N.Kokhtev, Y.Golovleva, A.Dulyaninov.

In Uzbek linguistics, A.Abdusaidov's monograph "The social essence of the Uzbek language", articles "Advertising language", "Advertising and literacy", F.Muminov, T.Eshbekov's "Advertising art" in the text of lectures, as well as in D.Mamirova's master's dissertation on "Sociolinguistic study of advertising in the Uzbek language" studied advertising from a linguistic point of view.

THE MAIN FINDINGS AND RESULTS

One way to create a bright emotional image in advertisements is to make effective use of stylistic figures in them. In philology, methodological figures are called "syntactic figures", "rhetorical figures", "speech figures" and even "poetic syntax". It is worth recalling Cicero's words: "The use of words in figurative senses is slow, first of all, because of the semantic poverty of the words in the dictionaries. -the need for slow beauty and charm continued to expand their meanings. It's as if clothes were originally designed to protect against the cold, and later became a form of clothing that adorns the body."

In fact, artists are constantly searching for the appeal of speech. They try to find new ways to express them. As a result, the number of stylistic figures in the language of fiction is quite large and plays a significant role in the emergence of artistic influence.

A review of the evidence in the scientific literature suggests that these figures are antithesis, apacopa, asindeton (incoherence), assonance, gradation, diathesis, sound imitation, oxymoron, paronomasia, parallelism, counting, rhetorical appeal, reduction, silence, ellipse, inversion and many of them live in modern poetry, including Uzbek poetry.

The existence of about thirty types of repetition alone, such as alliteration, anaphora, refrain, pleonasm, tautology, commentary, epiphora, epistrophe, repetition, testifies to the breadth of expressive possibilities in artistic style. Of course, such tools also play an important role in advertising. The use of stylistic figures in medical advertising, in particular, attracts the attention of the addressee.

RESULTS AND CONCLUSIONS

Repeat in medical advertisements. Repetition serves to reinforce meaning, intensity, and emotion. The speaker realizes that the phrase does not fit his senses and tries to fill the quality with quantity. This causes repetition. Repetition characterizes emotional speech [5, 103]. The use of repetition in medical advertising is significant. We observe:

Not right now

Not right now

Not right now

No, no, no,

Not right now! (From the text of the drug Stopdiar)

Pain can be different: sharp, squeezing, sharp... Pain, ache, pain! Stop! There is a tempalgin. Tempalgin contains two components: the first relieves pain, and the second relieves nervous tension. Tempalgin is an effective remedy for various types of pain. Tempalgin without nervous tension.

(Tempalgin drug from the ad text)

You can't anymore

You can't anymore

You can't anymore !!!

If you have enough magnesium in your body, it is easier to stay calm during pregnancy. (From the text of the Magne B6 drug kit)

Loranex works against allergy symptoms for 24 hours. Loranex is recommended for children from one year of age. Life is good without Loranex allergies! (From the text of the drug Loranex)

Super fruits, super hair! Super you! (From the ad text of Fructis)

In the above-mentioned advertising texts, the method of repetition, in addition to expressing thoughts and feelings, served to enhance the effect, to exaggerate the intonation. At the same time, it serves to ensure that the text of repeated advertisements, especially the name of the drug, is quickly preserved in the minds of the addressees.

Antithesis in medical advertising. Antithesis is a form of stylistic figure that compares conflicting concepts, ideas, images, and individuals to describe expressive situations in order to enhance expressiveness in speech. Advertising texts also contain antithesis:

Less effort for more profit! Go to Persil! (Persil tool from the ad text)

Fewer and more antonyms in the ad text are antithetical. It turns out that the use of antonyms creates a great image of the art of antithesis, which provides some effectiveness in advertising.

Anaphora in medical advertisements. It is well known that an anaphora is a line in a poem or verse, a word or phrase at the beginning of a sentence that is repeated exactly at the beginning of the verse. [11]

If you have a fever,

If you have a headache,

If the toothache doesn't calm down,

Helps kupen.

Kupen, it hurts,

Tablets and gel cups. (Kupen drug tool from the ad text)

Assonance in medical advertisements. Assonance is derived from the Latin word "assonare", which means "melody". Used to add tone to a text, to express expressiveness. Assonance is a poetic verse, especially in the form of rhyming words, which gives the speech integrity and originality:

Mothers are happy with our bipanten,

Our little baby in safe hands. (From the text of the drug Bipanten)

Rest on your stomach,

Healing espumizan. (From the text of the drug Espumizan)

Every moment with Femini

A reliable and bold step. (From the ad text of the Femini tool)

The rapid memorization of the ad text is also due to the melody that results from the assonance.

Inversion in medical advertisements. In linguistics, the term "inversion" is used to refer to a change in the usual order of parts of speech. Inversion is mainly used to give an emotional-expressive spirit to a speech by emphasizing a part of speech. Naturally, this methodological figure is widely used in advertising texts. We observe:

Don't let the headache scare you anymore (from the text of the drug Trimol). In fact, it should be in the form of "Don't scare the headache anymore".

When a child has a stomach ache, only when he laughs out loud (from the text of the drug Enterogermina). In fact, it should look like, "A baby's stomach hurts only when it laughs hard."

Rest in the womb, healing espumizan! (From the text of the drug Espumizan). In fact, it should be like, "Espumizan is a cure for stomach aches." It is important to pay attention to one aspect of the advertising text. If the text of the advertisement was presented in accordance with direct syntactic norms, the process of preservation of the advertisement in the minds of the addressee would be very slow.

Gradation in medical advertisements. The word "gradation" means "degree." Gradation is also the result of the desire to emphasize certain features and actions in things and events in human beings. There is a harmony of words. Characteristically, in gradation, the meaning of one word after another is stronger in meaning than the word that precedes it:

Knee pain is always a surprise. But I'm not used to it. Tera-flex cream contains a painkiller and a base for joint construction. Therefore, tera-flex cream can not only reduce pain, but also strengthen the knee itself.

"I want to, I can do it, I do it." (From the text of Tera-flex cream advertisement).

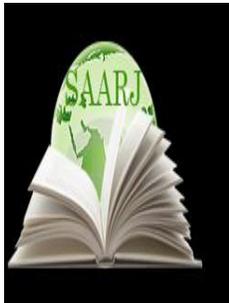
CONCLUSION

In the words of Richard Harris, an American scientist who specializes in the psychology of mass communication, advertising is a "type of persuasive communication" and is used as an important

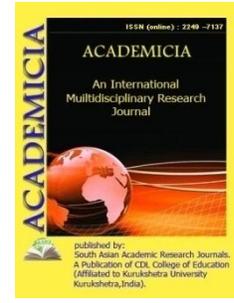
tool for influencing stylistic figures and making product information easier to remember. A number of methodological figures, such as repetition, assonance, antithesis, inversion, gradation, are widely used in Uzbek medical advertising texts. As a result, the synthesis of information and skills in the minds of consumers the creation process is easy.

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THE IMPACT OF BOBUR'S SCIENTIFIC AND LITERARY HERITAGE ON EASTERN AND WESTERN LITERATURE

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ABSTRACT

In this article some views based on the specific character of Babur's work in Eastern and Western literature are expressed. In particular, the role of Babur's work, its translation and expression in different languages has been taken into account, as well as bringing the culture and literature of our country closer to each other.

KEYWORDS: *Baburnama, Babur's Work, Translation, Translation Into Other Languages, Art Of Translation, Alternative Variant, Reality, Rank And Position.*

INTRODUCTION

The interest in the works of our ancestor Zahiriddin Muhammad Babur, one of the brightest representatives of Uzbek classical literature, the study of his masterpieces and their translation into other languages has always attracted not only Eastern literature, but also Western researchers.

In particular, when talking about the relations between East and West, he contributed to the further improvement of work not only in the socio-economic, but also in the spiritual and educational spheres. This has been done to some extent by translating masterpieces of literature into other languages.

According to G. Salomov, the founder of the School of Translation Studies in Uzbekistan, the types of translation should be as follows:

- Translating from one language to another into a sibling or non-sibling language;
- Translating from a literary language to any of its dialects and from any dialect to a literary language or from a dialect of one language to another literary language;
- Translating from the language of antiquity to the modern state of that language (for example, from ancient German to modern German) [6, pp. 110-113].

THE MAIN FINDINGS AND RESULTS

Interest in Babur's work has attracted the attention of many researchers, literary scholars and translators in Uzbekistan.

In particular, the literary scholar, Doctor of Philology M. Yuldashev, thinking about the "Boburnoma", notes that this work is invaluable as a unique historical and scientific monument in world and Uzbek literature. This priceless work was written in the old Uzbek (Chigatay) language and was known as "Boburia", "VoqeotiBobur", "Voqeanoma", "TuzukiBoburii", "TabaqotiBoburii", "TavorihiBoburii", and Bobur himself used the names "Vaqoye" and "Tarix" in its place. It is worth noting that the play contains extremely valuable information for many disciplines, such as history, literature, linguistics, folklore and ethnography, geography, biology, zoology [1, pp. 9-18].

Literary scholar VahobRakhmonov describes Boburshah as a linguist and argues that Boburnoma should be considered a work of linguistics. The author of "Vaqoe" describes his most interesting and in-depth scientific observations in the most interesting areas of linguistics - etymology, phonetics [4, pp. 20-22].

Another monograph, written by a literary scholar, candidate of philological sciences, associate professor T.Saydaliev, is dedicated to the interpretation of the art of Babur's lyrics in Russian translations.

The study of translations of "Boburnoma" into foreign languages in our country in the field of special research dates back to the seventies of our century. This monograph provides feedback on the masterful translation of the work into a number of languages [5, p. 132]. It is no coincidence that Babur's poetry has been translated into a number of languages of the peoples of the world and is also becoming a literary heritage. Much of this poetic heritage is well known, especially to readers.

Babur's work is also widely covered in a number of research works carried out across the country. Among them are the works of N. Otajonov, B. Mamedov, L. Khodjaeva, G. Khodjaev, S. Shukrullaeva, F. Salimova and others.

The nineteenth century marked the beginning of a new era in the study of Babur's legacy in Europe, especially in French oriental studies, and in the translation of his works. During these

years, French scholars have made significant research in the translation of the "Boburnoma" into French, the study of its textual features, the assessment of its political and historical significance [7, pp. 59-88].

Babur introduced the most advanced ideas of his time into the history of world culture, which is why his legacy has been translated into many languages of the world, studied by scholars of the West and the East. In this regard, the services of Russian orientalists N. Ilminsky and L. Samoylovich, English scientists Elfinston, Erskin, Mrs. Beverij and D. Ross should be noted.

In 1983, the 500th anniversary of Babur's birth was widely celebrated by UNESCO. French scientists are also preparing a wonderful gift for this anniversary. The Publication of Orientalist de France (ROF) in Paris publishes a new French translation of the Boburnoma under the title The Book of Bobur (La livre de Babour). The translation is 478 pages long and was written by the great Turkologist Dr. Jean-Louis Bake-Grammon. The translation was prefaced by a well-known French orientalist, Professor Louis Bazen. The introduction begins with a detailed account of Babur's struggle for the establishment of the Great Mongol Empire, the history of the writing of "Boburnoma", the role of this work in world literature. In 1981, Dr. Bake-Grammon's translation of the Boburnoma won the IFT (International Federation of Translators) Grand Prize.

1985 The French translation of the Boburnoma is reprinted. The second edition differs from the first not only in its size, paper and quality, but also in the new scientific sources, some corrections, numerous miniature ornaments. It seems that the translators of the Boburnoma, such as A. Pave de Courteil, F. Grenard, and Bake-Grammon, made a worthy contribution to the development of the study of Babur's legacy in Europe" [5, p. 132].

The work "Boburnoma" was translated into several foreign languages several times, and in 1828 it was translated into German by A. Kaiser. It is noteworthy that the version of "Boburnoma" translated by A. Kaiser was not translated from Turkish, but from English. The study of Babur's work in French oriental studies dates back to the second half of the 18th century. In 1773, the orientalist A. de Longperie published an article on Babur's Behavior in his Oeuvres collection. The English translation of the work is in two variants, the first by J. Leiden from Old Uzbek and the second by U. Erskin from Persian. Summarizing these two translations, A. Kaiser, having studied the semantics of the old Uzbek, Persian, English and German languages, was able to make a remarkable translation into German.

The work is not only memoir and historical, but also has scientific and encyclopedic significance. Therefore, in the process of working on the translation of the work, the translator requires high skill and taste. The original of the work is written in the old Uzbek language, and it is possible to find alternative versions of some words in it and to observe that there are some shortcomings in the translation process. It can be seen that the presence of nature, portrait, character image, use of linguistic and stylistic means, proverbs, aphorisms, idioms in the play caused some difficulties in the German version.

Here are some examples:

1. Tengriahmatigabormoq (2216.)

von der Welt aufgerufen werden (S.329)

2. Olamdannaqlqilmoq (196 6.)

die Erde verlassen (S.285)

3. Jon chiqmoq (183 6.)

den Geist aufgeben (S.264)

4. Vafotqilmoq (162 6.)

die Schuld des Lebens entrichten (S.210)

5. Olamifiniyivido' qilmoq (162 6.)

das wechselreiche Leben verlassen (S.210)

6. Olam in kechmoq (81 6.)

ausatmen (S.105)

In the translation of the title and career words in the Boburnoma one can find some peculiar words, and they are expressed in the process of translation as follows:

Yunusxonqoshidaoftobachilikqildi, so'ngra beg bo'lubedi.

In Yunus Khan's Diensten war er vom Träger des Waschbeckens bis zu Beg gestiegen.

Sulton Abusaid Mirzo Samarqandxukumatniva Sulton Ahmad
Mirzoo'zeshiginingixtiyorinimungaberibedi, munieshikoqoqilibedi.

Sultan Abusaid Mirzo hatte ihn zum Befehlshabervon Samarkand und Oberausseher an Sultan Ahmed Mirza's Hofe ernannt.

There are many such examples. It should be noted that our ancestor Zahiriddin Muhammad Babur, one of the brightest representatives of Uzbek classical literature, occupies a worthy place in the history of world literature, culture and science with his lyrical work in various genres and encyclopedic scientific heritage.

CONCLUSION

In general, by studying Babur's work, he not only brought the two peoples closer together, but also brought the literature and culture of the East and the West closer together. Babur's work combines not only Eastern and Western literature, but also primary Turkish literature. The secondary also brings long languages closer together. Ultimately, it binds nations and peoples together.

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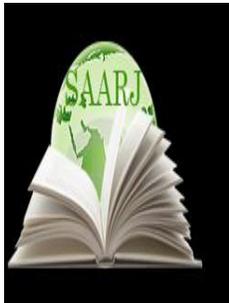
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INNOVATE METHODS ON EFFICIENT TEACHING OF LANGUAGES

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ABSTRACT

The article deals with the issues of organization of innovative methods on efficient teaching of languages with the scientific and point of view. Methodologist scientists said that: national system of education makes students be more intelligent and open-minded. Nowadays we have to give an attention to increase the role of teachers in our life. Mostly, learners have desire but they haven't got any possibility. If we plan the aim absolutely, the result will be higher. Today the specialists who we are teaching are the leaders of this specialty.

KEYWORDS: *Language, Method, Teacher, Student, Learning, Technology, Speech, Process, Word, Intonation, Discussion.*

INTRODUCTION

Nowadays one of the most important functions of educational system's members is preparing youth for every part of life, can develop every part of society, can make intellectual ideas, can self-thinkable, high intellectual capability, and bring up elevated spiritual human.

Nowadays every lesson must be organized through capability of teacher, not the same as traditional come ups, so innovative methods of education must take high role. This type of come ups can create much chance to make lesson through conversation and discussion. To refuse the role of teacher "who gives questions" and the role of student "who tells ready and memorized opinions" is thought one of innovative methods. In this position teacher and student learn reading materials creatively and starts lively conversation by drawing to personal skill.

Materials

When teacher and student works with coexistence, renewed pedagogical skill will may get to expected result. Nowadays main ideas of viewpoints, which are called pedagogics of coexistence creates trust in student. On one of efficient and modern methods of traditional system of teaching is pedagogic of coexistence's important occupation of teacher is an activity of directing. It wants reliable and respected relation to student and recognize themselves to them and find interests and develop capability of getting creation. Difference them teaching methods which have been used since now that only have wanted to give knowledge to student, pedagogics of coexistence thinks knowledge and upbringing are inseparable part, it wants to create personable dignities of student. This type of pedagogic doesn't want that students repeat knowledge like parrot, which is given by teacher, so it wants that every student can reflect through their skill. By this way student wastes his all chance to create personable dignities.

It will be simple position that we draw to different methods to teach Uzbek language. That's why, new educational system needs to make a discussion, seminar lessons, conference lessons and etc. These lessons' advantages and results are thought useful and profitable by methodologist scientists and advanced teachers.

Methodologist scientists said that: national system of education makes students be more intelligent and open-minded. Nowadays we have to give an attention to increase the role of teachers in our life. Because, lesson's result depends on teacher. Student's thought plays the main role in quality of education. It is known that , over the teaching we can shape youth's spiritual appearance. If teacher is so clever and skillful but hasn't got any respect among the students, he can't affect students. Therefore, prominent teachers can make unimpeachable people.

Results

Firstly, we must plan the aim of learning language. It is impossible that teaching language by force. It depends on desire and possibility. If we have desire but haven't got any possibility, result will be less. Mostly, learners have desire but they haven't got any possibility. If we plan the aim absolutely, the result will be higher. Today the specialists who we are teaching are the leaders of this specialty. That's why, they must know language, especially their mother tongue.

Making aims of education, its main methods of teaching, supervising control and verification of knowledge jointly and with dependence is a main part of pedagogical technology.

Pedagogical technology is a systematical method of education. Especially, with this value this method opens new chances for teacher in process of teaching language. To open these chances organizing practical lessons play high role.

Firstly we have to create groups by category. Group A consists of beginners, group B consists of intermediates, group C consists of advanced students. We must create program of every group and mechanism of moving from one group to another. We need make sending materials to know more lexicographical and grammatical themes, have to give lexicographical theme's text in sending material, make up questions about text, find answers to questions, telling the text, analyze the speech, project the review, find new words from another words to enlarge mind of students, organize games through poems.

Pedagogical technology`s important peculiarities will be seen during assigning educational events and reorganizing. For this, to make a design of learning language is very useful way. Because, pedagogical technology consists of pedagogical aims.

It is known that, learning English begins learning sound, syllable and intonation. Learning experiences of super segments and things of intonation are being left out our attention. Scientists emphasized that the most difficult thing during learning language is intonation.

CONCLUSIONS

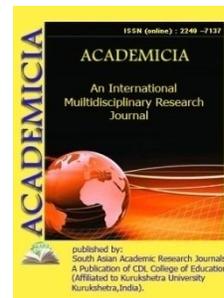
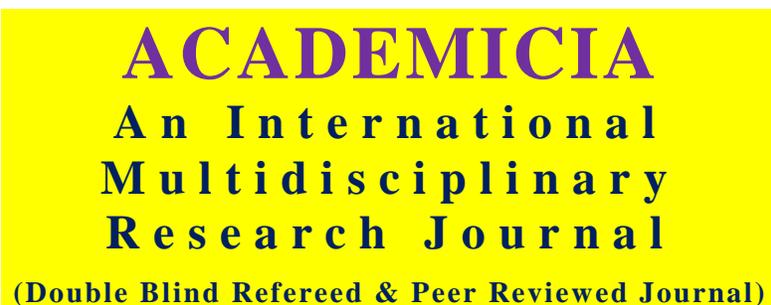
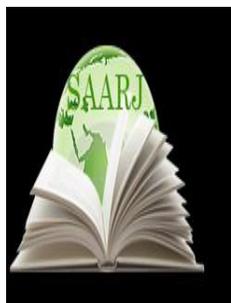
Mostly, student put his mother tongue`s intonation on the learning language`s words. Inconsequence , happens accent. This way, student must know to differ them. At the next stage of learning language, we must give students new words and we have to make a discussion clubs with them .

In consequence:

1. After providing educational progress with advanced methods, procedures and modern pedagogical technologies, teacher will lose his “king” role, and new type of effective teaching methods comes that make student be active and think logically.
2. In educational progressteacher`s whereabouts needs much attention . Result of learning language depends on personal peculiarities too. Only knowledge-able, pedagogical skillful, spiritual prominent teachers can create smart people.
3. Spiritual appearance and scale of though provides significant role in increasing quality of education. As we know, drawing to demands of educational program, teaching knowledge with arrangement learning language we may create spiritual appearance of youth.
4. It may bring up free thoughtful people that have own viewpoint through providing relations between teacher and student with principles of coexistence.
5. It increases chance of organizing lessons with advanced technologies, new theoretical ideas, scientific conclusions.
6. Through increasing of result teaching language, it can bring up perfect people.

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METHODS FOR DETERMINING HOMONYMS IN HOMONYMY AND LINGUISTIC SYSTEMS

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ABSTRACT

As you know, homonymous lexemes differ from polysemous words. Polysemantic words have semantic or formal connections, and homonymous tokens are monosyllabic words with different meanings. Both phenomena are considered an urgent problem in the linguistic processing of texts. In particular, the definition of homonymy is important for translation and analysis in Natural Language Processing (NLP). This article discusses several ways to identify and analyze homonymous forms in Uzbek texts using word combination models.

KEYWORDS: *Homonym Form, Method, Hidden Markov Model, N-Gramma, Model Of Word Combinations.*

INTRODUCTION

Automatic reprocessing of texts is divided into several stages, and one of them is the stage of morphological analysis. At this stage, each word undergoes a morphological description: lemma [1] (base), agreement, government, number, level, ratio, in person, case, gender, and etc. The task of morphological subdivision of words in morphological analysis is complicated by homonyms.

As it is known, homonyms are lexical units in which the forms of words are the same, but their meanings, semantics are different. The phenomenon of survival in automatic reprocessing is found in the following units:

1. Homonymous words are based on the same forms of words, that is, a certain word possesses meanings belonging to one category of words or several categories. For example:

<i>ot(noun)</i>	<i>modal(modal)</i>
<i>Avval birliklarni, keyin o'nliklarni qo'shamiz. – (first we add singular numbers, then tenth numbers, units)</i>	<i>Suv bor joyda hayot bor. Ruchkang bormi? (there is, have/has) where there is water their is life/ Do you have a pen?</i>
<i>ot(noun)</i>	<i>hisob so'z(word used to count)</i>
<i>Kuch – birlikda. (Power is in unity)</i>	<i>Bir necha bor taklif yubordim.(times) – I've sent invitations several times</i>
<i>ot (noun)</i>	<i>ot(noun)</i>
<i>Og'irlik birliklari.Til birliklari Weight unit; language units</i>	<i>Bor – kimyoviy element. – Bor is a chemical element</i>
	<i>fe'l (verb)</i>
	<i>Ishga bormoq. Maktabga bormoq. to go to work, to go to school</i>

In the first column, the word “birlik” (unit) is a homonym within the framework of a series of words: 1) a whole number up to ten; grammar plurals (noun); 2) communion, harmony (noun); 3) a measure taken for the mutual evaluation of quantities of one kind; a terminology specific to the construction of the language (noun).

In the second column, the word “bor” has formed a form belonging to two different categories: 1) mavjud– exist (modal); 2) marta, daf'a, bora– times, folds (accounting word)

2. Suffix homonym-belongs to a different group of additives according to a certain additional function. For example:

-ki	<i>ko'chki, tepki, turtki ustki, ichki, kechki</i>	(ot yasaydi) - forms a noun (sifat yasaydi) – forms an adjective
-(i)ng	<i>uying, kitobing, ishing ko'ring, boring, tayyyorlang</i>	(shakl yasaydi: sintaktik mun.shakli – egalik qo'shimchasi) – makes a form: a form of case (genative case, possessive case) (shakl yasaydi: sintaktik mun.shakli –

shaxs-son qo‘shimchasi)

3. Phrase homonym-phraseological units in which the form, that is, the structure is the same, but the semantics are different.

qattiq shovqin soldi
cried loudly, made a loud noise

– yuksak darajada izzat-hurmat qildi – respect highly

uyni *boshiga ko‘tarmoq*

onasini *boshiga ko‘tarmoq* – carry his mother
on his head (respect highly)

4. Sentence homonymy is a specific sentence which differs according to the purpose or content of the expression.

darak gap – declarative sentence

so‘roq gap – interrogative sentence

*Ishni bajarmadim – I haven’t done the work**Ishni bajarmadim? – Haven’t I done the work?*

Analysis of Source

In the types of homonyms in the Russian language, homonyms, morphological homonyms and lexical homonyms are distinguished by the category of words [2]. It is noteworthy that the grouping of words by morphological and lexical homonyms plays an important role in transformation of natural language.

In morphological homonymy, the words Lemma (base), which belong to one category, are different, but only in certain forms they become the words which make up the homonymy, and are taken into account. For example:

lemmasi *ter*lemmasi *terim*

terim – mening terim(skin – my skin
possessive inflexion)

terim – hosil(havesting)

(-im egalik qo‘shimchasi: I shaxs, birlik)

In lexical homonymy, the word belonging to one Lemma gives different meanings:

ot

bog‘ – to‘dalab bog‘langan holat – pile –
pile of things

*Bog‘lamoq, bog‘lam. Bir bog‘ piyoz – to tie,
to pile. A bunch of onion.*

ot

bog‘ – o‘simlik va daraxtlar ko‘p ekilgan
joy – garden where trees and
pant grow

*bog‘-rog‘, bog‘-bo‘ston;**Uzumini ye, bog‘ini surishtirma.*

- *Garden- prospering garden, flowering
garden*

Morphological and lexical grouping of homonyms is important for lemmatization and stemming processes in text reprocessing for software and systems [3]. Both technologies are focused on finding the basis of a word or phrase,

It is worth noting that the phenomenon of survival is the most urgent issue in the process of automatic reprocessing. Therefore, in NLP, the identification of homonyms and their analysis are specially studied, even several methods have been developed.

Methods

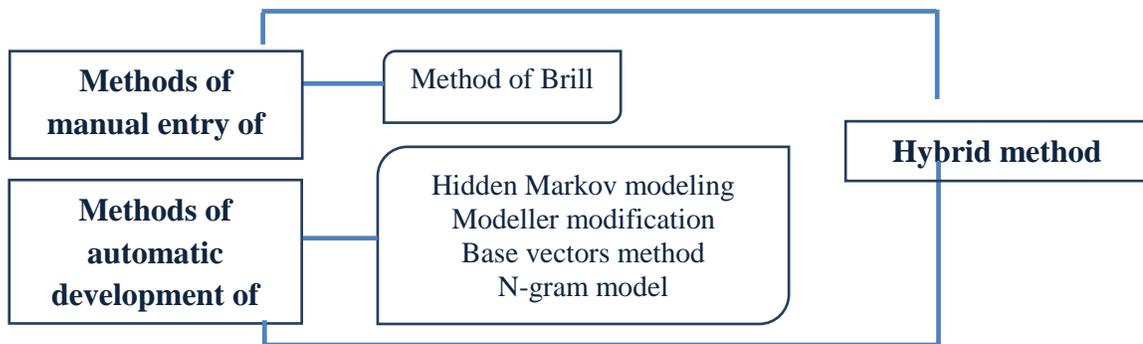
All of the methods for determining homonymy are divided into two groups:

1. Rules-based methods. In turn, they are divided into:

- a) manual input methods of rules.
- b) methods of automatic production of rules.

2. Methods based on statistics.

Each of these groups has its own advantages and disadvantages. As often happens in such situations, combining the characteristics (and advantages) of both groups in one way can show a better result than the results achieved before. Such kind of method is called a hybrid method.



1-chart. Determination of homonymy methods.

Systems that rely on these methods, in turn, make the following groups:

1. Systems based on rules created manually.
2. Systems based on probabilistic models and based on the described corpses.
3. Hybrid systems based on probability models and rules.

To determine the homonymy, each pronoun needs to be "classified", that is, it is connected by its Lemma, a series of words and a set of morphological features that combine into one tag.

Hidden Markov model Baum L.E. and this model, developed by his colleagues [6], helps to take into account the probability of all variants occurring in the statistical process, the statistical method of determining homonymy. For example, if in a certain text words related to the category of the noun meet more often and more often than the connecting, then the homonym present in the same context will be a word related to the category of the noun, not the connecting one with a greater probability, in the next case it will be considered as a connecting. N-Gramm is used to describe the context. N -mama is a mathematical calculation tool that is widely used in automatic

reprocessing of texts. Uzbek computer linguistics S.Rizayev represented letter combinations with the terms bigramm, trigram [5].

N – gramma-represents a sequence of N-identifying elements, such as words or labels. The sequence of two elements-bigramma, while the sequence of three elements is called the trigramma. For example, the **prefix+noun** status is an example of a bigram.

To bring a description of the simple statistical method for determining homonymy and other similar techniques, the following methods are used:

- w_i – a word in the sentence in the i -place, t_i – a pronoun identifier (tag) of this word.
- $(D_{(w)} = \{t_1^w, t_2^w, \dots, t_k^w\})$ all possible set of characters in the word w . This information can be obtained with the help of a morphological dictionary. If the word is not in the dictionary, it can be considered as a noun phrase, as done in the Brill method, but it is necessary to put all possible tags so that the linguistic supply is reliable.
- The number of specific cases in the corpora (n-grams). In there $C(t)$ – the number of T tags; and $C(t_1, t_2)$ – the number of bigrams (t_1, t_2) .
- $C_i(w, t)$ – w the number of words a t tag.
- $F(w, t)$ – The probability that the word w has a tag t . Descriptions are calculated using the following formula:

$$F(w, t) = \frac{C_t(w, t)}{C(t)}$$

- $P(t_i|t_{i-1})$ – this is the state of the probability of the arrival of the t_i tag after the t_{i-1} tag. In this case, when $i = 1$, the t_i tag is the first tag in the sentence. The calculation formula is as follows

$$P(t_i|t_{i-1}) = \frac{C(t_{i-1}, t_i)}{C(t_{i-1})}$$

Based on the Hidden Markov model, as a result of working with the help of the statistical method of determining homonymy, in the sentence with the length n , when $T_i \in D(w_i)$ is $T = \{T_1, T_2, \dots, T_n\}$ the probable sequence of labels is found [7].

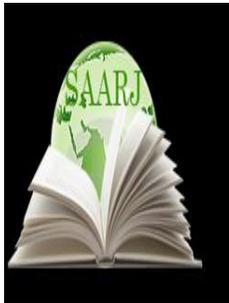
Results

In conclusion, when the methods of elimination of homonymy in the world computer linguistics were studied, the appropriate verification formula of vocabulary in Uzbek texts was created using the experience in this regard. To eliminate homonymy, it is necessary to “classify” each word, that is, it can be compared with a lemma – sentence fragment and a set of morphological features, they are added to one tag for convenience. To study all possible tags, it is enough to find related links to words in the morphological dictionary or use a morphological analyzer such as My Stem, which will help in finding the word tags. After that, it will be necessary to choose only the appropriate tag among several tags.

The optimal linguistic method used in analyzing homonyms will be an important factor in the processes of editing and analyzing texts, machine translation, text processing.

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CRAFT AND TRADE RELATIONS IN EASTERN BEKS OF THE BUKHARA EMIRATE

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ABSTRACT

The article describes the economic situation of the Bukhara Emirate, the economic activity and trade relations of the population of the beks of Eastern Bukhara. This article analyzes the production of handicrafts and the growth of trade relations that led to the development of crafts.

KEYWORDS: *Eastern Beks, Commodity-Money Relations, Trade Routes, Waterways, Agriculture, Handicrafts, Handicraft Associations.*

INTRODUCTION

It is known that the Bukhara Emirate was founded on a monarchical system of government, and the emir was considered the head of state. Bekliks or beks (regions) were ruled by beks and they were subordinate to the emir. The beks were divided into amlaks (districts), and several villages were part of the amlaks. The inhabitants of the Amlaks were ruled by the amlakdars appointed by the bek. And in the villages it was led by aksakals (elders) [1, p.31]. As a result of various political and economic processes taking place in the Bukhara Emirate, sometimes there were changes in the administrative structure.

RESULTS AND ITS DISCUSSION

The population of the Bukhara Emirate paid attention to the development of trade and traded with neighboring countries, such as the Kokand and Khiva khanates, Afghanistan, Iran, India and the Russian Empire [2, pp. 171-176]. There were 9 beks in Eastern Bukhara, 470,000 people lived in them [3, p.9]. One of the problems that tormented these beks was poor transport links. Of course, there were land and waterways leading from the beks of Eastern Bukhara to the center. But these roads were a problem for both the emirate and the tsarist government. The cities of Baysun, Darband, Sherabad and Termez played an important role in trade relations between the Surkhan oasis and the beks of Western Bukhara. The most convenient route in trade relations

between the neighboring beks of the Surkhan oasis, the beks of Western Bukhara, with Afghanistan and India were the roads passing through the ridges of the Hissar mountains. An important role was played by four roads passing through the Gissar ridges [4].

The waterways played an important role in connecting the territories of the eastern beks of Bukhara with the western territories. Boats transported along the river mainly agricultural products, such as grain and cotton [5, p.247]. Under favorable weather conditions, a boat loaded from Saray to Termez (210 versts) sailed with the stream in three days, upstream, usually in 12 days, without cargo in 8 days [6, p. 90]. The Russian Empire strove to use the waterways whenever possible. First, there were fewer robberies on waterways than on land. Secondly, transporting goods by water was relatively inexpensive. The above reasons the Russian Empire paid serious attention to waterways in the first years after the conquest of Central Asia [7, p.331]. The opening of the Amu Darya flotilla was of great importance both for the Bukhara Emirate and for the Russian state. The mutual rapprochement of the Beks played an important role in the development of economic relations between them. The flotilla created an opportunity for tsarist Russia to quickly export raw materials from the emirate, sell more domestic products, and also completely seize the markets of Bukhara [8, p.70].

During this period, the sale of handicrafts in the beksies of Eastern Bukhara was carried out by artisans, brokers and traders in local markets. In the city markets, special rastas were allocated for master craftsmen, handicraftsmen, jewelers, blacksmiths. Also, artisans sold handicrafts in their workshops. Traders who had written permission from the representative of the Russian government in the Bukhara Emirate and the Khiva Khanate could open shops in local markets [9]. They were given permission, in which there was information about the opening of the store and the planning of the sale of which goods in it. The exchange of products was carried out in cash or by bartering a certain amount of goods.

Cities such as Bukhara, Samarkand, Karshi, Shakhrisabz, Denau were the main centers of crafts. Various products created by local craftsmen to meet the needs of everyday life, raw materials, handicrafts made by skilled craftsmen and goods produced by residents of nearby villages were exchanged in neighboring states.

Representatives of this industry produced not only textiles, copper, ceramics, jewelry, silk and silk fabrics and many other handicrafts, bringing their products to the level of works of art, they satisfied the demand of the population for handicrafts and exported them to foreign markets [10, p. 174].

A. Vamberi, a Hungarian traveler who visited the Bukhara Emirate in the 19th century, spoke about the city markets: "... in the eyes of foreigners, markets with a variety of peoples, clothes and customs create a fascinating, dazzling picture" [11, p.36]. According to the researcher A.G. Azamova, the markets of late medieval cities specialized in the sale of certain types of goods [12, p.40].

According to B.Kh. Karmysheva, in the twentieth century in the villages of Sina and Vakhshivor of the BekstvaDenau, Gazarak and Khufor of the GissarBeksies, Passurkhi of the BaysunBeksies, more than 20 varieties of grapes were grown. The local population living in these villages, with semi-sedentary Uzbek livestock breeders and in the nearest markets, exchanged grapes and wheat for products such as wool, meat and dried cheese [13, p.119]. In eastern Bukhara, there were villages with individual varieties of fruits, which were even exported

to large markets in distant cities. For example, the Dashnabad pomegranate was planted in large areas [13, p.121].

A community of artisans was organized in the cities, such a community existed in dozens of guzars of Samarkand, Bukhara, Shakhrisabz, Kitab and Karshi [14, p.116]. In such guzars, mainly individual artisans lived, who were engaged in this or that kind of crafts, and their workshops were located in the courtyards where they lived [15, p.172].

In addition, there was a community of artisans with a separate shop and workshop in the market or next to the stalls. This means that in the development of trade there is a specialization of the community of artisans and the finding of cities closer to retail outlets. Sometimes the production of handicraft products also depended on natural geographic and political processes. Handicrafts are widespread mainly in large cities, as well as in large villages. All branches of crafts had their own professional communities, which were headed by aksakals and controlled the entire production process. The recruitment of apprentices, apprentices, assistants was a rare occurrence, and the secrets of the craft were mainly passed on from father to son.

Due to the large number of mountainous areas in the eastern beks of Bukhara and as a result of the demand for the protection of the beks, the need for the production of weapons increased. As a result, swords, spears, shields, knives, various types of large and small weapons and small objects were produced in the arms workshops. The available iron and coal ores were used in Yurchinsky, Baysunsky, Sherabadskybeks. In Boysunbeksies there were 25 ore-smelting furnaces, in which 50 people worked [16, p.56]. Simple blacksmith tools were made with hard work, and the import of high-quality weapons and blacksmith products, nails, needles, began to displace the products of local craftsmen [17, p.62].

Especially from the 80s of the XIX century - the beginning of the XX century, as a result of the construction of railways in Turkestan, that is, in the territories of the Central Asian khanates, wide access to local markets for Russian goods was opened. Many local craft workshops found themselves in a difficult economic situation.

While the sedentary population, that is, the Chigatais, the takchi were engaged in various branches of the craft, such as: blacksmithing, carpentry, textiles, sewing, pottery, milling, butter-making, weaving, embroidery, embroidery of skullcaps, making footwear, leather dressing, and the semi-sedentary population of the Kungirats, Juzes, Mangits, Sarays were mainly engaged in carpet weaving and preparation of the necessary equipment for the yurt [17, p.61-62].

The sedentary population of the city, with semi-sedentary people living in the suburbs, exchanged goods, along with a large number of handicrafts, animals such as sheep, goats, cattle, as well as the necessary raw materials for the textile and leather industry - wool, leather and various carpet weaving products. In addition, the rural population, who were engaged in agriculture, exchanged the cultivated various melons and gourds, and vegetables, in the form of a commodity, for handicrafts [18].

The cities of the Bukhara Emirate were distinguished by the production of individual handicraft products. For example, pottery was developed in Sherabad because Sherabad clay was better suited for pottery. Tandoors, khums and jugs of Sherabad potters were famous for their strength and grace [19, p.315]. A special place in the processing of iron and leather products was occupied by the city of Boysun, and in the production of jewelry - the city of Denau. Ships and boats of

various sizes were built by local shipbuilders in Chardzhou, Burdalik, Narazim, Kerki, Kelif, Sherabad, Kabadian, Karshibekstvah of the Emirate [20, p.424].

Although the products made by local artisans in the khanates of Central Asia met the needs of the domestic and foreign markets, the living conditions of the craftsmen were in a difficult situation. The reason for this was the lack of financial and practical support for the development of crafts in the emirate.

CONCLUSION

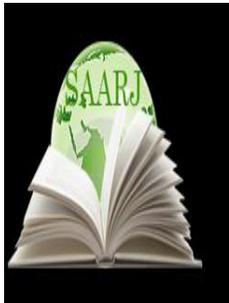
In a word, at the end of the 19th and beginning of the 20th centuries, the growth of the population in cities, the strengthening of commodity-money relations, led to the development of trade. The strengthening of trade relations of the Bukhara Emirate, in particular, the Eastern beks with the Russian Empire and other foreign countries, influenced the production of local handicrafts and stimulated the integration of the beks into the world market.

The growing demand of the population for handicrafts has led in the regions to specialize in various industries. In Eastern Bukhara at the end of the 19th and the beginning of the 20th centuries, the products of local artisan associations, although they were produced in a simple way, could withstand competition at least in part, ready-made industrial products imported from Russia. Handicraft associations existing in the region had their own customs and rituals, which took shape over the centuries.

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PECULIARITIES OF THE MORPHOPHENOTYPE AND CHARACTERISTICS OF THE PHYSICAL PERFORMANCE OF YOUNG FOOTBALL PLAYERS AND THEIR RELATIONSHIP WITH THE GAMING AMPLITUDE

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ABSTRACT

Modern sport on a global scale is characterized by bright competitiveness and sets as its most important task the formation of a scientific and theoretical basis for the fastest and most successful achievement of the peak of athletes' physical fitness. The fulfillment of such a task creates the need for research on athletes with highly conditioned genetic, biomedical and medico-psychological data. This proves the need for continuous and deep scientific and applied research related to the growth of sports success and performance in all sports. The selection of gifted and promising athletes is of particular importance for achieving high results in sports. A number of anthropometric indicators, in particular, the total size and proportions of the body, the soma to type, significantly affecting physical performance, sports activity and the choice of sports specialization, have a high hereditary condition, which, along with psychological, physiological and biochemical factors, creates an opportunity determining the prospects of athletes.

KEYWORDS: *Peculiarities Of Morphophenotype, Physical Performance, Young Football Players, Playing Role, Sports Success.*

INTRODUCTION

Physical performance is the most important component of an athlete's preparedness for competitions and is largely determined by the level of the athlete's functional state (Platonov V.N., 1984; 1997; Polikarpochkin A.N., 2008, 2010, etc.). Physical development is largely due to hereditary factors (genotype), but at the same time, its state after birth (phenotype) to a greater extent depends on the conditions of life and upbringing. In the process of regular physical exercises, various motor skills and physical qualities are formed and improved, fitness gradually develops, characterized by a complex of morphological and functional shifts in the body's activity, improved mechanisms of regulation and adaptation to physical stress, and accelerated recovery processes. Physical development is one of the indicators of the health status of a football player (V.A.Epifanov, 1990). Currently, most sports games can be defined as disciplines of the "mixed energy system" in which effort has discontinuous characteristics involving both aerobic and anaerobic metabolic pathways. In this regard, physical fitness is one of the most important elements that affect the performance of athletes from mixed sports due to the high physical activity due to intermittent activity. Indeed, strength and endurance can be considered the key fitness elements for mixed sports such as soccer, wrestling, and motorcycling. All of these sports have been classified as mixed in terms of their metabolic predominance, thus showing the general multifaceted nature of physical demands, which include aerobic capacity, strength, endurance, strength and agility. However, descriptive studies indicate that the physiological characteristics of an athlete can vary greatly across these disciplines, suggesting that there are different sport-related profiles in terms of the relationship between endurance and speed. Athletes from mixed sports do not have a clear focus on endurance or strength, thus showing wide phenotypic heterogeneity. Genetic factors are generally known to affect sprint / strength and endurance, but only a few studies have examined the relationship between genetic factors and athletic performance in mixed athletes [13,19,37,38,39,47].

The study of morphophenotype indices in football players, in particular the Erisman, Livi, skeleton indices in general, and depending on their playing role. The human constitution and its morphological expression - the somatotype serves as a determining factor in many physical and mental manifestations of human life. Constitution is the integrity of morphological and functional characteristics of an organism, formed on the basis of hereditary and acquired properties of the organism (BA Nikityuk, 1991, 2000). This proves the need for continuous and deep scientific and applied research related to the growth of sports success and performance in all sports. One of the main theoretical and applied biomedical problems of physical culture and sports medicine is a problem sports selection, the development of the theory of which determines the level of sports achievements and sports science in general. In our country, large-scale measures are being taken to radically improve the sports movement among the population and, in particular, to support the development of physical culture and sports among the children and youth contingent, where sports selection is mainly carried out.

The selection of gifted and promising athletes is of particular importance for achieving high results in sports. According to R.N. Dorokhova [30, 31], sports morphologists and anthropologists currently face the challenge of finding new criteria for selection, orientation and improvement of the training process. Achieving high results in any kind of activity depends on many factors, the main of which is the maximum correspondence of individual characteristics of a person the requirements of the chosen specialization. In this regard, taking into account the

requirements of a particular sport for the human body is the most important condition for the education of highly qualified athletes [28, 29, 46]. A number of anthropometric indicators, in particular, the total size and proportions of the body, somatotype, significantly affecting physical performance, sports activity and the choice of sports specialization, have a high hereditary condition, which, along with psychological, physiological and biochemical factors, creates an opportunity to determine the prospects of athletes.

Each sport has specific requirements for the athlete's physique. In addition to determining the so-called total body dimensions, it is necessary to investigate the ratio of individual links (kinematic pairs and chains), since they determine biomechanical adaptability to the implementation of the main "working movements" [32]. It is known that in case of insufficient biomechanical compliance with a sport, one has to use the compensatory capabilities of the organism, which requires additional energy capabilities [33]. Among the many indicators of the individual characteristics of the body of athletes, anthropomorphological signs are of great interest, since they can determine the manifestation of strength, speed, endurance, etc. [40, 42]. The emergence of a new scientific discipline - sports anthropology was due to the need to study the patterns of changes in the morphological and functional characteristics of athletes in connection with sports achievements. Anthropometric measurements allow obtaining objective data on important morphological parameters of the body - length, mass, chest circumference, etc. They are the basis of somatometric methods for studying human physical development [41, 45]. The data of many studies in different countries of the world show that height, body weight and other morphological indicators play an important role in human physiology, his health directly depends on these indicators [2, 15.34].

Football is one of the most popular sports in the world. The game requires a high level of skill and resilience, and the participants strive to show specific physical and physiological characteristics. [26, 28, 50]. During the game, exercises that are different in nature, power and duration are alternated in different sequences and proportions at different intervals. The intensity of physical activity during the game ranges from moderate to maximum [36, 43]. The main part of a football player's workload is work of a high-speed-strength nature of sufficiently high power, which requires a high level of general, speed and special endurance [37]. The need to develop and improve this entire set of qualities is precisely the main difficulty of organizing and conducting the training process in football [35]. A retrospective analysis of anthropometric indicators shows an increase in the total body size (length and body weight) of football players at the present stage of football development [21,43].

In team sports, including football, there are three main components that affect the final result of the match: physical condition, technical readiness and the ability of football players to implement the tactical model of the fight [12]. The running speed of a football player depends on the level of his physical fitness [14]. In football, periods of moderate and high activity alternate, therefore the players are required to be quick, strong and endurance [11]. The high level of development of speed-power qualities among the players allows them to perform higher jumps, strong strikes, effectively take the ball away from the opponent and make sprint dashes [7]. The high demands of sports impose a constant need to monitor all parameters that are important for every achievement in sports [16,27, 30, 31]. Along with physiological, biomechanical and psychological variables, all morphological variables are of significant importance. The anthropometric method, which uses measurable body surface values applied in the equations

needed to calculate body composition [49], is very often used in assessing all morphological aspects of football players [6, 18, 21, 22].

One of the classification signs is morphological and functional status as a flexible criterion for sports orientation and an informative indicator of the individual development of the organism of children and adolescents, the types of their adaptive reactions and their state of health in general.

The morpho-phenotype of the constitution (somatotype, somatic type, body type) is the most accessible to research, relatively stable in ontogenesis and genetically determined characteristic of the integrity of the organism. Recently, in our country, the method for determining the somatotype of R.N. Dorokhova (1985, 1991). In the studies of R.N. Dorokhov's constitutional diagnosis is based on the priority of morphological features, and the constitution itself is considered as a set of general and particular constitutions. The somatotype is understood as the equivalent of the term "constitution". Therefore, studies of the characteristics of the human somatotype, which are significantly reflected in the future on football players, do not lose their relevance. The influence of sport on human body length cannot be considered proven, while the influence of body length on athletic performance (both in a positive and negative sense) is beyond doubt. The proportions of the body parts of football players differed from those of non-athletes, even depending on the age periods. So, if among people involved in football, 73% of young men and 79% of men in the first period of adulthood have a normosthenic body type, then among people who do not go in for sports, this body type was 63% in boys and 51.2% in men of the corresponding age [6]. Moreover, with a normosthenic physique, young men and men who go in for sports have a "shift" of the Pignet index towards asthenic physique compared to people who do not go in for sports [8]. Research by E.V. Morozova [44] showed that in these same persons the angle of active flexion in the knee joint of football players is less than that of their peers from the comparison group. The revealed decrease in the angle of flexion in the knee joint [48] may be due to increased muscle tone of the lower limb and, first of all, the quadriceps femoris muscle, which, according to A.S. Lobova [36], often found among football players.

The capabilities of football players are related to the effectiveness of various energy-relative systems [7,10,20]. Throughout the season, players perform intensive programs with multiple goals of increasing strength, power, speed, speed endurance, speed, aerobic fitness, and playmanship [4,5,10]. In fact, despite the prevailing patterns of activity in the game that are aerobic in origin, the most deterministic indicators of the match result depend on anaerobic mechanisms [23]. This is quite natural, since the most intense periods of unfavorable match scenarios are associated with periods of high mechanical and metabolic stress. In fact, recently developed match analysis methods provide evidence to support the belief that the neuromuscular demands of training and competition are higher than originally intended (eg, acceleration / deceleration) [7,24] and further support the view that strength is critical to performance high-level athletes. In addition, there is evidence supporting an association between team success and jumping ability (eg CMJ and SJ) [1, 16]. Thus, starter football players demonstrate higher strength and power performance capabilities than non-starters [14], and their greater neuromuscular capabilities are associated with physical parameters related to the game and low development of fatigue during the match [12,20]. In addition, after a period of match overload, players with longer playing time on the field achieve better scores in certain neuromuscular parameters (CMJ, height and contact of a falling jump) than players with a shorter game duration, although this result was still of low statistical significance [5.9]. Despite the obvious

limitations and universal agreement on the importance of aerobic fitness in football, these observations suggest that anaerobic power is the so-called "space grab" from aerobic power in relation to football performance [7,23]. The presented facts well illuminate the role of neuromuscular exercises in the process of football training and assume the competitive performance of football programs, since they are competitive by nature. In fact, physiological systems associated with endurance development are usually targeted at any kind of match competition, friendly play, tactical drills, ongoing technical training that often involves frequent movement and / or small lateral play drills performed during a 90-minute soccer competition / training session. sessions [10, 12, 17, 23, 25].

Thus, in order to train professional football players, it is necessary to control their physical fitness. The given data allow us to say that body sizes and their ratios, if not determine, then in many respects contribute to the achievement of sports results.

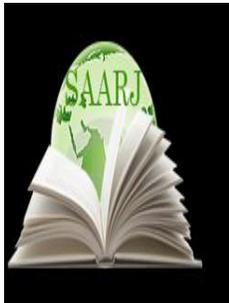
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PROGRESS IN THE STUDY OF THE PATHOGENESIS AND DIAGNOSIS OF HYPERTENSION

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ABSTRACT

In recent years, there has been a tendency to "tighten" the criteria for the diagnosis of hypertension. So, experts from the unifying national committee (ONC) for the identification, assessment and treatment of high blood pressure (USA, 1993) recommended diagnosing hypertension with a high blood pressure of more than 140/90 mm Hg. and highlight 4 stages. In 1999, recommendations of the World Health Organization (WHO) and the International Society of Hypertension (SAG) for the treatment of hypertension were published, which provide a new classification of hypertension. According to this classification, it is necessary to determine the degree of arterial hypertension, as well as stratify the risk of developing cardiovascular complications to assess the prognosis.

KEYWORDS: *Arterial Hypertension, Diagnosis, Risk Factors, Classification Of Arterial Hypertension.*

INTRODUCTION

Arterial hypertension (AH), in terms of its medico-social and economic significance, is one of the leading human pathologies, characterizing the global spread, a high level of cardiovascular complications and mortality (R.G. Oganov, 1999; M.S. Tozhiev et al., 2000; V.A. Drobyshev et al., 2002; N.U. Makhkamova, R.Sh. Mamutov, 2006; WBKannel, 2000). According to MK Tundybaev (2007), hypertension is the most common chronic pathology among the adult population, the prognosis of which is largely determined by the degree of hypertensive damage to vital organs [1,5,10,15,16].

In economically developed countries of the world, the proportion of the incidence of hypertension is on average 20-30%, and in the age group over 50 years old - 60-65% [M.Sh. Nasyrova et al., 2008]. If in 2000 the prevalence of hypertension worldwide among people over

20 years old was 26.4% or occurred in 972 million people, then according to the forecast of WHO experts, by 2025 it will reach 29%, which is 1 billion 56 million people [M.R. Eliseeva, 2006].

According to the Specialized Center of Cardiology of the Republic of Uzbekistan, the prevalence of hypertension among the urban population of Uzbekistan is 26.6%, among the rural population - 14.4%, including 12.6% of men and 15.7% of women [A.G. Gadaev, Sh S. Gulyamova, 2007].

Arterial hypertension is diagnosed in one in four of the adult population, is one of the leading causes of disability and mortality in many countries of the world, and patients with high blood pressure (BP) are at a significantly higher risk of stroke, coronary heart disease (CHD), other CVD and renal failure [F.A.Zakirov et al., 2007].

According to B.A. Sidorenko et al. (1999), in persons with hypertension, IHD develops 3-4 times more often and acute cerebrovascular accident 7 times more often. Within 7 years, 25% of patients with hypertension develop acute myocardial infarction [VN Ardashev et al., 2004]. At the same time, the share of these diseases among the causes of death in the group of patients with hypertension is 83.5% [L.A. Alekseeva et al., 2002]

It was found that the average age of the onset of high blood pressure is 30-40 years of patients [VB Simonenko et al., 2007]. At the same time, it is known that the clinical signs of hypertension, as a rule, "lag behind" the increase in blood pressure, and 30-40% of patients with hypertension do not know about their disease [Yu.Ya. Varakin et al., 1996]. Therefore, the average age of newly diagnosed hypertension shifts to 40-50 years. This requires attributing patients with even a slight increase in blood pressure to groups at high risk of cardiovascular complications.

95% of patients suffering from increased blood pressure refer to patients with primary (essential) hypertension and only 5% suffer from secondary (symptomatic) hypertension [M.Sh. Nosyrova et al., 2008].

According to T.A. Syavineseka et al. (2008), almost all currently existing concepts consider hypertension as a disease of violation of regulatory mechanisms (E.E. Gogin, 1997 and M.S. Kushanovsky, 2002). All of them, to one degree or another, accurately describe the development of hypertension, but none of them provides an answer to the most important question why does hypertension arise? In this regard, since the beginning of the 90s, great hopes have been pinned on the achievements of the rapidly developing molecular genetic technology. A gene whose expression product can directly or indirectly participate in the development of pathology is called a candidate gene. These genes include genes for angiotensin II receptors type 1 angiotensin II, angiotensin-converting enzyme (ACE), β -adrenergic receptor subunits, nitric oxide synthase, proteins involved in the transport of sodium ions across the membranes of the renal tubules, etc. The nature of gene defects and their combinations is obviously not the same in different patients. The most studied ACE is a zinc containing protease that catalyzes the conversion of angiotensin I to angiotensin II. The ACE gene is mapped to chromosome 17q 23. The presence or absence (division / insertion; D / I) of the 287 bp fragment in the 16th side of the gene is used as a marker of ACE gene polymorphism. Structural polymorphism at this locus is called insertion-deletion (I / D), which is characterized by the Mendeleev type of study. The presence of the D allele is associated with a higher amount of circulating ACE (from 14% to 50%) and a higher activity of the tissue enzyme. Carriers of the I / I genotype have the lowest level of the enzyme, the I / D

genotype is characterized by intermediate levels of ACE (G.A. Savinskaya et al. 2008). No specific genetic dominants responsible for the development and formation of hypertension have been established (Sirozhiddinova N.Z. et al., 2007). Genes involved in the regulation of water-salt metabolism in the kidneys are of particular interest, since impaired renal function and sodium reabsorption are associated with an increase in blood pressure. In particular, the genes encoding the b, -c, -d subunits of adducin can serve as an example (N.Z. Sirozhidinova et al., 2007; J.M. Saavedra, 2005). Adducin is expressed in all tissues and is involved in multiple functions, including cell movement and synaptic transmission (Y. Matsuoka et al., 2000). The role of adducin includes the stimulation of the activity of Na⁺ -K⁺ -ATP-ase, a key enzyme of Na transport through the renal tubules (Ferrandi et al., 2000).

According to Brigov A.N. et al. (2006), one of the main roles in the pathogenesis of hypertension is the hyperactivity of the sympathetic nervous system (A.N. Britov et al., 2006). This is proved by numerous studies of catecholamines in blood plasma, as well as by recording the activity of peripheral nerve fibers (G. Grassi et al., 1998). Moreover, several possible mechanisms of the formation of hypertension are considered: the central nervous mechanism of changes in ion exchange, impaired endothelial function, oxidative stress, along with the study of the importance of electrolyte metabolism in the pathogenesis of hypertension, there is growing interest in the role of trace elements (ME) in the development of cardiovascular diseases. There is little information that copper (Cu), zinc (Zn), iron (Fe), are integral parts of various enzymes, can have a significant effect on the development of hypertension, while the point of application of the action of ME is considered to be their effect on the functioning of pro- and antioxidant systems (A.R. Antonov et al., 2006; M.G. Yakobson, 2000).

In recent years, there has been a tendency to "tighten" the criteria for the diagnosis of hypertension. Thus, experts of the Joint National Committee (NOC) for the detection, assessment and treatment of high blood pressure (USA, 1993) recommended diagnosing hypertension with an increase in blood pressure of more than 140/90 mm Hg. and distinguish 4 stages. In 1999, the recommendations of the World Health Organization (WHO) and the International Society of Hypertension (ISHP) for the treatment of arterial hypertension were published, which provided a new classification of arterial hypertension. According to this classification, it is necessary to determine the degree of arterial hypertension, as well as to stratify the risk of developing cardiovascular complications to assess the prognosis[4,8,9].

Establishment of the "true" degree of blood pressure increase is possible only with newly diagnosed or untreated arterial hypertension. The blood pressure level is assessed based on the average values of at least two blood pressure measurements during at least two visits at intervals of 2 months. after the first detection of high blood pressure. The new classification of blood pressure levels has fundamental differences from the previous classifications [3,7,12,13]. The first important feature of the new classification is the identification of several categories of normal pressure, i.e. those values that cannot yet be called arterial hypertension (blood pressure <140 and 90 mm Hg). Distinguish between optimal, normal and high blood pressure. It is well known that there is a direct link between blood pressure levels and the risk of cardiovascular disease. Even in the range of normal blood pressure values (systolic <130 mm Hg, diastolic <85 mm Hg), those with the lowest blood pressure have a definite, however, the lowest risk of developing cardiovascular diseases. The second important feature of the new WHO classification of hypertension - ISHP (1999) is the rejection of the previously used (WHO, 1993) terms based

on the value of diastolic blood pressure: mild (90-104 mm Hg), moderate (105-114 mm Hg) and severe (more than 114 mm Hg) forms. The refusal to use these terms is due to the fact that they often do not correspond to a long-term forecast. To characterize the degree of blood pressure increase in patients with arterial hypertension in the new classification, it is recommended to use the terms degree 1, degree 2, degree 3 of the disease instead of "stage", as it was in the WHO classification in 1993 (A.N. Okrokov, 2003).

The goal of modern antihypertensive therapy is cardiovascular protection, leading to a decrease in cardiovascular morbidity and mortality. Early diagnosis of hypertension is of great importance, allowing for an effective effect before changes occur in target organs, which can lead to the death of the patient (VT Ivashkin et al., 2001).

Until recently, the diagnosis of hypertension was made in those cases when, upon repeated measurements, systolic blood pressure (SBP) was at least 160 mm Hg. or diastolic blood pressure (DBP) of at least 95 mm Hg. These recommendations were based on the results of a single-stage survey of large groups of the population, while hypertension was defined as a condition in which the blood pressure level exceeds the average value of this indicator in a given age group by a value greater than twice the standard deviation [2,6,11,14,16].

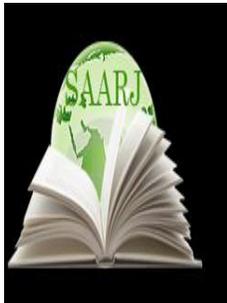
In the early 90s, the AH criteria were revised towards their tightening. According to modern concepts, hypertension is a persistent increase in blood pressure (SBP above 140 mm Hg or DBP above 90 mm Hg). In people with increased emotionality, as a result of a stressful reaction to the measurement, overestimated data may be recorded that do not reflect the true state. As a result, misdiagnosis of hypertension is possible. To avoid such a condition, which has received the name "white coat syndrome" in the medical literature, rules for measuring blood pressure have been developed. Blood pressure should be measured with the patient sitting after 5 minutes. rest 3 times with an interval of 2-3 minutes. True blood pressure is calculated as the arithmetic mean between the two closest values. HELL below 140/90 mm Hg It is conventionally considered normal, but this level of blood pressure cannot be considered optimal if we take into account the risk of subsequent development of coronary artery disease and other cardiovascular diseases. The optimal blood pressure level from the point of view of the risk of developing cardiovascular diseases was established only after the completion of several long-term studies that included large groups of the population. The largest such prospective study was the 6-year MRFIT study (Multiple Risk Factor Intervention Trail, 1986). It involved 356,222 men aged 35 to 57 years without myocardial infarction in the prognosis. Analysis of the data obtained showed that the 6-year risk of developing fetal ischemic heart disease is the lowest among men with baseline DBP below 75 mm Hg. and SBP below 115 mm Hg, mortality from coronary artery disease is increased with DBP levels from 80 to 89 mm Hg. and SBP from 115 to 139 mm Hg. which are conventionally considered normal. According to Khodzhimetov A.K et al. X-ray ultrasound methods also play a significant role in the diagnosis and assessment of the effectiveness of treatment of patients with hypertension. The use of methods of X-ray ultrasound studies, along with clinical and biochemical studies, made it possible to identify the initial signs of hypertension and to carry out the treatment complex in dynamics (A.K. Khojimetova et al., 2008). The greatest difficulties arise in the diagnosis of the initial stage of hypertension. This is due to the lack of motivation in patients who feel healthy and ignore the need for in-depth examination. With the wider use of the methods of daily monitoring of blood pressure (ABPM) and self-monitoring of blood pressure (SAD), new criteria for the diagnosis of hypertension have

emerged. ABPM allows you to identify the individual characteristics of the daily blood pressure profile, to assess the pressure load, which reaches its maximum values in people with LVH. The ABPM and ECHOEG methods make it possible to objectify the diagnosis of hypertension, significantly reducing the examination time (E.D. Dokina et al., 2008).

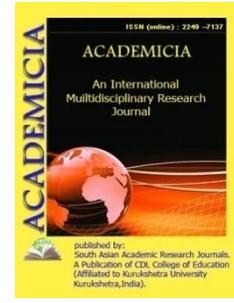
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**HEALTHCARE SYSTEM IN THE SURKHANDARYA REGION:
REFORMS AND RESULTS (ON THE EXAMPLE OF THE KUMKURGAN
DISTRICT)**

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Abstract

This article describes the progress of reforms in the healthcare sector over the years of independence in our country and in the Surkhandarya region, in particular in the Kumkurgan region, and changes in the field of regional (district) medicine. They also analyzed issues such as the fact that problems in the field of medicine are solved through the reforms carried out over the years of independence.

KEYWORDS: *Health Care System, Medical Sphere, Reforms, Doctors, District Medical Association, Rural Medical Centers.*

INTRODUCTION

In the first years of independence, significant work was done to improve medical services to the population, the necessary logistics for the medical sector were created, and modern medical complexes appeared. One of the important strategic tasks in the current pandemic is to radically improve the quality of medical services provided to the population in our country, to provide the health care system with potential personnel, to implement comprehensive measures to improve the material resource capacity of medical institutions. Speaking at the 75th session of the UN General Assembly, President Sh.Mirziyoyev said: "From the first days of COVID-19, we have focused all our efforts and resources on curbing this dangerous disease and, most importantly, saving lives. Social protection and health care systems are being sharply strengthened to mitigate the negative effects of the pandemic"[1].

Methods. The article is based on generally accepted methods - objectivity, historical analysis, comparative and logical analysis, chronological sequence, the principles of objectivity, and

describes the changes in health care in Kumkurgan district of Surkhandarya region during the years of independence.

Results. Indeed, in our country, as in all spheres of society, radical reforms have been carried out in the health care system, and more than 170 legal documents on health care reform have been adopted [2]. In this process, important projects are being implemented to further improve medical and preventive care, patronage care, improve the quality of emergency and specialized medical care, provide the population with cheap and quality medicines, and develop private medicine. In particular, it is no exaggeration to say that the decree of Sh. Mirziyoyev dated December 7, 2018 "On comprehensive measures to radically improve the health care system of the Republic of Uzbekistan" [3] opened a new era in the development of medicine in our country. As a result of these reforms, a number of important changes are taking place in the medical field in Surkhandarya region.

Specialized clinics equipped with modern medical technologies and techniques play an important role in the health care system of the region. The fact that they have highly qualified specialists, performing complex and unique operations around the world, saving people's lives and adding life to their lives is a practical manifestation of our reforms in this area. The role and importance of a wide range of "Family Centers" in the health care system, which regularly monitors the health of expectant mothers and serves the birth of healthy children, is growing.

If in 1991 the maternal mortality rate was 65 per 100,000 women, by 2006 this number had dropped to 24. Infant mortality dropped from 35 per 1,000 babies to 14 by the end of 2006. Life expectancy also increased from 67 years to 72.5 years. All this was the result of measures aimed at protecting human health and improving living conditions [4, p. 44-45]. Also, as a result of large-scale work on the prevention of infectious diseases in the mid-1990s, only in Surkhandarya region there were no cases of polio, typhoid, tetanus, anthrax and highly contagious diseases (plague, etc.). Salmonellosis decreased by 42%, diarrhea by 1.8 times, and viral hepatitis by 1.6 times [5, B.8].

In addition, in many cities in the region (mid-1990s), 60 percent of medical facilities were located in adapted buildings, so the ability to fully organize treatment was limited [6, p.261].

Given that 58-59% of the patients treated in hospitals each year are from rural areas, they have started to establish rural medical centers. Health care in Surkhandarya region was further improved in 1999-2000, and Presidential decrees and resolutions of the Cabinet of Ministers were consistently implemented. As a result of the provision of medical facilities with equipment, in particular, the establishment of contacts with the German company Simiens, 2 X-ray diagnostic devices of the model "Syroscope TsX" were installed. Artificial kidney hemodialysis, a filtration apparatus that filters blood and delivers moc fluid to the human body, several dozen autoclaves, a cardiomonitor, a dental complex have been commissioned [7, p. 374-375].

If in 2017, 7.1 trillion soums were allocated to the medicine industry, then in 2019, 12.1 trillion soums were allocated. Also, the amount of funds allocated for medicines and medical equipment and the construction of medical facilities has tripled. Recently, much attention has been paid in our country to medical prevention. Currently, in this direction in the service of the people 1793 outpatient clinics, of which 817 rural medical stations, 798 rural family polyclinics, 178 city family polyclinics [8, pp. 168-172].

By the 2000s, the number of rural outpatient clinics was 111, the number of paramedic and obstetric centers was 548, and the number of rural medical centers was 100 [9, p. 582-583].

In 2005, 4,020 doctors and 18,073 nurses worked in the treatment and prevention facilities of the regional health department, of which 587 were highly qualified specialists. In 2005, in order to develop the material and technical base of health care facilities, medical equipment and devices worth 1 billion 92 million soums were imported [10, p. 74].

DISCUSSION

In 1991-2019, the health care system was improved, the quality of medical services provided to the population was improved, and great attention was paid to children's sports, incentives for medical workers and social workers.

One of the main issues identified in the program for the organization of guaranteed free medical services to the population is the provision of emergency medical care (EMERCOM). For this purpose, in 2000 in Kumkurgan district was opened the Department of Emergency Medicine (EMA) for 30 beds. In order to prevent tuberculosis in the district, 10 mln. 2 DOTS laboratories equipped with medical equipment worth UZS 1 billion were formed. In order to create favorable conditions for the treatment of the rural population, 115-bed day hospitals were established at the outpatient clinic [11, p. 216].

During the years of independence, modern medical facilities were built and renovated to provide medical services to the population of the oasis. The following examples show the share of the number of hospitals operating in the provision of services to the population and the level of service. In 2009-2016, along with improving the quality and efficiency of treatment and prevention work under the district medical association, the construction of new treatment centers and the complex repair of existing ones was accelerated. In particular, for the construction of a new building of the District Infectious Diseases Hospital - 1714284.0 soums, for equipment and facilities - 274200.0 soums; 985818.0 soums for construction of Obakli and Karsokli rural medical stations, 46819.255 soums for equipment; For construction and repair works of the multidisciplinary central polyclinic - 729637,0 soums, for equipment 157300,0 soums; 4314221.0 soums were spent for the repair and construction of additional buildings of the district medical association, 491053.0 soums for equipment, 7740960 soums for the construction of the district medical association, 969372.250 soums for equipment and facilities [11, B. 216], created favorable conditions for public health, treatment and positive work has been done.

The number of hospitals in Kumkurgan district was 7 in 1992, 7 in 1995, 8 in 2000, the number of hospital beds was 1075 in 1991, 580 in 1995, 360 in 2000, the number of doctors in medical institutions was 213 in 1991 and 210 in 1995. , 254 in 2000, the number of secondary medical staff in medical institutions was 687 in 1991, 739 in 1995, and 870 in 2000 [11, p. 217], they took an active part in public health work and formed a modern service.

The medical association of Kumkurgan district works on the basis of state programs for the health of the population of the district, equips modern medical facilities in accordance with international standards, increases the number of medical staff, effectively uses the medical experience of developed countries and provides diagnostics. The district hospital is fully equipped with modern medical equipment developed by countries such as Japan, Korea, Germany, USA, France, India and Russia in 2010-2015 [12], constantly improving the skills of medical staff and introducing new types of treatment.

As part of the investment program, the department of infectious diseases for 40 places in the district was reconstructed and fully equipped for 1 billion 741 million soums. In 2012, the building of the 40-bed therapy and 20-bed children's department was completed for 2 billion 18 million soums, fully equipped and the existing buildings were overhauled for 2 billion 100 million soums. In Azlarsoy, Kindiktepa, Mehrabad, Elobod, Khalkabad, Arpapoya mahallas in 2013, within the framework of the Investment Program, a multidisciplinary central polyclinic was built for 7 billion soums. 481 million soums, Oboqli rural medical center - 399 mln. soums and Korsakli rural medical center was rebuilt for 660 million soums [11, p. 218].

The Council and working groups for the prevention of iodine deficiency diseases were established under the auspices of enterprises, institutions and public organizations, self-governing bodies of Kumkurgan district. On the basis of the decision of the district hokim No. 190 of October 29, 2005 No. 425 "On the establishment of the Coordination Council for the prevention of iodine deficiency diseases in the district" [11, p. 219].

With the decision to improve the development of the private sector of the health care system in 2017-2019, the number of medical specialties that can be engaged in private medical institutions in the country has increased from 50 to 126. In particular, a private joint medical clinic with the Indian government was established in Kumkurgan district [13, p. 171]. These huge reforms in the region are aimed at further strengthening the health of our people, and these reforms will certainly continue in the future.

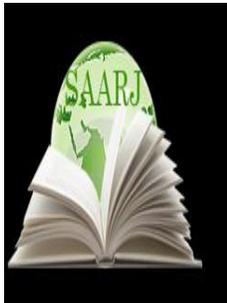
CONCLUSION

In short, the ongoing reforms and changes in the health care system are aimed at improving the health of the population, the quality of medical services in all regions of the country, and targeted government programs in this area serve to develop the sector. Reforms in the field of social life are bearing fruit. It should be noted that in recent years, a number of pressing issues in the field have been considered. In particular, the quality of coverage of systemic patronage services in rural areas has been improved, the material and technical base of primary health care facilities has been strengthened, and their cooperation with inpatient facilities has been ensured.

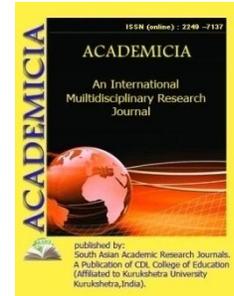
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ROLE FORMATION OF ECOLOGICAL THINKING AND EDUCATION IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This article discusses the relevance of environmental education and upbringing in the minds of university students, as well as the steps that need to be taken to solve these problems. On the territory of the university there should be an experimental garden, a plot with flowering ornamental trees and shrubs. On this experimental site or in the garden, work is underway to preserve, preserve and care for the pupils. Fostering love for nature, the ability to use it correctly and consciously is the basis of environmental education and environmental culture, fostering in people a sense of responsibility towards nature.

KEYWORDS: *Students, Environmental Education and Upbringing, Environmental Protection, Environmental Education.*

INTRODUCTION

“Environmental education is the formation of a person's conscious perception of the natural environment, the conviction of the need to respect nature,” the ecological dictionary explains. In other words, not burdened with scientific terminology: an ecologically educated person understands that nature is as much a living being as he is. Its powers are great, but not unlimited. One of the essential directions in the formation and education of civic consciousness among young people should be environmental education, the formation of responsibility for the purity of their native land, intolerance to manifestations of ignorance and lack of culture in relation to nature. It is difficult to overestimate the importance of ecological education in the issue of upbringing a real person: we encounter nature in the earliest childhood; it is she who is the first teacher, the main component of our character and personality. The first basic understanding of environmental education and training begins in high school. But for some reason, work in this direction in higher education lags behind. To overcome this problem, it is necessary to develop

the following strategies for the formation of environmental education and upbringing of students, namely:

1. Teach students in the spirit of love and aesthetic enjoyment of the beauty of nature.
2. To give knowledge about the laws of development of living and inanimate nature, complex relationships between nature and society, as well as the consequences of human activities for nature.
3. Education of ecological culture among students.

The upbringing of the ability to love nature, to use it correctly and consciously is the basis of ecological education and ecological culture, it creates in people a sense of responsibility towards nature. It all starts with love for the Motherland and patriotic nature. Therefore, it is impossible to educate students in the spirit of patriotism without creating in them a true sense of love for nature. Staying in the arms of nature refreshes a person spiritually, increases his efficiency and creative activity [2].

The problem of nature protection, as mentioned above, is a complex, multifaceted problem, and its pedagogical aspect is one of the most important.

It is necessary to instill in children the ideas of love for nature, love for natural beauty and rational use of nature, and continue this education in the process of education in middle and high school. This is the only way to instill in the minds of people a respectful attitude towards nature. [3,9,10].

The feeling of love and care for the nature of students is brought up in the family and at school. Well-known progressive teachers in their works emphasized the need to start raising children in the spirit of love for nature, for example, the famous teacher Ya.A. Comenius, who lived in the 17th century, wrote the book *Expressing Significant Things in Pictures*. [1,13,14]. This book is an encyclopedia, understandable for children and written in such a way as to help children to love nature and get acquainted with its life and structure.

In the protection of nature, an important role is played by the goals of mankind - humanism, that is, to do good and take care of people. [5,7,11,12]. All renowned teachers emphasized the importance of educating students in the spirit of humanity and nature from an early age.

To overcome such situations, it is important to conduct nature excursions with students after school hours. On such excursions, it is necessary to collect various materials on nature protection, carry out explanatory work, acquaint students with animals and plants useful for humans [4, 8]. It is necessary to show by examples that negligence harms nature. Students should be told that planting useful seedlings and creating artificial bird nests is a means of augmenting natural resources.

It is also important to show short environmental films in universities. Art, paintings, poems and stories about nature and its beauty also instill in students a sense of a good relationship with nature.

On the territory of the university there should be an experimental garden, a plot with flowering ornamental trees and shrubs. On this experimental site or in the garden, work is underway to preserve, preserve and care for the pupils. The primary organization of the conservation society

should be created in universities, and students and teachers should become its members [6]. Special evenings dedicated to nature protection should be held, during which reports and talks should be held on the topics "Nature protection", "Society and its affairs", "Reserves of Uzbekistan and their activities".

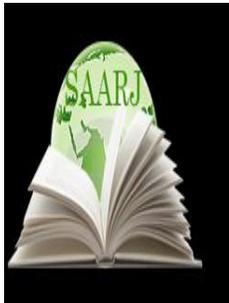
CONCLUSION

Fostering love for nature, the ability to use it correctly and consciously is the basis of environmental education and environmental culture, fostering in people a sense of responsibility towards nature. We can say that the highest level of human thinking is ecological thinking. Since a person understands himself and improves his attitude to the environment, that is, to foresee the consequences of any action that may adversely affect nature in our daily life, and to act accordingly, have the appropriate knowledge and skills, each of us is an integral part of nature. we must not forget that we are part of it and its saviors. Therefore, the development of ecological thinking of listeners and students at all stages of education should remain a sacred duty of each of us to nature.

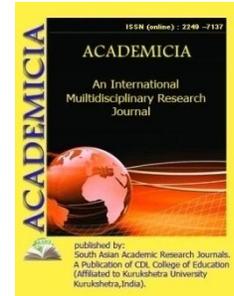
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COMPONENTS OF POLITICAL CULTURE IN POLITICAL PROCESSES

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ABSTRACT

The article analyzes the scientific approach to the study of political phenomena as components of political culture in political processes, the issues of clear classification of their components, interaction and identification of manifestations. It has been studied that in our modern society the political culture of the population is changing rapidly, there is a growing need to determine its formation, peculiarities and scientific analysis of the manifestation of its various components and changes in modern conditions. Components of political culture, such as political psychology, political consciousness, political ideology, on the one hand, the emotional attitude of members of society to politics, values, attitudes that affect political behavior, and on the other hand, the behavior, participation, norms and the rules are analyzed to form stereotypes about the political outlook.

KEYWORDS: *Civil Society, Democracy, Political Process, Political System, Political Culture, Political Behavior, Political Perception, Political Participation, Political Activity, Political Consciousness, Political Ideology, Political Psychology, Political Values.*

INTRODUCTION

One of the problems of the current stage of formation of civil society in our country is related to the formation and manifestation of political culture in political processes. After all, political culture and the political process is one of the most important events in the political life of society. Although they are separate phenomena at a glance, they are mutually compatible as a constant object of study by political scientists. Indeed, the political culture of members of society is reflected in the political system and political processes. "So the focus today is on raising the political culture of the population," he said. Political culture ensures the natural development of democracy" [1:60].

A scientific approach to the study of political phenomena requires a clear classification of their components, identification of their interaction and manifestation features. As the political culture of the population changes dramatically in the context of our changing society, it is necessary to determine the specifics of these changes. In particular, there is a growing need for a scientific analysis of the manifestation of various components of political culture and their changes in modern conditions. In connection with the above, it is important to study the structure of political culture and its main components - political consciousness and political behavior, their role in the complex process of democratization of political culture in society.

Results. An analysis of traditional political behavior has shown that the relative passivity of participation in political processes is due, firstly, to the low level of public confidence in most state and public organizations; secondly, the ineffectiveness of participation in this type of activity is related to the dominance of the idea in the social consciousness.

Assessing the socio-political situation in the country in the process of formation of civil society, the head of state said that "our society has literally awakened, and now our people are learning to directly assess the actions of various officials and express their views freely" [2].

Scientific sources emphasize that political culture consists of such components as political psychology, political consciousness, political ideology. Political culture, on the one hand, constitutes the emotional attitudes of members of society to politics, values, attitudes that affect political behavior, and on the other hand, the behavior of different political cultures, participation, norms and rules, stereotypes about the political worldview.

The Political Encyclopedia, published in Russia, states that the components of political culture are "political knowledge, political ideology and psychology, political experience and traditions, political institutions, norms, forms and means of political activity" [3:174]. If we pay more attention to the analysis of the problem, the components of political culture as a separate system consist of a set of interrelated elements and have a specific structure. The structure of political culture includes needs and interests, knowledge of politics, beliefs, directions, assessment of political events, political consciousness, the essence of thinking, political norms, symbols, traditions, norms of behavior, skills, methods of political activity. The process of formation of these components is long and, at the same time, varies depending on individual characteristics, such as education, national mentality, level of socio-cultural and religious traditions, stereotypes, everyday life, practical understanding of political reality, participation in political processes.

Political culture is a set of general views and normative decisions made by the population in relation to its political system in political science. The concept of political culture does not mean an attitude towards certain state and government leaders, such as a president or prime minister, but rather how people view the political system in general and believe in its legitimacy. American political scientist Lucian Pay describes political culture as a combination of core values, feelings, and knowledge that underlie the political process. Thus, it can be concluded that the foundations of political culture are the beliefs, positions and approaches of citizens to the form of government of the state and society.

Both political culture and political science, as one of the basic concepts of political sociology, allow the study of the mechanisms of interaction of the social environment and the political system in terms of subjective foundations. Indeed, every society has its own norms, values, customs, stereotypes and forms of political participation, which in one way or another give

specificity to objective socio-political relations and relations and play an important role in defining the essence of the political process. It can also be observed that the political development of different countries has led to the instability of the political system as a result of disregard for institutional structures, the relevant cultural content.

For a political culture to be established in a society, civil society must be formed and democratic values must be established. To do this, it is necessary to achieve the realization of such concepts in the socio-political life of society as democracy, the rule of law, civil society, public control. "Democracy is valid only if there are people in society who can live in a democratic environment, have a civic position and a high political culture, otherwise democracy will not be manifested" [1:59]. He also noted that raising the political culture of the people is an evolutionary process that requires a certain amount of time, and stressed that there is no room for haste in its implementation. tried to justify. At the same time, he noted that the improvement of democratic processes should be in line with the growth of political culture [1:65].

Indeed, these social, political, legal events reflect the level of political culture of a society. U.S. political scientist Gabriel Almond describes that if each political system has a specific structural basis for the direction of political action, this factor is political culture [5:396-397].

Although the phenomenon of political culture has a universal nature, its formation and specificity are related to the dynamics of development in the context of nation-states. In the scientific literature, political culture according to the subject of politics: universal political culture; political culture of people, ethnos, civilization; national, regional political culture, subculture [6:326]. If we look at the national features of the formation of political cultures in the modern world, the historical path of development of French, Spanish, Russian, Ukrainian or other peoples in the West, Chinese, Japanese, Uzbeks in the East, the peculiarities of national character, the development of national statehood and their influence. differs in aspects.

It should be noted that not all knowledge is related to the culture of a particular society, nor does it form spontaneously. Indeed, the political consciousness of the people, in turn, determines the political strata, the political behavior of the peoples. In this sense, political culture is the commonality of historical and political experience, political consciousness and political behavior [6:322].

It is known that political culture is manifested not only in the "historically formed, relatively stable set of political ideas, beliefs and trends, but also in the actions and models of political behavior, the actions of the subjects of political relations" [7:169]. Based on these differences, it is possible to distinguish between general and specific types of political culture on the basis of comparing not only individual features, but also its structural features.

Political behavior is a qualitative level of political activity and political participation, that is, an activity related to how a person can behave in this or that situation, in this or that political event. For example, 150 members of a country's parliament can simultaneously demonstrate different levels of political behavior. Demonstrating political and legal activism, someone is actively involved in the discussion process, paying special attention to each legal parameter in the legislative process. There may be no clear political approach or legal position in the actions of other policy actors, they may sit quietly, in other words, simply observe the process, may not be able to penetrate deeply into the political and legal essence of the adopted normative legal act [8:9].

Political behavior is also reflected in the participation of citizens in political events, including demonstrations. Such participation is, on the one hand, in the peaceful conduct of relations along the declared route in accordance with the rules established in the socio-political processes in the country, as enshrined in the Constitution and laws, and, on the other hand, in organizing riots, damage to state and public property; disruption of public order is even manifested in cases leading to bloody clashes. Such an appearance of political behavior reflects the level of political consciousness and culture of the members of society. All of these differences in the actions of political actors and participants fall within the definition of “political behavior”. In other words, all the subjects and participants described are engaged in political activities or participate in political events, but each behaves differently. Hence, political behavior is a way of political participation and manifestation in political processes.

Political behavior is manifested primarily in the subject-object relationship, which is an expression of the state of the subject itself in the process of action. However, in political activity, subject-object relations come first, that is, they are manifested in relations conditioned by the type of activity.

Russian scholar Ivan Alekseevich Ilin focuses on the role of political culture in society, describing it not as the ultimate goal of human life, but as a means to achieve the main goal - the cultural development of man [10:100]. Consequently, the creation of a common cultural foundation contributes to the formation of a political culture. Based on these rules, it can be assumed that modern political culture does not influence the development of political processes, but rather helps them to be reflected in the political consciousness of citizens. Accordingly, based on reflections on the activities of the state power and its governing bodies, each person immediately creates his own political culture postulates at the subconscious level. In general, the political behavior of an individual (group) can depend on many factors. This includes:

- the individual emotional and psychological qualities of the subject or participant in the political process. The difficulty of predicting one's feelings, the sudden onset of attitudes to political reality, often leading to surprising views, and vice versa, are manifested in situations such as caution, restraint, ability to maintain a certain political balance, external calm in political processes;
- personal (group) interest of a subject or participant in political actions. For example, a policy entity is involved in the discussion of a problem of interest or a draft normative legal act in the process of exerting influence on its acceptance or non-acceptance;
- Political movement and adaptive behavior in political participation - represents the behavior associated with the need to adapt to the objective conditions of political life;
- Situational behavior of a political subject in political processes - refers to the behavior associated with a particular political situation or participation in a political reality;
- Behaviors related to certain ethical principles and moral values in the participation of a political subject in political reality - how well the subject or participant in a particular political situation or political action controls the situation, understands the essence of what is happening and adheres to the norms of political processes. The level of motivation and involvement in political life has a significant impact on the political behavior of the subject of politics. For example, for some,

participation in political processes can be a random event, for some it can be a political career, for others it can be the meaning of life, for others it can be a way to make money;

- Forcing to engage in certain types of behavior. Such methods of influencing political behavior are typical of totalitarian and authoritarian regimes of power.

Knowledge of political behavior, which is a component of political culture, plays an important role in the organization of political processes in society. Here, the participation of the subjects of the political process in politics is reflected in the national mental characteristics brought up on the basis of the cultural traditions of their country. In this process, in political culture, universal rational knowledge and the peculiarities of the national mentality are intertwined.

DISCUSSION

Analyzing the content of the components of political culture and their practical manifestation in the socio-political life of Uzbekistan at the current stage of national development, we can draw the following conclusions:

First, political culture is a set of historically established stable forms and stereotypes of political activity, which are determined by knowledge, feelings, traditions, values, beliefs, attitudes, directions, i.e. elements of the political consciousness of the subject. There are different views on the components of political culture. In most scientific sources, political consciousness and political behavior, as well as cognitive, ideological, emotional, ethical, and behavioral, are considered to be key components of political culture. From their unity and interaction, a political culture is formed in the minds of both society as a whole and a particular individual.

Second, the analysis of theoretical and methodological approaches to the study of political consciousness and political behavior, which are a key component of political culture, showed that the theoretical concepts and specific political approaches developed on their basis are interconnected in a single spiritual complex.

Third, for the majority of the population, the formation of the cognitive component of political culture is primarily seen as the most convenient way to obtain information about current socio-political events in the media, in particular, television and the Internet. In this sense, the media form the information base of political culture.

Political education determines the qualitative level of political knowledge. In other words, the features of conceptuality, integrity, consistency, objectivity, scientific character in political education represent the formation of political culture. Interest in social and political life Integrated use of all sources of socio-political information, ie television, press and radio, the Internet as a subject of influence, the formation of political views, opinions, feelings that bring to the political consciousness certain political knowledge, ideas, norms, patterns of political behavior allows.

Based on the components of political culture, interest in politics is formed, which in turn becomes an important factor in increasing their cognitive activity. Observations have shown that this interest may vary depending on international relations, the socio-political situation in certain regions and countries, the socio-economic status of citizens, the degree of their practical involvement in public and political activities, and a number of other factors.

A factor in shaping political thinking is the subject's personal political experience, which helps to put into practice the knowledge he or she has acquired from various sources of socio-political information. Today, the importance of political thinking is growing significantly. Modern political life, with all its complexity and rapid change of political events, requires a person to navigate in it, to evaluate some events from a scientific point of view, to compare and analyze political events. Socio-political reality, empirical data show that citizens have a more positive side than the negative in the current changes in modern society [11]. Some assess the political reality based on changes in the social life of the country, others on their personal lives and observations. In most cases, there is a tendency for citizens to distance themselves from politics, to be afraid to comment on it. Such an approach has created a sense of "fear" in the political consciousness and culture of the society as a result of long-term political pressures, the serious impact of closed politics. Today, the socio-political reality is changing radically. In politics, first of all, the system of human-society-state interests, not the state, has been formed. The policy of the principle "Human interests take precedence over everything" is being implemented.

CONCLUSION

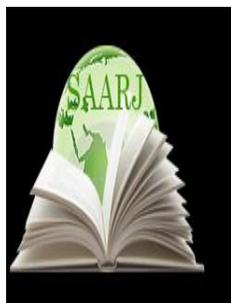
The emotional components of political culture (mood, emotions) reflect the standard and quality of life of citizens, contribute to the concentration of their attention on the issue of interest, carry important information about the state of public consciousness and appear as an important indicator of political culture. Observations show that our people are gradually adapting to changes in the economic and socio-political spheres. The number of citizens who have managed to overcome the difficulties due to the improvement of their financial situation is increasing. They began to have more hope for both their future and the positive trends in the country's development. Thus, citizens' perception of the economic and political situation in the country is becoming more optimistic.

An analysis of the components of political culture allows us to conclude that freedom and human rights, order and stability, social equality and justice are paramount to maintaining the vitality and sustainability of any socio-political system. Without them, the government will not be able to build and maintain public confidence in its legitimacy.

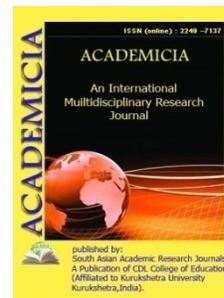
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THE ACQUISITION OF A SUBJECTIVE COLOR AS A RESULT OF THE CONVERSION OF THE MEANING OF THE WORD

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ABSTRACT

We are not talking about all types of syntactic conversion. Here we think only of syntactic substantivization and adjectivalization. This is because subjective paint can have the meaning only of words that have been subjectivized by a qualitative substantivization. From the point of view of order, we first consider the substantivization of quality.

KEYWORDS: *Conversion, Lexical Conversion, Syntactic Conversion, Substantivization, Adequacy, Subjective Dye, Semema.*

INTRODUCTION

Conversion is the transfer of a word from one category to **another**. Many words in the Uzbek language have this feature, that is, a word in one category with a certain lexical meaning serves as a word in another. As a result, this meaning acquires a subjective color. The phenomenon of conversion has been sufficiently elaborated by turkologist **linguists**.

They divide conversion into two types:

1. Lexical conversion;
2. Syntactic **conversion**;

Word conversion, that is, the transfer of words to another category, does not always create a subjective color. In particular, lexical conversion does not result in subjective color.

According to the above linguists, syntactic conversion is divided into several groups: they are called nouns such as substantivization, adjectivalization, propolinization, conjunctionalization.

Subjective color formation as a result of substantivization

Only when words belonging to the category of adjectives have a certain semantic subjective syntactic substantivization and the meaning that is the basis for the substantivization can be subjective. To do this, the words belonging to the category of adjectives must have the following semantics.

1. Words within the category of adjectives are subjectively syntactically substantivized and have a subjective color. The color-expressing meaning of a word in the category of syntactically substantivized adjectives can have a positive subjective color. For example:

Uxlao`g`lim, kenjatoyim, oppog`im,

Umrinningmardpospon, shovvozi bor.

(Sleep my son, my youngest, my white,

My life has a brave pospon, shovvozi.) (G`.G`ulom).

The word *oppoq* (white) in this sentence means color. The word, which belongs to the category of adjectives, has undergone a syntactic substantivization on the basis of this meaning, that is, it has acquired a subjective color by moving to the noun. The word "oppoq" is an intensive form of the word "oq" and means a sign of honor. Here are a few more examples of how a word in the category of adjectives is syntactically substantivized by the meaning of color and acquires this positive subjective color:

Hali yoshsan, bilmaysanoqu- qorani,

Joyshoyaber ,qabulo`lsin, nazrqilginporani. (H.N).Qozongayaqinyursangqorasiyuqar. (You're still young, you don't know black and white, Give him a place, let him die, offer a bribe. If you walk close to the pot, the black is high.)

(Proverbs).

In the above sentences, the words black and white, which belong to the category of adjectives, have acquired a positive subjective color as a result of syntactic substantivization. The positive subjective color of their meaning is formed in a similar way to the color of the meaning of the word white.

This means that words within the category of adjectives acquire only a positive subjective color when they are syntactically substantivized by the meaning of color.

2. Words belonging to the category of adjectives can be substantivized and have a subjective color.

Gar ko`chauzraqo`ysa, hechahmoqolmasoni

Birdardisarbalodur, yuzyilturarmashinam.

(If she puts it on the street, she will never be a fool

It's a mess, my car has been around for a hundred years.) (H.N).

In this sentence, the word idiot belonging to the category of adjectives is monosemantic, syntactically substantivized by the existing lexical meaning, and that meaning acquires a negative subjective color.

Here are a few more examples of how the meaning of words within the category of adjectives acquires a negative subjective color as a result of syntactic substantivization.

Bu dunyodaborbo`lsa-yabag`ributun

Qog`ozdanqozonqilayguldano`tin.

(In this world, there is a whole heart

Make a pot out of paper and make firewood out of flowers.)(G`.G`ulom).

Tezroqyo`qoling, shum, mal`un

Shaytonsifatxonsolar.

(Get lost soon, damn it

Satanic khans.)(H.N).

In these sentences, all the words of the category of adjectives have a negative subjective color due to the syntactic substantivization.

3. Words within the category of adjectives can also be syntactically substantivized by their characteristic meanings, and the same meanings can have a subjective color. For example:

U, bubedavolarniqishloqguzaridanqandayqilibolibotaman, deganxayolbilan band edi. (He wondered how he could get these poor people out of the village.) (S.Ahmad).

The word *bedavo*(incurable), which belongs to the category of adjectives in this sentence, has a syntactic substantivization in its unique meaning and has acquired a negative subjective color.

Here are a few more examples of the fact that as a result of syntactic substantivization, the characteristic meaning of words belonging to the category of adjectives has a negative subjective color:

Oradanchiq, kosako`z

Xumchaqorin, tekinox`r. (Get out of here, eyeballs

Smooth belly, free) (H.N.).

Afsus, o`g`ilegilmadi... qotgantayoq

Ulfatlaribo`ldiuninguch-to`rtsayoq.(Unfortunately, the boy did not bend... a solid stick

He had three or four trips.) (T.Yo`ldosh).

The meanings of the adjectives in these words, which are syntactically substantivized, are negatively subjective. The negative subjective color of the meaning of these words is formed in a similar way to the color of the meaning of the word *bedavo*.

5. As a result of syntactic substantivization, the meaning of words that express an important feature of the category of adjectives also acquires a subjective color. For example:

Grajdanlarniko`rgandaBarno

ham

nazaridako`nglidamiltirtaburganbirchiroqeribso`ngandaybo`ldi. (When he saw the citizens, it was as if a lamp flickering in his heart had melted away.)(O.Yoqubov)

In this sentence we give another example of the fact that the meaning of the word *grajdanlar*(citizens) in the category of quality has a syntactic substantivization of its meaning, which acquires a negative subjective color:

Boylar boy o`lurilmsizyashab,

Oriqlarinisemizioshab.(The rich die without knowledge,

Lean fat.) (H.N)

This sentence, like the one above, has a negative subjective color.

Subjective color formation as a result of adjectivation

MashinaoynalaridanDo`ndiqxonningoltinsirg`alariyaltirabko`rinibketdi...(Dondikhon's gold earrings shone through the car windows...)(Mirmuhsin). E, buo`shamuttahambaqaloq-ku!(Oh, that's the accuser!)(O.Yoqubov).

As a result of substantivization, the meaning of the words thin, fat, fat, which belong to the category of adjectives in these sentences, has acquired a subjective color. Thus, the meanings of the words belonging to the category of adjectives, which express important features, also acquire a negative subjective color as a result of syntactic substantivization.

The meaning of words also acquires a subjective color as a result of syntactic adjectivalization. However, the meanings of words belonging to any category have such a feature as a result of syntactic adjectival. As a result of syntactic adjectival, the meaning of the word belonging to the category of nouns has a subjective color in two cases:

1. A certain meaning of the word belonging to the category of nouns will be expressed only by the object. It does not acquire a subjective color. However, when the word is syntactically adapted to this meaning, the features that express the meaning appear. This is the reason for its subjective color. For example,

Avvaloyigitkishisabrli, toqatlibo`ladi. (First of all, a young man is patient.)(R.Rahmon).

The word *yigit* (*young man*) in this sentence has undergone syntactic adjectivation, its meaning has been expressed in the character of a person, and has acquired a positive subjective color. It is not uncommon for such meanings of words belonging to the category of nouns to acquire a subjective color as a result of syntactic adjectivalization.

Here is another example of the facts we have collected:

U, ham bo`lsa, aeroportda,Azimjonbucho`tir bola bilanzo`rg`aajrashdi.

At the airport, however, Azimjon barely divorced the boy. (A.Muxtor)

In this sentence the meaning of the word *cho`tir* is the acquisition of a negative subjective color as a result of syntactic adjectivalization.

2. As a result of syntactic adjectivalization of the word belonging to the category of noun not by its nominative meaning, but by the expression of the sign of the object, which has a nominative meaning, the expression of the sign acquires a subjective color.

The lexical meaning of a word is also called *sememe* in semantics, and it consists of semantics. The word undergoes syntactic adjectivalization based on a certain semantics of its semantics.

The syntactically adjective semantics of a word semantics belonging to the category of nouns have a subjective color as an independent sememe as an adjective category. For example:

Oltinuzukuzrako`zbo`lib, yal-yal,

Qizaribbalqiganyuzlaribahmal.(Looking at the gold ring,

Their reddened faces are velvet.)(Sh.Shomuhamedov)

The word *oltin* (gold) in this sentence is syntactically adjective based on its lexical meaning, ie semantics. Therefore, this semantics of the word gold has not acquired a subjective color as a category of quality. The following example is different:

O, suvuzraqalqqanoltinyaproqlar

Hayotbilanmanguxayrlashdingiz. (Oh, the golden leaves floating on the water

You said goodbye to life forever.)(X.Solih)

The word gold in this sentence is syntactically adjective based on the color semantics of its semantics. That is, the seme of the word gold consists of several semes, which are:

- 1) a semaphore indicating that it is a metal;
- 2) a seme indicating that it is expensive;
- 3) a seme denoting uniqueness;
- 4) a seme indicating yellow color;

5) consists of semantics denoting matter. The word gold in the example has been syntactically adjectivated on the basis of the semaphore representing the yellow color of its semaphore. The seme, which means yellow, was formed as an independent semaphore of the word gold as a set of qualities and gained a positive subjective color. It is very common in the Uzbek language that a word belonging to the category of a nouns acquires a subjective color as a result of syntactic adjectival with the expression of an object sign, which has its nominative meaning. Words belonging to the category of nouns acquire a subjective color as a result of syntactic adjectival based on the expression of signs as follows.

1. Animal names acquire a subjective color as a result of syntactic adjectival with the expression of a color symbol. For example:

Uningyulduziniissiqliqilibturganchatishganingichkaqoshlarimivaquloqkipriklarimi,

bo`tako`zlarimi – Murzikajrataolmadi.(Murzik couldn't tell the difference between the twinkling thin eyebrows and eyelashes that kept his star warm, and the bushy eyes.)(Shuhrat).

In this sentence, the word bush expresses the color of the bush's eyes.

Here is another example of the fact that the meaning of a word belonging to a group of nouns, which represents the name of an animal that has undergone syntactic adjectivalization, acquires a positive subjective color:

Q`oyko`z ... ShundaYorqinoyningyuragiorziqibketgan, o`ziniyo`qotibqo`ygan, a`zoibadanigatitroqturganedi. (At that moment, Yorqinoy's heart was longing, she was lost, her body was trembling.)(R.Rahmon)

The word *sheep* in this sentence has a positive subjective color as a result of its syntactic adjectivalization with the expression of color.

As a result of syntactic adjectival, the words denoting a plant belonging to the nouns also acquire a subjective color with the expression of a color symbol. For example:

Lablarig`unchadekcharos, ko`zlariyulduzdeknurli. (*His lips are like buds, his eyes are as bright as a star.*)(M.Jaloliddinova).

The word *charos*, which refers to the name of a plant belonging to the category of nouns, is syntactically adjectivized with a black expression and acquires a positive subjective color.

As a result of syntactic adjectival, the words denoting the name of an object belonging to the category of nouns also acquire a positive subjective color with the expression of a color symbol. For example:

Ammo bilamankinsonbolasi

Yaproqdekyo`qbo`libketmasbutkul, yo`q!

Misoliqirlarningyoqutlolasi. (*But I know a human child*

It does not disappear like a leaf, no!

An example is the ruby tulip of the hills.)(H.Solih)

The word *yoqut* (*ruby*), which belongs to the nouns in this sentence, has acquired a positive subjective color as a result of syntactic adjectival with color expression.

Here are a few more examples of positive subjective color as a result of syntactic adjectival with the color expression of the noun group denoting the name of the object:

Kelinningqovoqlariqizargan, shirmonyuzlarisalsiniqqanliginiaytmaganda, o`zinitiktutardi. (*Not to mention that the bride's eyelids were red and her cheeks were slightly broken.*)(R.Fayziy).

Ilk bahorpaytidayo`llarzumradyoqatutadi, birnafasdasharrosquyganyomg`irdanko`lmaklarhosilbo`ladi. (*During the first spring, the roads are covered with emeralds, and in one breath the puddles of rain are formed.*)(S.Abduqahhor)

Bog`lardagibarqutyaproqlar,

Tongniqutlab, chalmoqdachapak. (*Velvet leaves in gardens,*

Good morning, applause.)(X.Xudoyberdiyeva)

The words *shirmoy*, *zumrad*, *barqut* belonging to the nouns, which represent the name of the body in these sentences, also acquire a positive subjective color as a result of syntactic adjectival with the expression of color.

We have seen that words belonging to the category of nouns denoting animals, plants, and bodies are syntactically adjectivized with the expression of the same animal, plant, or body, and this expression is subjective as the meaning of the word. acquires paint.

2. As a result of syntactic adjectivation, words belonging to a category of nouns denoting an animal acquire a subjective color with the expression of a characteristic feature of that animal. The following is an example of a positive subjective color:

Bo`liq, yag`rindor, bulutko`z, qaddibaland (It's cloudy, rainy, cloudy, tall)(Shuhrat).

In this sentence, the word *burgutas* a noun is used to describe the shape of the eagle's eye, which has acquired a positive subjective color as a result of syntactic adjectival.

Here is another example of how the meaning of words in the category of nouns acquires a positive subjective color in this way:

Ohuko`zlaribirdanochildi, ohuchaqqonligibilanbirsakrabarg`imchoqtaxtasigachiqiboldi. (The deer's eyes suddenly opened, and Ohu jumped on the swing board with agility.)(Shuhrat).

In the above sentence, the word *ohu*, which belongs to the category of nouns, has undergone syntactic adjectival expression, expressing the shape of the eye, and in this sense has acquired a positive subjective color.

Words denoting the name of an animal belonging to the nouns may also acquire a negative subjective color as a result of syntactic adjectival expression with the expression of this formal sign. For example:

Nechundirto`satdan u boyagikirpiqiyofadanodatdagioyimsupurgiqiyofagakirgan, o`ta ham muloyimlashibqolganedi. (For some reason, he suddenly changed from a hedgehog to a normal motherfucker, and became very gentle.)(O.Yoqubov).

The word *kirpi* in this sentence has acquired a negative subjective color as a result of syntactic adjectival expression with the expression of the shape of the hedgehog. This is because the image of an animal, which is perceived as negative for humans, has become a sign.

The words denoting the nouns are syntactically adjectivized with the expression of the figurative sign of the object that expresses their meaning, and the meaning acquires a positive subjective color. For example:

Bodomqovoqlariostidagijavlonko`zlarmamnun, mamnunkuladi. (The pale eyes under the almond lids smile happily, happily)(Shuhrat)

In this sentence, the shape of the body is expressed by the word *bodom*, which belongs to the category of nouns, and has acquired a subjective color as a result of syntactic adjectivalization.

Here are a few more examples of the fact that the words denoting the body as a noun have a positive subjective color as a result of syntactic adjectival with the expression of the shape of the body:

In the above sentence, the words "*kulcha*", "*qalam*" and "*sadaf*" belonging to the category of nouns have been syntactically adjectivized with the expression of the form and in this sense have acquired a positive subjective color.

Words belonging to the noun group denoting the name of an object undergo syntactic adjectivalization as they express the shape of the object, and the phrase acquires a negative subjective color. For example:

Lekin qizbirko`rinishdachiroyliemas, buningustigachillakoyoq, sallapanglabroq ham yuradi. (But the girl is not beautiful in appearance, and on top of that she walks barefoot and a little limp.) (Shuhrat).

The word *chillak*, which belongs to the category of nouns in this sentence, was syntactically adjusted by the form of *chillak*, which means a sign of a human foot. Accordingly, the word *chillak* has acquired a negative subjective color.

We have seen that words belonging to the group of nouns denoting animals, plants, and bodies undergo syntactic adjectives with the expression of the sign characteristic of that animal, plant, or body, and this expression as the meaning of the word. subjective color.

3. As a result of syntactic adjectival, the words denoting the name of an animal belonging to the category of nouns acquire a subjective color with the expression of that animal, creature, characteristic feature. In this case, the subjective color can be both positive and negative, depending on the meaning of the word. The following is an example of a positive subjective color acquisition. For example:

I couldn't, but I couldn't. : *Olmayedim-u, bo`lmadiqo`limgashaytonqizbeixtiyorushlatibqo`ysabo`ladimi?* (I couldn't, but I couldn't. Is it possible to catch a devil girl in my hand?) ("Sharq Yulduzi" magazine). The word *shayton* in this sentence is syntactically adjusted to express the ability of the legendary creature. Therefore, this expression of the word *shayton* has a positive subjective color. As a result of syntactic adjectival, words belonging to the nouns denoting the name of an animal creature can also acquire a negative subjective color with the expression of a feature, a character trait. For example:

A`lamharzamonda Polvonga ayiq qarashqilaredi. (Alam was always looking at Polvon as a bear.) (A. Qahhor).

The word *ayiq* in this sentence is syntactically adjusted to express the ugly look of an animal. Therefore, this expression of the word *bear* has a negative subjective color. As a result of syntactic adjectival, a word belonging to a group of nouns denoting an animal may have a negative subjective color as a result of syntactic adjectival with the expression of a characteristic feature of that animal. For example:

Eshonzodabujblajibonxotinning gapini eshitmas, harakatini payqamasedi. (Eshonzoda did not listen to this jibblajibon woman and did not notice her movements) (Sh.uhrat).

The word *jibblajibon* in this sentence has a negative subjective color due to its syntactic adjectival meaning.

Here are a few more examples of words belonging to the category of nouns denoting an animal acquiring a negative subjective color as a result of syntactic adjectival expression of animal behavior:

- *Shu quyonyuragingborki ... - Avliyoqushbo`g`ildi. (- You have this rabbit heart... - Saint choked.) (I.Rahim.) Seningeshakmiyangiz ham oraniochiqqiliboliamiz. (Your donkey will also open the gap.) (B.Daminov). Bu albatta "o`zbolangnitizzangdantushur, o`rnida men o`tiraman" deydigan mushuk tabiat A`zamgayoqmadi. (Of course, Azam didn't like the cat saying, "Get your child off your knees and I'll sit in his place.") (Shuhrat)*

The words *qayon*, *eshak*, *mushuk* (rabbit, donkey, cat) there is a negative subjective color as a result of syntactic adjectival expression in these sentences, which is a characteristic feature of the animal.

As a result of syntactic adjectival words of the category of nouns denoting the event acquire a positive subjective color as they express the process of the event. It is rare in the Uzbek language that words belonging to the category of nouns that have the name of an event acquire a positive subjective color as a result of syntactic adjectival with the sign of the process. Therefore, we will confine ourselves to one example below:

Joni olovso`zlari, Shudirmeniovlagan. (The words of the fire of life, This hunted me.)(Sh.Shomaxmudov).

The word *olov* (*fire*) in this sentence has a positive subjective meaning as a result of syntactic adjectival, meaning that the process is effective. Syntactical adjectival It is very rare in the Uzbek language. Therefore, we will suffice to give just one example below:

Muzjismidanharoratolib, Senga yoqibqilartomosh. (Ice takes the temperature out of your body and burns you.) (Zulfiya).

The word *muz* (*ice*), which belongs to the category of nouns in this sentence, has undergone syntactic adjectives with a cold meaning and acquired a negative subjective color.

We have seen that the words belonging to the category of nouns denoting an animal, a body, are subject to syntactic adjectival expression by the expression of that animal, body-specific feature, character trait, and with this expression the subjective color is acquired as the meaning of the word.

4. The word denoting the noun acquires a subjective color as a result of syntactic adjectival, even if it expresses the value of the body. For example:

Oltinxotiralaryuragimdajo. (Golden memories are in my heart.)(O.Muxtor)

We have seen that the words belonging to the group of nouns denoting a body, a metal, are syntactically adjectivized by the expression of a valuable sign peculiar to that body, metals, and by this expression the subjective color is lost as the meaning of this word. For example:

Buvimqizilguldانبittaqirqib, Ra`nogaberdila-rda, uni "asalqizim" deb yelkasigaqoqibqo`ydilar. (My grandmother cut a red flower and gave it to Rana, who called her "honey girl" and patted her on the shoulder.)(Z.Sa`dullayeva)

The word asal (*honey*) in this sentence is syntactically adjective in the sense of pleasantness, and this expression has a positive subjective color. As a result of syntactic adjectivation, it is rare for words belonging to the category of nouns to acquire a positive subjective color with an expression of pleasantness. Therefore, we will give only one example below:

Shakarqizekan-u, qayoqlardayuruvding, hammanisarsonqilib. (She was a sweet girl, where did you go, and everyone was confused.)(R.Fayziy)

The word *shakar* (*sugar*) in this sentence is also syntactically adjective in the sense of pleasantness, and this expression has a positive subjective color.

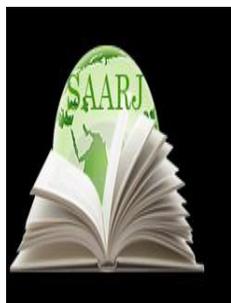
CONCLUSION

As a result of syntactic adjectival, words belonging to the category of nouns can also acquire a negative subjective color. For example, the word *zahar* (*poison*) in the word combination *Zaharodam* (*Poison man*) has been syntactically adjectiveized as an expression of dislike, and this expression has acquired a negative subjective color.

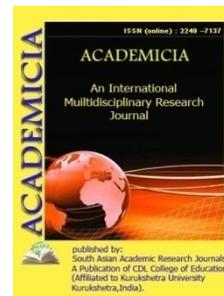
In short, as words perform the function of another category as a result of conversion, the meaning of that category also acquires a subjective color.

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**STUDY OF THE COMPLEX-FORMING ABILITY OF
 POLYGALACTURONIC ACID WITH TIN IONS**

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ABSTRACT

Samples of a trisubstituted tin-organic compound with D - (+) - galacturonic acid have been synthesized. A study of the compound was carried out by a semiempirical quantum-chemical method, its structural feature was proved, and also graphs of changes in energy and electronic characteristics are constructed depending on the charge on atoms, the order of bonds, the energy of the boundary molecular orbitals. Computer models of the complex compound of polygalacturonic acid with tin ions were obtained, the centers of nucleophilic and electrophonic attacks, donor-acceptor groups, and the electronic structure were determined. The new synthesized compounds were characterized by ^1H , ^{13}C and ^{119}Sn NMR - a method was shown that galacturonic acid acts as a monoanionic fragment and indicates the dynamic behavior of compounds with the participation of the anomeric carbon atom of the ligand.

KEYWORDS: Polygalacturonic Acid, Tin, Coordination, Computer Model

INTRODUCTION

At present, one of the important problems is the creation of new physiologically active substances that expand the arsenal of means of influencing a living organism. Among such substances, substances of natural origin, in particular, polygalacturonic acid, attract special attention. The unique properties of polygalacturonic acid are associated with the presence of active functional groups that determine its complexing ability [1].

Of great interest are tin compounds that have shown high anticancer activity, which makes it possible to consider these compounds as promising pharmacological drugs. However, due to the high toxicity of inorganic compounds, their slow elimination from the body and severe side effects, an active search for new metal-containing compounds is being carried out [2]. The polymeric form of galacturonic acid is a linear polymer consisting of α -D - (+) - galacturonic acid residues linked by 1,4-glycosidic bonds.

One of the approaches to reduce side effects anti-cancer agents on healthy cells, is the introduction of fragments into the structure of molecules of inorganic compounds that exhibit a protective antioxidant effect in healthy cells. Natural compounds of the class of polysaccharides (pectin substances) are part of the antioxidant defense system of the body.

Given the relevance and prospects in this direction, synthesis was carried out to obtain complexes of PGC with Sn IV ions. Samples identified with using physicochemical research methods and NMR spectroscopy, and the calculation energies of molecular models of the complex using quantum chemical method PM3 and molecular dynamics.

METHODS AND MATERIALS

For many chemical reactions, there is a good correlation between the so-called reactivity indices (IRI) and the yields of the final products. The reactivity indices are the electronic and energy characteristics of the system obtained using quantum chemical calculations, the data of which correlate with the experimental data on the reactivity of the compound under study.

Charges on atoms, bond orders, energies of boundary molecular orbitals, squares of the expansion coefficients of boundary molecular orbitals in the basis of atomic orbitals (partial electron densities), etc. are usually used as IRS to study reactivity. In this case, the term "boundary molecular orbitals" denotes the higher occupied (HOMO) and lower unoccupied (LUMO) orbitals of the compound. The search and establishment of a structure corresponding to the required properties is one of the main tasks in the study of chemical compounds.

A study was carried out of a compound - a complex compound of polygalacturonic acid with tin, shown in Fig. 1, the structural characteristics were calculated by the semiempirical quantum-chemical method [3] using the software package Hyperchem 8.0. [<http://hyper.com>].

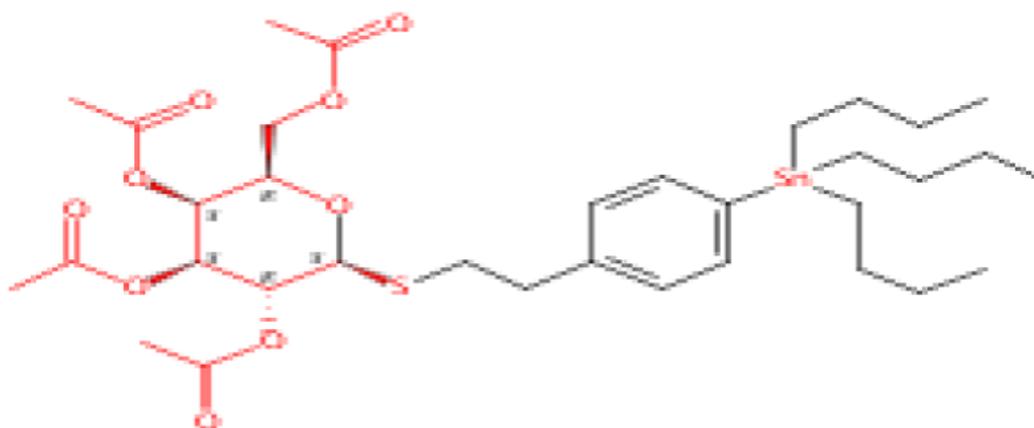


Figure 1. Complex compound of polygalacturonic acid with tinC₃₄ H₅₄ O₉ S Sn(b-D-Galactopyranoside, 2-[4-(tributylstannyl)phenyl]ethyl 1-thio-tetraacetate)

RESULTS AND DISCUSSION

The boundary molecular orbitals, HOMO and LUMO, play a role in chemical reactions, electronic and optical characteristics. HOMO characterizes the electron-donor ability, while LUMO is characterized as an electron acceptor, i.e. the ability to capture an electron. In this case, the sulfur atom in the structure of the complex exhibits acceptor properties, which can be seen from Fig. 2, the HOMO orbitals are located on the sulfur atom.

At the same time, LUMO orbital's are located on the tin atom of the structure (Fig. 3), the electron density is obviously shifted to the benzene ring, so the tin atom has a charge of 1.043134, while the sulfur atom has an excess of electrons (Fig. 2), its charge is -0.085889. Figure 4 shows the energy diagram of the electronic spectrum of the complex compound. The degree of manifestation of reactivity is determined by the concentration of free electrons and can also be characterized by the value of the HOMO-LUMO energy gap (ΔE_i).

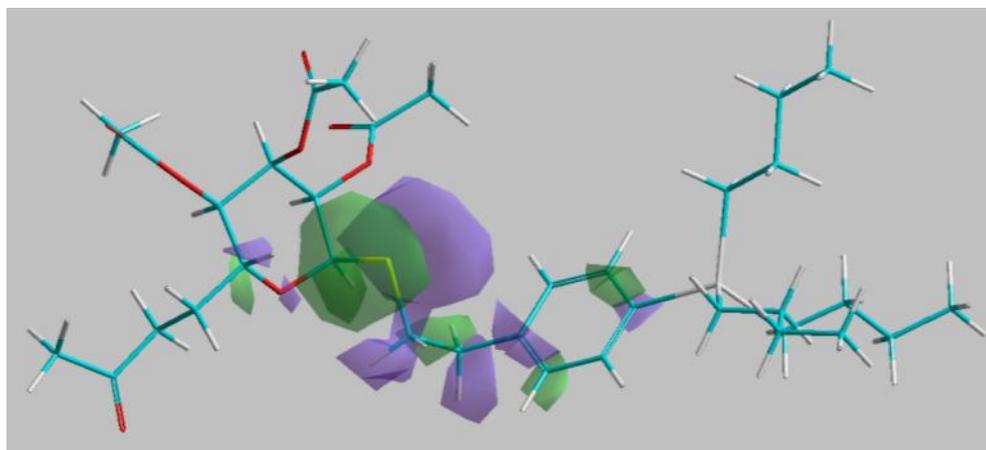


Fig. 2. Graphical representation of the HOMO orbitals of a complex compound (yellow color - sulfur atom), the numerical energy value of the HOMO orbital is 8.8018 eV.

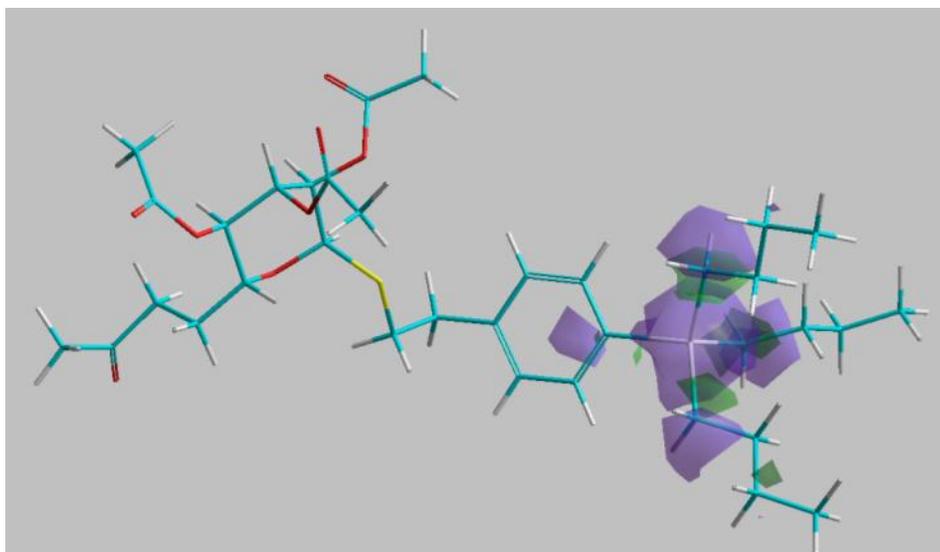


Fig. 3. Graphical representation of the LUMO of the orbitals of a complex compound (yellow color - sulfur atom), the numerical energy value of the HOMO of the orbital is 0.0969 eV.

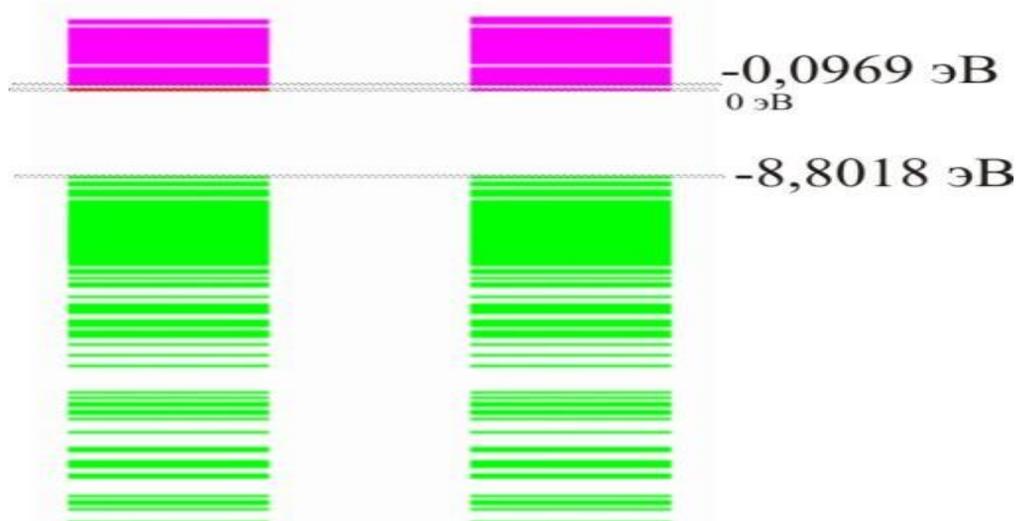


Fig. 4. Energy diagram of the electronic spectrum of a complex compound.

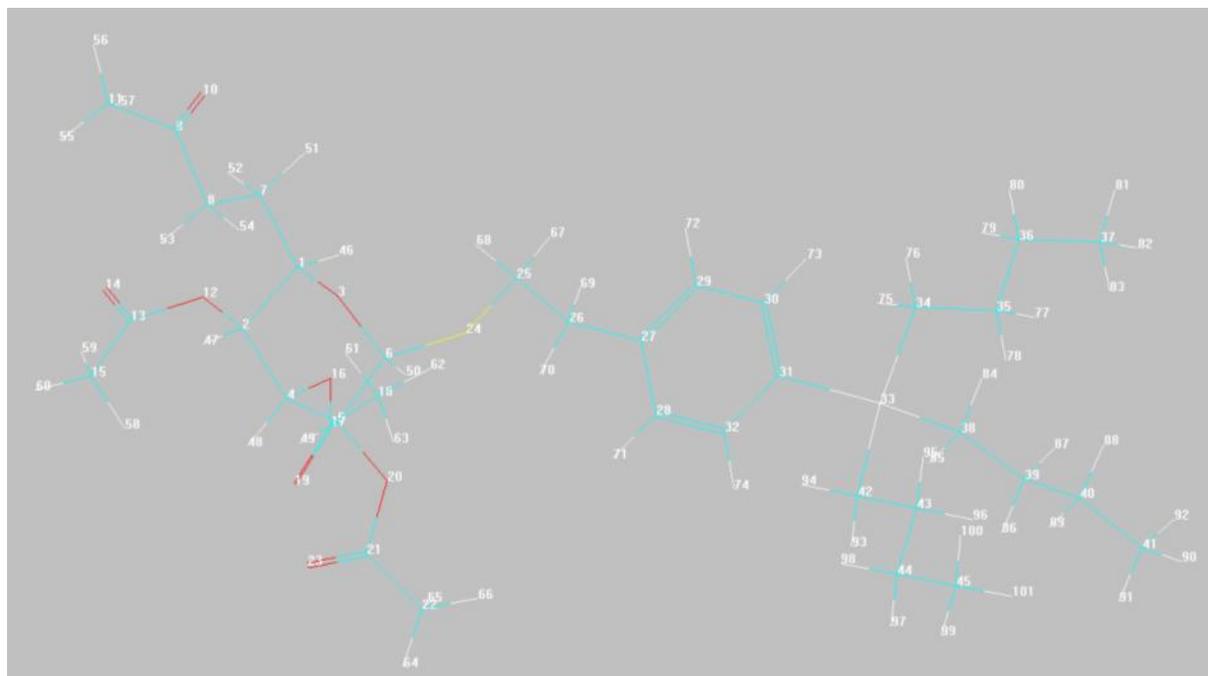


Figure: 5. Model structure of a complex compound with atomic numbering.

The calculation of atomic charges according to Mulliken plays an important role in the application of quantum chemical calculations to study the electronic structure, dipole moment, the effect of atomic charges, molecular polarizability, and many other properties of molecular systems. The atomic charges of the complex compound were obtained using the AM1 semi empirical quantum-chemical method. Table 1 shows the number, charge and coordinates of the arrangement of the model atoms; from the calculation data, one can see the numerical value of the charges of electronegative atoms, as well as of the tin atom, which is positively charged.

TAB.1 NUMBER, CHARGE AND COORDINATES OF THE ARRANGEMENT OF THE MODEL ATOMS

№	charge	Atomcoordinates, Å		
		X	Y	Z
1(C)	0.020574	5.62067	0.65727	1.13246
2(C)	0.002042	6.27243	1.57521	0.07821
3(O)	-0.262251	5.12224	0.50732	-0.46523
4(C)	0.008854	-5.20737	2.00711	-0.94878
5(C)	0.011128	-4.54245	0.74098	-1.51730
6(C)	0.079745	-4.06139	-0.24663	-0.44540
7(C)	0.144402	-6.58412	0.18465	2.20940
8(C)	0.212671	-7.72162	-0.65796	1.67265
9(C)	0.226459	-8.58454	-1.16218	2.79878
10(O)	-0.287541	-8.44086	-2.29333	3.27226
11(C)	0.272704	-9.62719	-0.21350	3.29471
12(O)	-0.247603	-6.77340	2.70927	0.78024
13(C)	0.296937	-7.88203	3.36831	0.29273

A

14(O)	-0.294548	-8.18095	4.32436	1.00886
15(C)	0.259207	-8.59064	2.91969	-0.93568
16(O)	-0.251141	4.25164	-2.81506	-0.26198
17(C)	0.320668	-3.85017	3.99577	-0.83471
18(C)	0.217085	-2.87803	4.72801	0.02235
19(O)	-0.362014	-4.31142	4.31315	-1.93200
20(O)	-0.257271	-3.43037	1.10496	-2.33495
21(C)	0.313894	-3.62931	1.20657	-3.69208
22(C)	0.215322	-2.39415	1.62630	-4.40844
23(O)	-0.352448	-4.74473	0.95087	-4.14616
24(S)	-0.085889	-2.52791	0.22231	0.36861
25(C)	0.279890	-2.10024	-1.30250	1.16205
26(C)	0.117707	-1.29664	-2.25240	0.30307
27(C)	0.066406	0.15137	-1.90735	0.26531
28(C)	0.123850	0.71723	1.31816	--0.86992
29(C)	0.137158	0.96659	-2.17892	1.37088
30(C)	0.099250	2.32284	-1.85675	1.33998
31(C)	0.364903	2.88607	1.26205	-0.21188
32(C)	0.102912	2.07517	-0.99868	-0.89076
33(Sn)	1.043134	4.91983	0.74123	0.15891
34(C)	0.429031	5.50164	-0.18125	2.12875
35(C)	0.136786	6.98759	-0.13633	2.33317
36(C)	0.158555	7.33460	0.23039	3.76458
37(C)	0.211122	8.82484	0.27520	3.98122
38(C)	0.428458	6.01988	-2.43577	-0.51275
39(C)	0.136886	7.36414	-2.08457	-1.07932
40(C)	0.158568	8.10874	-3.32365	-1.54137
41(C)	0.211124	9.43632	-2.97283	-2.16128
42(C)	0.431042	5.10086	0.88839	-1.20038
43(C)	0.137022	6.39167	1.64043	-1.06334
44(C)	0.158402	6.46156	2.80270	-2.03653
45(C)	0.211273	7.74957	3.57007	-1.88735

common and informative static index of the reactivity of a molecule is the molecular electrostatic potential (MEP). Its physical meaning is as follows. Let the charge q_1 create a MEP $V(r)$ at a point in space with a radius vector r . If a point charge q is placed at this point, then the energy of electrostatic interaction between the charge q and the charge q_1 will be equal to qV . The electrostatic potential of the complex compound was calculated (Fig. 6). In the area of lone electron pairs on the sulfur, oxygen atom, the electrostatic potential is negative, which is displayed in green, and positively infected atoms are displayed in red. In the area of lone electron pairs on sulfur, oxygen and others, the electrostatic potential is negative, which is displayed in red. In this case, the sulfur atom 24 (S) $-0.085889e$ has a negative charge (Table 1), however, due to the shift of the electron density towards the tin atom, its value is reduced, respectively, this compound will enter into nucleophilic substitution reactions at the sulfur atom, which, as the

results of quantum-chemical modeling show, is the most reactive. In the case of an electrophilic attack, the tin atom will react with electronegative atoms.

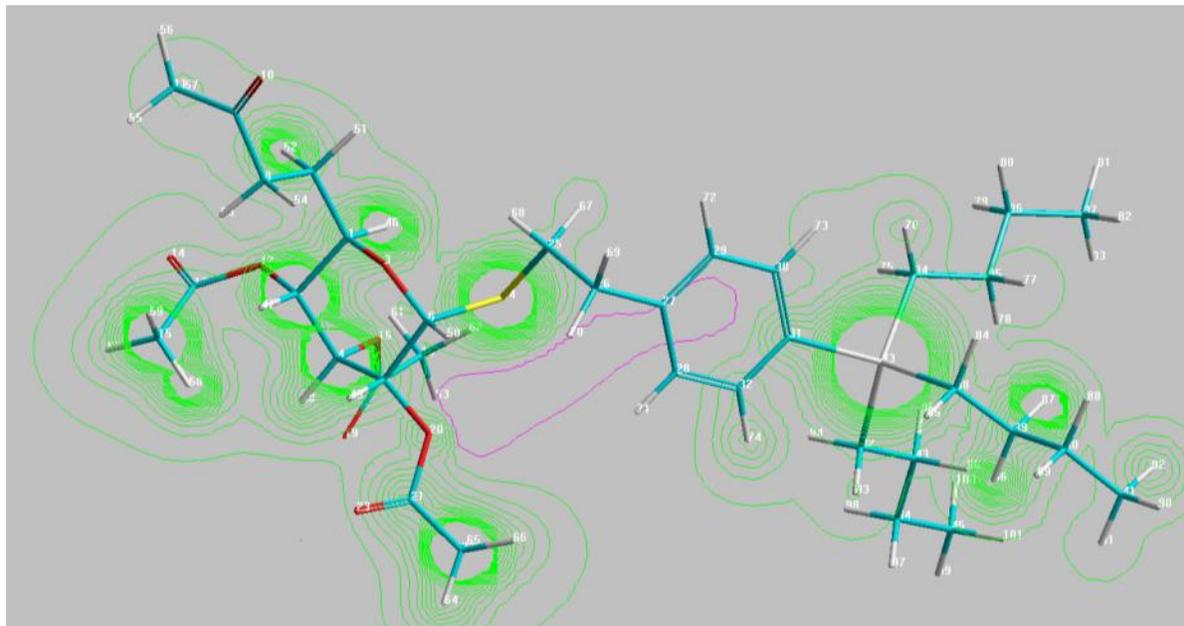


Fig. 6. Electrostatic potential of the complex.

It can be seen from Fig. 6 that the presence of a sulfur atom and a benzene ring in the structure draws a partially positive charge from the tin atom, which can be seen in red on the 2D projection of the complex compound model.

The characteristic duality of the electronic structure of this complex compound characterizes its participation in reactions of both nucleophilic and electrophilic substitution, which determines its reactivity, and, as a consequence, a wide biological spectrum of action.

Modeling and predicting the electronic characteristics made it possible to reveal the presence of various heteroatoms in the structure of the complex. The calculated HOMO and LUMO energies show the existence of interactions and, according to Mulliken's theory, the formation of complex charge transfers is associated with the transfer of an electron from the HOMO orbital of the donor to the LUMO orbital of the acceptor.

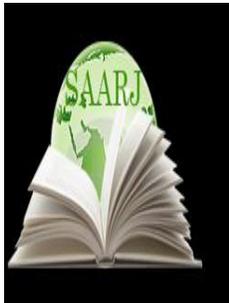
The highest occupied molecular orbital was located primarily on the sulfur atom, the lowest unoccupied molecular orbital was located on the tin atom. The electronic structure of chemical compounds plays an important role in chemical reactions, the manifestation of specific properties, and biological activity. The question of the quantum chemical theory for describing the reactivity of a chemical compound containing various atoms is considered. The reactivity of a given complex compound containing various functional groups is a quantum concept, it is determined by the synergism of reagents in a chemical reaction, but in some approximation it can also serve as an individual characteristic.

CONCLUSION Thus, the synthesis of the complex compound Sn (IV) and galacturonic acid with 2,6-di-tert-butylphenol fragments in the ligand was carried out, the structure of this compound was studied, and computer modeling was carried out to reveal the duality of the

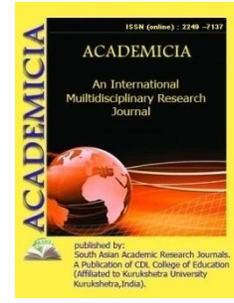
electronic structure of this complex compound, which characterizes its participation in the reactions both nucleophilic and electrophilic substitution.

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THE PUBLICIST SKILLS OF BEHBUDIY

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ABSTRACT

Many of MahmudhojaBehbudi's journalistic articles have not yet been republished, or rather, collected and studied. Nevertheless, the articles that have already caught the attention of readers show that he is an active politician and a sharp political commentator. For example, the famous Jadid's article "KhairulUmuruAvsatuho" (1906) informs the public about the four parties in Turkestan in the early twentieth century. He urges 6 million Turkestan Muslims to unite around one of these parties and fight for their rights. At the same time, he says, the party of the Union of Muslims of Russia, which was close to him, met in Nizhny Novgorod in 1905, St. Petersburg in early 1906, and again in Nizhny Novgorod in August this year to determine its political program. But the party says it will join cadets who are close to them with their political program and work to achieve their goal. This article by Behbudi gives the impression that it was written in order to educate the political masses of the people. Perhaps one of the tasks of a leading political figure like Behbudi was to make the people politically literate and gradually bring them to the arena of political struggle.

KEYWORDS: *Turkestan, Jadids, Artisans, Religious, Secular, State Building, Dictatorial Party.*

INTRODUCTION

Behbudi's activity as a political publicist intensified, especially in 1913-1915, when he published the magazine "Oyna" and the newspaper "Samarkand". At that time, he knew not only the life of the peoples of Turkestan, but also the situation in foreign countries of the East, and by comparing the two lives, he determined the ideological direction of the newspaper and magazine and acted with a clear purpose. The ideological direction of these publications, of which Behbudi is the editor, is first and foremost some of the traditions that have caused the masses of the people to live in difficult economic and cultural conditions. In his articles, the ardent publicist raises the issue of marriage, which is one of such flawed and harmful habits. Interestingly, this issue is also relevant for our reality today. Some time ago, Uzbek television broadcast a series of programs under the heading "Our weddings are our thoughts" for several years, urging people to look at the wedding issue wisely and intelligently. Behbudi and other Jadids raised this issue in 1913, which has always been relevant.

Until 1917, handicrafts were the most widespread and labor-intensive profession among the Uzbek people. That is why Behbudi, in his article "Our deeds or our desires", refers to these professionals:

"The work of a poor carpenter is a wedding. He does not have a happy face. We have artisans who work 18 to 20 hours a day. That's it. "

Behbudi points out that a three-day wedding can leave some families with worries for a decade or even a lifetime, even ruining a home and leaving them homeless. A wedding costs a thousand soums for a carpenter, 2,000 or 3,000 soums for an average person, and 5,000 soums for a "nimboy". In addition, these sums are eaten at a three-day wedding. Kosib, the intermediary, and even the "nimboy" get this money from a bank, a firm, or a "beneficiary." That is why they are forced to sell "garden room and indoor appliances" while paying off the debt, and even give the "poor bride and groom's" bedding and clothing to the "borrower". "The Nimbays will try," writes Behbudi, "if they are not alive, they will try when they die. All their wives will be lost. Oh, what is this? Isn't it a kind of madness? -bet).

People can experience similar consequences not only on a wedding, but on also when they are overwhelmed by the anxiety of tragedy. That is why Behbudi, as a true humanist and enlightener, reveals the difficulties of the traditions that gnaw at the people from within. The issue raised by Behbudi is not of particular importance, but of General Uzbek significance. After all, there is no day without the wedding and death of a great nation. "Every day," writes the publicist, "a Muslim's things are sold on the market for his religion. How many bills are" protests "every day, how many shops, businesses are hajj (seal). What is the punishment for this? Weddings, celebrations, condolences, kupkari, feast "(same page). However, one in 20 people in a neighborhood is either literate or illiterate. Even such a literate person may not be found tomorrow instead of the one who is judging today. Behbudi describes the life of the people as follows:

"Hey, hey, people! Are we crazy, okay? Of course... We enjoyed the idea of weddings and celebrations. We were proud of our wedding celebrations. We tried to collect or capture the money spent on the wedding celebrations. If the wedding and celebrations are not as old as the wedding and celebrations. What should be done with that money? The answer is that weddings and celebrations should be held. But not as extravagantly as it is now. And as small as possible.

And with extra money to teach children Muslims and Russians well. The money spent on weddings is spent on old madrassas and cemeteries. Let the children be sent to Mecca, Madinah, Egypt, Istanbul, and the Russian medicine and medicine industry, and let them be educated to be religious, secular, and modern people. It is necessary to send a child to the Caucasus, Crimea, Orenburg and Kazan to learn the method of education with the money spent ur... "(p. 159).

We see that in the aforementioned article, Behbudi raised two important issues. Both of these issues can have an impact on the fate of the people. When Behbudi raises one of these issues and warns the people that they may become even poorer because of weddings and celebrations, urges them not to overspend, warns of homelessness, he emerges as a fiery humanist and demonstrates the humanistic nature of his views. But it is not enough. He urges that the money to be spent on weddings and ceremonies be spent on the education of his children, the repair of madrassas and schools, and the sending of students to foreign cities and countries. On the one hand, he wants to save the poor people from the danger of homelessness, but, on the other hand, he is again advising him on where to open the door to spending. Doesn't this indicate a contradiction in his views?!

Although Behbudi did not show a material difference between the two costs, the subsequent cost is much less than the previous one. Nevertheless, most importantly, it is not a cost to eat and drink, but a cost that comes back, directs the destiny of their children to other luminous destinations, and, of course, the parents themselves enjoy the fruit. Therefore, Behbudi remains a humanist even when he raises this second issue and shows the "mask" of enlightenment on his face, and at the same time does not deviate from the enlightenment front. Conversely, if the first proposal is mainly aimed at saving every household from being destroyed, the second proposal is to enlighten this house on the one hand, and the whole nation on the other. What is important is that Behbudi presents his enlightenment program to us as a coherent system while expressing his suggestions and desires in this spirit.

Behbudi's enlightenment program includes the following issues:

1. Teaching children in Muslim, modern, Russian-style schools and gymnasiums.
2. Repair of old madrassas, mausoleums, mosques and "damaged rest" schools.
3. Sending children to study in the pharmaceutical and pharmaceutical industries of the East and Inner Russia.
4. Teaching children in Russian government schools; for this purpose to teach and educate every child in Russian for two years; to receive the sum of 600 soums to be paid for these two years from the accumulated funds for the wedding.
5. Opening boarding houses for children; to ensure that these educational institutions are in a modern, national and religious spirit.
6. To open these kindergartens and to open societies such as "Nashrimaorif" or "Jamiyatichariya" or "Jamiyatiatfol" to prepare children for government schools.
7. With the help of these societies and through training in relevant higher education institutions, together with specialists such as lawyers, engineers, engineers, "modern schoolboy", patron and employee of the nation, deputy of the State Duma, able to reform our national industry, work in

technical, commercial and banking to train specialists who will work in the city dumas and in the offices to be opened in Turkestan in general.

"Even our current seniors, middle-aged people, will soon die, and the times will be renewed every day. New science and new thinking and fun will be required by the people of the time. 4-5 modern people will appear in the city, enter government positions, modern circles, commerce and industry, and benefit us. The future time is different"(p. 160).

This enlightenment program of Behbudi envisages raising the nation to a higher level, leading it to the path of national development, to a stage where self-sufficiency and self-governance are possible. Clearly, this program envisages not only the rise of enlightenment, but also the attainment of free and liberated times through enlightenment perfection, and its direction is also far-reaching - the destination of freedom.

According to Behbudi, at that time, if two Uzbeks were fighting or arguing, he would go to a Jewish or foreign lawyer, and if he had a headache, he would see a foreign doctor. That is why it is a requirement of history to act in the way of this "deed-ideal-desire-wish-purpose" instead of weddings, celebrations and kupkari.

So, how did Behbudi, who was passionate about the future of his people and homeland, react to the political situation in Turkestan, to the issue of raising the legal culture of the people? Did the issues of state and society building also occupy a place in his literary and scientific heritage?

Undoubtedly, Behbudi did not connect the future of his people only with the issues of enlightenment. A well-educated scholar, he was also interested in the future of his people, studied the political systems of other countries, and wondered which state system to follow.

From this point of view, Behbudi's 1906 book "The Book of Selected Geography in General" ("A Selected Book from General Geography") is particularly important. Behbudi writes that one of the introductory chapters of this work is about the importance of the science of "geography" and that it consists of "historical geography", "political geography" and "Umrnian (general) geography": "In short, the modern science of geography and there is a world of people, animals, life, and everything, and it is a necessary scientific worldview to express it." Behbudi then dwells on the history of human society and its important points. Coming to the chapter of the work entitled "Government and Rulers", he directly expresses his views on the issues of state building.

In the East, France was called "France" and the French were called "France". But at the same time the word "farang" was generalized and applied to Europeans in general. In this sense, in Behbudi's words, the discussion is not about the French, but about the Europeans of the early twentieth century and their state systems:

"There is now a respectable three-part government or dominion among the Farangs. The first is an independent office (absolute office) in which the king is in charge of the mother and every rule and order is law and order. The order, the rule, the rule is insignificant. , the union, the will, and the judgment of the councils are subject to the signature of the emperor to strengthen him.

Hence, one of the three political systems in operation in the European states of the early twentieth century was the monarchy, in which the private views of the person who ruled the kingdom took precedence.

"The second part," writes Behbudi, "is the rule of the constitution, in which the majority of the people under knowledge are knowledgeable and knowledgeable. And elects a governing representative. Thus, the king gathers the elected representatives and decides to intervene in the inevitable courts, the affairs of the country, and to see to it that they are corrected and protected by consultation. dum", "majlisisinodiy", "el majlisi ". Some other councils appoint their own advisers and rulers. he interferes in the affairs of kings. The king is subject to the order of this assembly "(pp. 243-244).

The second state system in Behbudi's description is, in today's terms, a parliamentary republic. Despite the presence of a king or the head of the kingdom in this type of state-building, the parliament or the "assembly of the nation" does not look to his opinion, but rather to the opinion of the members of that organization and is subject to its laws.

Now let us get acquainted with the third state system in Behbudi's interpretation.

"The third part," the publicist writes, "is the office of the Republic, in which the majority of the people are scientists, and the representatives of these wise people elect a wise man from among themselves to lead some governments for seven years." ", "the chairman is called the "nation," "the president." Every judgment, order, and order is subject to the program of the country and the masses, that is, to the whole nation, in accordance with the laws and regulations. the assembly of the nation is "subject to the judgment, fulfilling the requirements of the judgment. The king of these two classes swears to some country, "I will submit to the ruler, "and then ascends to office" (p. 244).

Behbudi thus divides the state system in European countries into three groups and describes their distinctive features in such words. He also connects the difference between these state systems with the ignorance, enlightenment-enlightenment of the people living under the rule of these states. He draws attention to the fact that the political system that governs the nation can reflect the level of the people, as well as the level of culture and enlightenment.

Thus, in Behbudi's view, three different state systems have been established in European countries: the monarchy, the parliamentary republic, and the republican system of government.

Behbudi, in an article entitled "Khairulumuriavsatuho" published in the sixth issue of the Khurshid newspaper in the same year, showed that he had carefully studied the political parties in Russia and their programs. According to his observations, the four parties in power in Russia at that time were:

1. Mustabid faction (government party).
2. Mashrutaiavomiya (cadet party).
3. Participation of the masses (Social Democratic Party).
4. Union of Russian Muslims.

The last of these four parties was formed on January 13-23, 1906 at the II Congress of Russian Muslims in St. Petersburg.

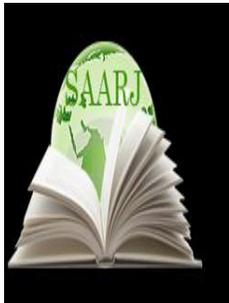
CONCLUSION

If we consider that the first two of the four parties are spiritually close to the monarchy and the parliamentary republic from the European state systems, especially since the leading party is

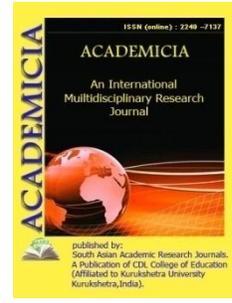
called the dictatorial party, Behbudi's attitude towards the tsarist government and its leading party becomes especially clear. It is also clear that he is optimistic for the future of the Union of Russian Muslims.

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THE COURT PROCEEDINGS CONNECTED WITH THE DECISION OF ARBITRATION: IN THE EXAMPLE OF CIVIL CASES

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ABSTRACT

The article is dedicated to the sorts of proceedings and the execution of rulings related to intervention decisions, which are one of the types of civil proceedings, in which the introduction of the practice of intervention legislation within the national legal system, the specifics of the proceedings and the specifics of authorization and scientific conclusions prepared on this basis, which have been covered in practice.

KEYWORDS: *Arbitration Court, Proceedings Related To The Decisions Of The Arbitral Tribunal, Arbitration Proceedings, Application, Decision, Court Ruling, Writ Of Execution, Enforcement, Alternative Resolution Of Disputes.*

INTRODUCTION

In world practice, elective ways of settling disputes (disagreements) (an agreement, mediation assertion, arbitration, etc.) are expanding. The main purpose of this is often too broadly promote conciliation procedures (conciliation, intercession), as well as the broad use of elective strategies of strife determination, recognizing that it could be a justified institution in the hone of foreign countries; as well as mutual coordination (simplification) of the workload of the judiciary and other bodies.

In general, as the reform of the judicial system comes to a new level, the procedures for resolving disputes (problems) take on a new meaning. In this sense, the selection of the Law of the Republic of Uzbekistan “On Arbitration Courts”[1] has played a vital part in regulating relations in the field of organization and activity of intervention courts within the country. According to this law, permanent and temporary arbitration courts will be established in the Republic of Uzbekistan.

THE MAIN FINDINGS AND RESULTS

Arbitration courts resolve disputes arising from civil law relations, including economic disputes emerging between business entities.

Arbitration courts do not resolve disputes arising from administrative, family, and labor relations, as well as other disputes provided by law [2].

What is the need to establish arbitration courts in Uzbekistan? Are there many reasons for this?

First, the experience of self-justifying foreign states;

Second, there is a need in national practice to resolve disputes in an alternative (pre-trial and out-of-court) manner;

Third, the over-burden in the practice of the competent courts (economic court or civil court) and the fact that this situation has driven to a number of problems;

Fourth, a few of the rising disputes (particularly in civil law relations, as well as economic disputes) can be resolved quickly, at low cost, without the inclusion of state courts [3, p. 5];

Fifth, the shortness of the time for resolving disputes, the simplicity of procedural processes, the priority of the principle of conciliation (conciliation andreconciliation) between the parties;

Sixth, the parties have the right (without limitation) to appeal to the competent state courts, depending on the outcome of the case.

Based on the above needs and strategic goals, for the primary time in the practice of Uzbekistan, the Law of the Republic of Uzbekistan “On Arbitration Courts” was embraced [4].

Then the Law of the Republic of Uzbekistan “On Amendments and Addenda to Certain Legislative Acts of the Republic of Uzbekistan in association with the adoption of the Law “On Arbitration Courts” [5] of August 1, 2007, No. LRuZ-106 [6], the Code of Economic Procedure was amended [7].

Is it precisely their decisions that need to be considered in civil and economic courts? What are the guidelines in the substantive and procedural codes?

Arbitration court (permanent arbitration court or temporary arbitration court) is a non-governmental body that resolves disputes arising from civil legal relations, including economic disputes between business entities.

An arbitrator is defined as a citizen of the Republic of Uzbekistan elected or duly appointed by the parties to an arbitration agreement to resolve a dispute in an **arbitration court**.

According to the data [8], the list of judges of 15 Arbitration Courts established under the Chamber of Commerce and Industry of Uzbekistan and its territorial divisions includes 146 highly qualified specialists, including 6 doctors of law, professors, 6 candidates of law, associate professors, 2 Candidate of Economic Sciences, Associate Professor.

For example [9], in the first 11 months of 2019, the Arbitration Courts considered 9,014 cases, the amount of claims amounted to 236.6 billion soums, 2.9 million US dollars. This is 3,233 more than the number of works done in 11 months of 2018. In particular, the CCI of the

Republic of Uzbekistan Kashkadarya (2,629 cases - 2,267 cases), Syrdarya (1,272 cases - 880 cases), Jizzakh (494 cases - 407 cases), Bukhara (551 cases - 211 cases) It was noted that the Arbitration Courts under the territorial administrations of the regions have achieved high results.

It should be noted that in the first half of 2019, the Executive Committee of the Chamber and regional structures in the interests of members of the Chamber in a total of 33,436 cases for a total of 2 trillion 883 billion UZS. Of these, 25,458 cases were fully satisfied, 136 cases were denied, and 623 cases were dismissed.

When these indicators are distributed according to the jurisdiction of the courts, including:

- Economic courts in 23,258 cases;
- Civil courts in 10,103 cases;
- In 75 cases the share of Administrative Courts.

At the same time, in 793 cases, disputes between business entities were resolved in the pre-trial dispute resolution process.

During the first half of 2019 [8], the Executive Committee of the Chamber and regional structures filed claims in the interests of members of the Chamber in a total of 33,436 cases totaling 2 trillion 883 billion soums. Of these, 25,458 cases were fully satisfied, 136 cases were denied, and 623 cases were dismissed.

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Research also confirms that a number of scientific developments in this area have been carried out in the country, ensuring the activities of arbitration courts and the review and enforcement of their decisions, increasing the role of arbitration courts in resolving disputes [10], [11], [12], [13].

It is entitled “Subsection 4 of the Code of Civil Procedure. Proceedings in connection with the decision of the arbitral tribunal”, which deals with two types of civil cases, including

- 1) On annulment of decisions of arbitration courts;
- 2) Applications for the issuance of writs of execution for the enforcement of decisions of arbitration courts.

Specific aspects of the proceedings on the application for annulment of decisions of arbitration courts:

One of the types of civil proceedings (Article 1 of the CPC);

- The party to the arbitration proceedings may challenge the decision of the arbitral tribunal on a civil dispute within **thirty days from the date of receipt of the decision** by filing an application with the civil court for annulment of the decision of the arbitral tribunal.
- The application for annulment of the **decision of the arbitral tribunal shall be submitted to the civil court of the place where the decision** of the arbitral tribunal was made;
- Considered in accordance with the **general rules** of civil proceedings;
- The application for annulment of the decision of the arbitral tribunal is considered individually by the judge;
- An application for annulment of an arbitral award shall be considered within the grounds for annulment of the arbitral award specified in Article 352 of the Code of Civil Procedure;
- A private appeal (protest) may be filed against the ruling of the civil court on the decision of the arbitral tribunal;
- The rights and obligations of the arbitral tribunal in respect of the decision of the arbitral tribunal **on civil disputes may also be disputed by persons who have not been involved in the decision** of the arbitral tribunal;
- Application for annulment of the decision of the arbitral tribunal suspends the proceedings on the execution of the decision of the arbitral tribunal until the completion of the proceedings on the dispute by the civil court;
- The court shall not have the right to examine the circumstances established by the arbitral tribunal during the hearing of the case or to reconsider the content of the arbitral award.
- Procedural rules of proceedings on applications for the issuance of writs of execution for the enforcement of the decision of the arbitral tribunal:
 - The issue of issuing a writ of execution for the enforcement of the decision of the arbitral tribunal arises in the event of non-voluntary execution by the defendant (debtor);
 - Such application may be filed no later than six months from the date of expiration of the period of voluntary execution of the arbitral award;
 - The issue of issuing a writ of execution for the enforcement of the decision of the arbitral tribunal shall be considered by the civil court at the request of the party in whose favor the decision of the arbitral tribunal was rendered;
 - The application is submitted to the civil court at the place or place of residence of the debtor or, if the place of residence or location of the debtor is unknown, the property of the debtor;
 - The application is considered by the judge individually;
 - The court shall not have the right to examine the circumstances established by the arbitral tribunal during the consideration of the case in the court session or to reconsider the content of the decision of the arbitral tribunal;
 - The court shall issue a ruling on the issuance of a writ of execution or a refusal to issue a writ of execution for the enforcement of the decision of the arbitral tribunal;
 - The ruling on the issuance of a writ of execution must be executed immediately.

Analysis of case law materials [14]. In the inter-district court of civil cases on the application of the microcredit organization “S-CREDIT” LLC against the defendants O.A., Y.M and D.A. on the application for the issuance of a writ of execution on the enforcement of the decision of the arbitral tribunal X- Civil case No. 3/19 is pending. According to the case, the permanent employee of “CH-F” LLC Ch. by the decision of the city arbitration court of July 20, 2018, the plaintiff's claim was fully satisfied and the defendant O.A., Y.M and D.A. 1,182,079.38 soums, 2,874,016.55 soums on fines and 307,000 soums on arbitration fees and 7,000 soums on postage, a total of 10,120,000 soums.

At the hearing, the defendants were asked not to voluntarily execute the decision, to satisfy the application and to issue a writ of execution for the enforcement of the decision of the arbitral tribunal. At the end of the case, the court issued a ruling stating that the application could be upheld, a writ of execution issued, a state fee charged for filing an application with a civil court, immediate execution of the ruling, and a private complaint or protest.

The judge shall issue two writs of execution: 1) writ of execution on the debts (principal debt, interest debt, penalty debt, arbitration fee, postage) specified in the decision of the arbitral tribunal and to be recovered from the defendant; 2) a writ of execution on the recovery of the state duty paid from the defendant, which must be collected in favor of the plaintiff, when applying to the civil court. The writ of execution, signed by the judge and the clerk of the court, issued on the basis of the ruling on the case, shall indicate the amount to be recovered, the issue of immediate enforcement and detailed information about the debtor and the claimant. The writ of execution shall be immediately sent to the Bureau of Enforcement at the place of residence (address) of the debtor in the general order or in electronic form by a letter of referral.

Another example is that plaintiff B.A. filed a writ of execution against the defendant A.A. with a writ of execution to enforce the arbitral award, in which the Ya permanent district arbitration offices under the Tashkent city branch of the HSA of Uzbekistan The court's decision of May 17, 2014 fully satisfied his claim, a copy of the decision was provided to him on May 23, 2014, the defendant's offer to voluntarily execute the decision on May 24, 2014 and the full text of the decision although sent, stating that the judgment had not been enforced voluntarily by the defendant, requested that his application be granted and that a writ of execution be issued for the enforcement of the judgment of the arbitral tribunal [15].

It was found that according to the decision of the Arbitration Court of the Ya District Permanent Arbitration Court under the Tashkent City Branch of the HSA of Uzbekistan dated 17 May 2014, a total of 18,420,000 soums was recovered in favor of Defendant A.A. in favor of Defendant B.A.

The court, having considered the plaintiff's application and the materials submitted, as well as considering the grounds for refusing to issue a writ of execution for the enforcement of the arbitral award, considers it necessary to satisfy the application and issue a writ of execution for enforcement.

Defendant A.A. was charged a state fee of 179,180 soums in favor of plaintiff B.A in the application for a writ of execution to enforce the award of the arbitral tribunal and was sent to the Bureau of Enforcement for immediate execution of the judgment.

Because Article 274 of the Code of Civil Procedure is called the execution of a ruling, a court ruling is enforced immediately, unless otherwise provided by law or by a court.

CONCLUSIONS

Based on the above analysis, the following are some of the points, some of which are controversial:

1). Until now, the legislation and practice of arbitration courts have been characterized by an independent, confidentiality of information, an alternative form of dispute resolution and a number of privileges and priorities, the type of proceedings in our procedural codes (EPC, CPC) [16] a separate chapter provides an analysis of the lack of a higher instance to review arbitral awards, but whether the competence of the competent state courts is an alternative or a function of a higher instance court, or a form of appeal against their decisions and activities. However, the Procedural Codes (EPC, CPC) do not specify that the power of review belongs to this system, or it is expedient to establish a mechanism for administrative proceedings, establishing the procedure for proceedings in the form of complaints against these actions (decisions).

2) Article 14 of the Law of the Republic of Uzbekistan “On Arbitration Courts” states “Requirements to the arbitrator”.

According to it, a citizen of the Republic of Uzbekistan not younger than twenty-five years, able to ensure an impartial settlement of the dispute, not directly or indirectly interested in the outcome of the dispute, independent of the parties to the arbitration agreement and agreeing to perform the duties of an arbitrator. In addition, in this article, an arbitrator who resolves a dispute individually must have a higher legal education. It is stated that the chairman of the arbitral tribunal must have a higher legal education when resolving a dispute in a panel. However, it is advisable to include higher legal information in the above “Requirements for Arbitration Judge”. In practice, this has led to a number of problems, including lack of confidence in the arbitral tribunal, its reputation, the quality of the case, the procedural documents, the appeals to civil and economic courts, and the annulment or enforcement of certain decisions in these courts. leading to the rejection, most cases being reconsidered from the beginning (new) in the general claim procedure.

3) On the basis of Article 194 of the Code of Civil Procedure, the court shall issue a ruling on the refusal to accept the application for processing, in accordance with Article 195 on the return of the application. At first glance, this list is a complete list, and it is understood that other articles of the Code do not contain such grounds and no such procedural actions are taken. However, the provisions of Subsection 4 of the Code of Civil Procedure, which deals with the decision of the arbitral tribunal, state that “refusal to accept an application shall be permitted on the grounds set forth in Articles 175-176; 350-355 of the CPC”. The Code provides for separate grounds for dealing with decisions of other arbitral tribunals, as well as “Article 175. Grounds for refusal to accept an application for a court order” and “Article 176. Return of an application for a court order”, but the general norm (Refusal to accept the application under Article 194 of the Code of Civil Procedure, return of the application under Article 195) does not specify this.

Articles 350-355 of the Code of Civil Procedure are limited to the following norms:

Article 350: If the application for annulment of the decision of the arbitral tribunal is subject to the requirements provided for in the first and third parts of Article 349 of this Code, as well as if

filed in violation of the provisions of this article, the civil court shall refuse to accept such an application in accordance with the rules provided for in Article 194 of this Code.

Article 350: If the application for the issuance of a writ of execution for the enforcement of the decision of the arbitral tribunal is filed in violation of the requirements of Article 354 of this Code, as well as if the provisions of this article, the civil court shall refuse to accept such an application in accordance with the rules provided for in Article 194 of this Code.

Article 266 of the Code of Civil Procedure. Decisions to be executed immediately, Article 267. It sets out the grounds on which the court has the right to allow the immediate execution of the decision. However, this list does not address the issue of immediate execution of the ruling issued on the basis of the results of consideration of the issue of immediate execution of the decision and is not specified in the ruling section.

Therefore, “Article 266 of the Code of Civil Procedure. It is proposed to add to this article the item 7) immediately enforceable court decisions”, called immediate decisions (rulings) to be executed.

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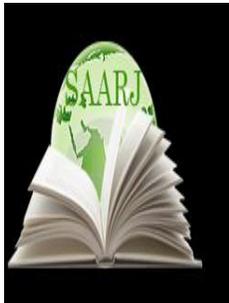
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[15] (Taken from the archives of the Tashkent Interdistrict Civil Court. The text changes the name of the court given in the court documents, the parties name/surname, the year of issue of the court document and the serial number.)

[16] (The text is abbreviated as the Code of Economic Procedure - CEP, the Code of Civil Procedure – “CPC”)



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**THE EFFECT OF ORGANIZATIONAL FACTORS ON CREATIVITY IN
 THE IRANIAN ACADEMIC CENTER FOR EDUCATION, CULTURE
 & RESEARCH UREMIA BRANCH**

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ABSTRACT

Human being tangibly has obtained this fact that thoughtfulness, intelligence and wit play a major role in bliss and improving the material and spiritual life. Swift development in social and behavioral sciences re-identified this role in different life aspect. This research under the title of “analyzing the effect of organizational factors or creativity in Jahad Daneshgahi Urmia branch” with statistical population of 132 people is written based on these goals: recognizing the effect of organizational factors on creativity, the study of leadership approach and its effect on creativity, the study of organizational structure and its effect on creativity, investigating training and education and its effect on creativity. Research hypotheses include: 1. Organizational factors have a positive effect on creativity 2. Leadership approach has a positive effect on creativity 3. Organizational structure has a positive effect on creativity 4. Rewarding system has a positive effect on creativity 5. Required resource supply has a positive effect on creativity 5. Training and

education have a positive effect on creativity. Field method and questionnaire were used to collect data and SPSS software was used to analyze data. All hypotheses were approved.

KEYWORDS: *Creativity, Leadership Approach, Organizational Structure, Reward, Resource Supply, Education.*

INTRODUCTION

Economical efforts of human being have already focused on obtaining the most result from the least amenities and efforts. This tendency can be named as an enthusiasm to reach an increased efficiency. All inventions and originalities of human being from the most initial ancient tools to the most complicated contemporary electronic and mechanic equipments are influenced by this enthusiasm.

In spite of the long presidency of creativity in human being life, organizations have discovered recently that because of the swift technological revolutions, global competition and economical unreliability, creativity is the key and constant resource of competitive and viability privilege. This constant competitive privilege is appeared based on opinions, goods and services. Those organizations that paid less attention to the effective factors on organizational success will face some difficulties in their viability.

SIGNIFICANCE OF STUDY

Always this question is raised that why a country has developed while another country with better utilities and resources is left behind. Which important factor in the same situations can lead to development and success (organizational - group- individual) or lead to malfunction and dropping behind of some others. The answer of this question should be sought in direct relationship and positive correlation between creativity and innovation of human force and the level of organizational efficiency.

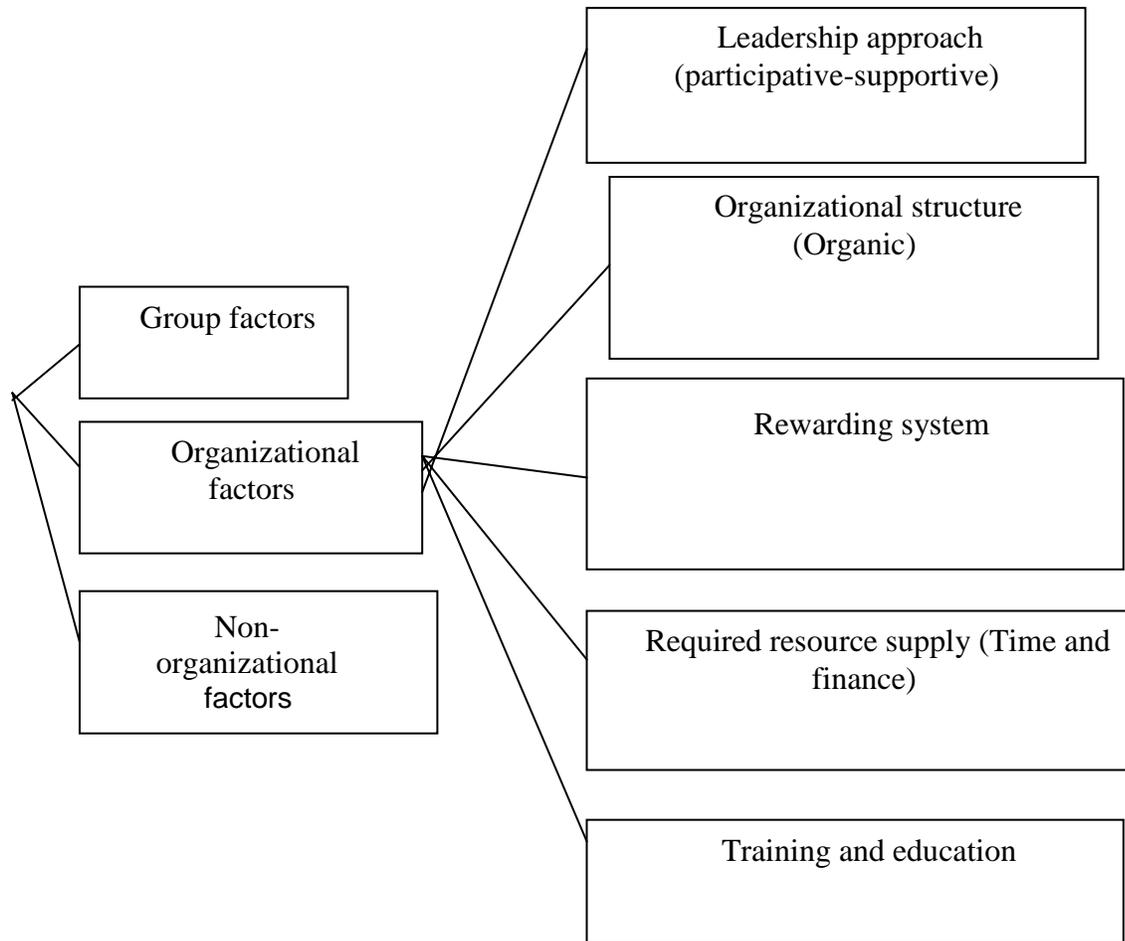
STATEMENT OF THE PROBLEM

Human being tangibly has obtained this fact that thoughtfulness, intelligence and wit play a major role in bliss and improving the material and spiritual life. Swift development in social and behavioral sciences re-identified this role in different life aspect. Nowadays fundamental indexes of intellection in creation and innovation play the basic role in the magnificence of material civilization of the world. Today those companies and organizations that are pioneer in creativity and innovation can achieve success. Viability and development are the most important principles for organizations. In recent decades these viability and development were naturally feasible through the simple responsiveness to environmental changes, but nowadays conditions are different. Innovation and creativity are the most valuable assets of organization and also they are equipments that enable organizations to precede their rivals which are involved in revolutions. Companies and organizations that go toward the innovation and encourage their human resources in this way are successful. (Robins 1376: 26). Therefore according to the important role of creativity in viability and ascendancy of organizations especially Jahad Daneshgahi which is an educational and investigational entity, creativity plays a fundamental role in achieving organizational goals in Iranian Academic Center for Education, Culture & Research. In this study first of all we will discuss about organizational factors and then the effect of some

organizational factors variables including structure, leadership approach, rewarding, education and resource supply on creativity as empowerment output is going to be investigated.

THEORETICAL BASIS OF RESEARCH

Creativity is an essence for the viability of any organization (Griffin W.Ricky. 1993, PP.295-297). Amabil in 1983 investigated about 7000 articles about creativity and found out that only 138 articles have discussed about creativity variables. Of these 138 cases just a few numbers spoke about the role of organization's environmental variables in creativity. Amabil et al (2003) after more than two decades research about the relationship between working environment and creativity and investigating numerous organizations and hundreds of individuals and groups concluded that creativity is intensely influenced by working environment. These findings state that environment has a more significant role in comparisons with other factors like individual features and talents in creativity. According to Amabil organizational factors are absolutely more manipulative and changeable than individual features and talents. Peter Draker (1999) confirms Amabil's idea about the difficulty of changes in innate talents and suggest never try to change yourself, this is not practical. Fiddler also declares that it's difficult to change people and it's better to change their position (organizational environment) rather than changing people. Amabil (1998), Andriopoulos (2001) Cardinalo and Hotfild (2001) demonstrate in their research that creativity is affected by organizational variables. The most important organizational variables effecting creativity include "leadership approach", "organizational structure", "rewarding system", "and organizational atmosphere", "resources". This research aims to study the effect of organizational factors and variables on creativity; thus it investigate the relationship of organizational factors like leadership approach, organizational structure, rewarding system, required resources supply and education with creativity.



LEADERSHIP APPROACH

Conducted researches in organizations environment demonstrate that leadership approach is one of the organizational aspects that significantly affects creativity (Amabil and Graigzoikz, 1987, King and Anderson, 1990). Herad believes that the basic challenge of organizations interested in creative trading solutions is to provide a “leader” who provokes creativity in an organizational field (Ford and Gioia, 1995). “Effective leadership” is the proper leadership for encouraging creativity in organizations which is a fairly extensive idea. Leadership behaviors that lead creativity include setting clear expectations about what should be done and supporting the choices and options of staff in achieving these goals. Researches show that management effort to dictate working procedures are completely inappropriate. Understanding the fact that liberty of act and supportive behaviors can lead to creativity is related to participative- supportive leadership, while dictatorship does not produce creativity. Bernard M. Boss is the first person who declares between successful and effective leadership (Blanchard, 1380: 71). If the leadership approach was not adjusted with staff expectations and people do their job because the leader is in authority, we can say that the leader was successful, but not effective. This is because of the fact that people obey the leader just because he controls rewards and punishments. In contrast if the leader’s affairs lead to a successful response from staff and they do their job because they wanted it themselves, in this case the leadership is effective. In such a condition the leader not only is in authority, but also has a personal power that staff respects him and want to

cooperate with him (Blanchard, 1380:92). Dignity is given to the leader by organization while personal power is something that is given to the leader by staff acceptance. Hardy and Schwartz (1996) believe that a leader is effective only in a condition that his behavior was adjusted with his orders. Therefore, regardless the fact that leader's orders are coordinated with his behavior or not, his behavior creates group or organizational culture. (Sadeghi 1376:172). Management efforts in order to dictate working procedures are completely inappropriate. Understanding the fact that liberty of act and supportive behaviors can lead to creativity is related to cooperative-supportive leadership, while dictatorship does not produce creativity. In other words, creativity is a result of liberty of act in supportive environments not following dictatorial orders. Oldham and Kamingz (1997, 1996) investigated the effect of leadership approaches on creativity in their studies and found out that supportive and non-control approach is the most effective factor on creativity and innovation. Vizberg (1992), Scot and Broos (2004) demonstrated that leaders are able to affect staff creativity through creating self-confidence in them. King and Anderson (1995) explain that specialists considerably agree upon the fact that the leadership approach required for creation and innovation is participative or democratic approach, i.e. staff should be active participants in decision-making process and it should be possible for them to convey their ideas to organization leaders. Alton Mayo believes that participative approach is a democratic approach which reduces working tension and increases creativity. In such a situation, we can expect people to utilize whole their capabilities (Parkinson et al, 1987). Faris (1982) showed in his studies that participative leadership approach leads to the most thriving creations and encourages innovations rather than appointive system. (King and Anderson, 1995, PP.96-100)

ORGANIZATIONAL STRUCTURE

Considering the structure goes back to Hasoren's studies in electronic company of western electric (Joe Mary, 1387:387). Organizational structure is one of the organization's dimensions which aim to divide jobs among organization members and coordinate them. (Moghimi, 1385:196). Organizational structure's function is to remove ambiguities in a way that is a solution for environmental unbeknownst and emerges from correlated behaviors in connected processes. Structure is produced considering strategy and most of the organizations design their strategy according to innovation and creation, expense reduction and imitation (Robinz , 1376:313). Experts believe that structure has different types and they studied them in two general groups of mechanic and organic. According to Bronz and Scatter (1962) there were two environments and each of them results in special structure formation of itself. "Mechanistic structure" was appropriate for the organizations that act in consistent and safe environments and "organic structure" is suitable for organizations operating in dynamic and inconsistent ones. They determined that mechanistic and organic structures are the most ideal organizational structures that are coherent and no organization exists with mere organic or mere mechanistic structure (Sadeghi, 1386:180). These two researchers found out that using organic structure is more practical whenever the organization needs more creativity. These kinds of organizations expect more of their staff so that they can maintain their competition privilege with new plans. Mintzberg (1989) with a systematic point of view concluded that each organization includes five divisions and each of these divisions has a strategic and dominant in the organization. Structure is formed based on that division. These structures involve "simple", "mechanic bureaucracy", "professional bureaucracy", "partial bureaucracy" and "bureaucracy". Bronz and Stoker (1962) and Mintzberg (1989) believe that organizational structures are effective on creativity and

declare that organic structures (bureaucracy, simple, connected and matrix structures) simplify creativity and mechanistic structures prevent the appearance and emerge of creativity. Martin and Troblanch (2003) believe that “flexibility”, “liberty” and “co-operated team work” are the most important characteristics or values of organic structures that result in the development of creativity and innovation. In contrast, features like “inflexibility”, “controlling”, “predictability” and “discipline related to hierarchy” hinder creativity. Taro (2000) states that whenever affairs are organized precisely, there would be no gap and no weed may grow out of it, and on the other hand it means that excessive sticking to structures won’t allow the emerge of any gap so that new flowers can flourish. Organizations with low adjustment have a high level of control through concentrated decision making. Mere obedience of rules has a negative effect on creativity. Ford and Gioya (1995) based on an ultra-analyze of researches, kind of emphasize on bureaucracy structure features and declare that structure in creative organizations tend to flexibility, low level of rules, little explanation of career, and high level of independency since these mechanistic, traditional and hierarchical structures hinder creativity. Some of the other features of organic structure which resemble mostly to the structure of freelance organizations (Robinz, 1376:312) and lead to creativity include: lack of concentration in decision making and low formality, flexibility due to low level of rules and lack of their effectiveness, general explanation of job, granting high level of liberty and appointing authority to individuals in any levels to represent their new opinions and thoughts. Most of the restricting factors of creativity regarding bureaucratic organizations include: hierarchical structure, concentration in decision making, insufficient and inappropriate resources, reduction of budget, tendency to do things in traditional ways and a high level of rules and disciplines. Most of the researchers believe that high formality, hierarchical structure and management supervision of creative behavior are not suitable and mechanistic and inflexible structures prohibit the creativity (Ford and Gioya, 1995).

REWARDING SYSTEM

The reason people do something is that they want to meet their own requirements. They always think about the result and rewards they would get before starting to do it. Organizations control most of the rewards and in most cases these rewards are the way of motivation (Robinz, 1377: 363) and the answer of this question that how it is possible to make staff do some significant creative jobs and special operations. Staff rewarding system is consist of organization’s cohesive policies, processes and approaches according to staff’s role, proficiency and competence which are an effective assist in organizational efficiency (Abbas Pour 1384:230). Creative decision makers and others expect the organization to recognize their hard work and creativity and appreciate and reward them (through tipping or increasing their wages). Amabil (1997) studied the effect of internal and external motivation on creativity and believes that internal motivation has a more significant and determinant effect on creativity rather than external motivation. He declares that one of the features of creative organizations is rewarding the creativity, but it should avoid external rewarding like money to make their staff creative. Monetary rewarding makes the person to feel that he is under observation. In contrast lack of rewarding to creativity produces negative feeling in organizations. People may think that they are being manipulated or they are not appreciated because of creative functions. Consequently providing a rewarding system and encouraging creative people in this field can be efficient and effective (Alvani, 1372:217). Amabil suggests some rewarding of internal motivation in order to increase creativity including: allowing people to join those projects that they are interested in, generous and

enthusiastic appreciation of individuals and groups creative works, allowing people to work on their desirable ideas, although they are not sure about its success. Rewarding system permits taking risks that has a significant effect on creativity. Researchers like Izenburger and Armeli (1977) believe that external rewarding is utilized with two different controlling and informing purposes. If we use them with controlling purpose, Amabil precisely confirms that external rewarding causes the control of individual's behavior and finally leads to the reduction in internal motivation and creation of staff. If we use rewarding with informing purpose i.e. rewarding convey information that reflects competence and creative function of individuals, it leads to internal motivation and creation. Therefore external rewarding should be observed as those things that demonstrate individuals' competence and endeavors to undertake creative functions. If rewarding distribute through these informing approaches, they can have a positive effect on staff creativity (Sadeghi, 1386:205). Martin and Trablanch (2003) suggest that staff should be rewarded to encourage them to creativity, taking risks, producing, experiencing and executing in their work. As Craft (2001) believes any creative working or behavior should be rewarded to reinforce creativity. According to Strat's idea rewarding should involve flexibility, uniqueness and be special and adjusted with individual or individuals who receive it tyo reinforce creativity through rewarding system. Amabile (Amabile, 1979, PP.221-223) found out that inaccurate evaluation and granting external rewarding results in individuals' creativity repression. Amabile (Amabile 1998, PP.77-80) suggest that the organizations who attempt to encourage creativity, at the same time have to appreciate creativity constantly and avoid monetary rewarding since internal motivations of individuals increases whenever they feel what they do is important for others. In other words, allocating rewards in organizations should provide the most output. At the first step, organization should be planned in a way that rewards were allocated to effective functions (by effective function we mean a function that is along the lines of organizations goals). Just in this case, utilizing rewarding is an effective solution to encourage and motivate staff (Saadat 1375:254-265)

EDUCATION

Education is considered as a tool by which organization determine a range in which their human asset is being considered as a sustainable asset (Abbas Pour 1384: 166) In order to have creativity we require two kinds of knowledge (not any kinds of knowledge) which are both acquisitive. One is factual knowledge and the other is experimental knowledge. Factual knowledge is the basis of everything, to learn a language w should learn its vocabulary and their meanings, otherwise speaking in that language is not practical (saadeghi,1386: 128). Creative people have the required knowledge in the related field of function. The related knowledge includes "education", "training" and" experience" that a person in contact with the related function (Gardener, 1993). Education exposes the person with a variety of experiences, viewpoints and knowledge basis to reinforce using experiments and divergent problem solving proficiencies and preparing people to utilize different and numerous viewpoint and create more intricate plans (Perkins, 1986). Creativity as other human talents is fairly acquisitive and is not peculiar to special people. Creativity development requires special conditions and educating and guiding organization staff are others facilitators of encouraging and emerging creativity and innovation in an organization. Creativity can be found in all people with various strength and weakness and can be flourished and extended through education (Aghaieefisahani, 1377:157).

Study shows that the feasibility of achieving an invention among those who have academic education is lower than other people and this means that explorations and inventions don't necessarily require academic education (Ojen K. wan fanjeh, 1364:240). People who didn't have academic education, in most cases showed some creations while people with higher education didn't have any creations. Creative characteristic doesn't form intrinsically, however it flourishes in social environment and through education. A teacher who emphasizes on a question leads his students to a creative thinking (Aghayi Fishani, 1377:219). Assiduity and perseverance make creative people use their intellectual and knowledge processes (Esternburg, 1998). Most people fail because they only spend 9 minutes on solving a problem, while solving it requires 10 minutes. Creativity needs hard work and enthusiastic energy and time consumption since nothing valuable including creativity can be obtained simply and swiftly. It only achieves by studying, researching and knowledge educating. Simonten, the magnificent researcher of creativity, on the strength of the results of numerous studies demonstrates that creativity emerges from lots of efforts. Creative people like Edison, Picasso and Einstein and etc. had lots of inventions which means that they faced lots of failures and successes (Sadeghi, 1386:137) since merits are flourished based on experience and education.

RECOURSE SUPPLY

Amabile (1998) believes that money and time are two major resources influencing the creativity. Managers should be aware of allocating these resources. Making decisions about the amount of allocating time and money to a group or project as well as appointing people to a suitable job is an intricate judgment which concludes to encouraging or repressing creativity. Unfortunately, organizations usually suppress creativity through determining unreal urgencies which lead to uncertainty or unreasonable time pressure that causes disenchantment. It's obvious that creativity is most often time consuming. Managers who don't allocate enough time to exploration and doesn't have any special plan for waiting period, hinder creativity inadvertently.

Shali and Gilson (2004) emphasize on time resource and believe that time is an important resource to monitor and manage creativity and managers must ensure that their staffs have access to it. The research conducted by Amabile, Moler, Simson, Hadlei, Kramer and Fleming (2003) demonstrate that people under time pressure are significantly less committed to creativity. Creativity requires time consumption and Basedore (1987) in his research found this fact that time restriction in doing creative jobs is one of the most prominent limitations of creative behavior. Katz and Alen (1988), in agreement with Amabile, express financial resources as one of the important resources of creativity in an organization. However some other scientists like Sikezentemi Hali (1997) believe that managers encounter a big challenge about various resources such as financial resources in association with creativity. In another way, while the material resources are important for creativity, in some cases the restriction or availability of material resources may have a negative effect on creativity. In other words, lack of material resources could really cause encouraging creativity. Managers should assure that required resources for working are reasonably available for staff.

Managers, who empower staff and make them more creative, act as the backup defenders of a football team rather than forward players. They are mostly resource providers and problem solvers and don't act as a guide or leader that much. Therefore, empowerment and assisting staff in their way to reach their goals are one of the fundamental missions of managers. Managers, who try to provide required resources to enhance staff abilities, attempt to assure that their staff

receives the sufficient and consistent education and experience of professional development (Nave Ebrahim, 1386:75)

REPRESENTING CONCEPTUAL MODEL

A valuable thought is neither developed in a vacuum condition nor will it. Thus, existence of a desirable organizational environment is of the essence to develop new ideas and thoughts. Nowadays, creativity and innovation is not considered as a feature that is better to have it rather than lack it and also it cannot just be found in some peculiar people. But, creativity and originality are vital and prominent discussions in the leader organizations of business that try to survive in competition with others and remain pioneer. This is because of the fact that creativity is of paramount importance as structure flexibility base and originality and innovation ability. Organizations that fail in noting the effective factors of organizational success will encounter some difficulties in their viability (cook, 1998, p 24) Staff creativity would lead to organizational survival (Amabile,1996) just in the case that they were innovative in their works and represent and also utilize new and beneficial ideas about productions, function, service or organizational procedures (Oldham,2002; Shali and Gilson, 2004). The results of this study show that there is a relationship between organizational factors and the amount of creativity. In the form of conceptual model of study which is obtained by investigating creativity literatures and some factors of organization field, the model consists of five variables of creativity, organizational structure, rewarding system, required resources, leadership approach and education.

RESEARCH QUESTIONS MAJOR QUESTION

Which variables of organizational factors have positive effect on creativity?

MINOR QUESTIONS

1. What is the effect of leadership approach on creativity?
2. What is the effect of organizational structure on creativity?
3. What is the effect of rewarding system on creativity?
4. What is the effect of required resources supply on creativity?
5. What is the effect of education on creativity?

RESEARCH PURPOSES

1. Recognizing the effect of organizational factors on creativity
2. Studying the approach of leadership and its effect on creativity
3. Studying organizational structure and its effect on creativity
4. Recognizing rewarding system and its effect on creativity
5. Investigating the required resource supply and its effect on creativity
6. Investigating education and its effect on creativity

RESEARCH HYPOTHESES

Research hypotheses are represented in two major and minor groups.

MAJOR HYPOTHESIS

Organizational factors have positive effect on creativity.

MINOR HYPOTHESES

1. Leadership approach has positive effect on creativity.
2. Organizational structure has positive effect on creativity.
3. Rewarding system has positive effect on creativity.
4. Required resource supply has positive effect on creativity.
5. Education has positive effect on creativity.

METHODOLOGY

TYPE AND METHOD OF RESEARCH

According to the subject and purpose of this study, it is an applied research with a descriptive method.

DATA COLLECTION METHOD

In order to gather data in this study a questionnaire and for theoretical basis and review of literature the library method of study were applied.

DATA ANALYSIS METHOD

After gathering data by using a questionnaire, it was analyzed by SPSS 18. Statistical methods like descriptive and inferential were applied as follows:

DESCRIPTIVE STATISTIC: it's like the calculating the abundance averages, standard deviation, percentages, tables and diagrams.

Inferential statistics: Freedman ranking test, Pearson correlation test (based on normal data condition).

STATISTICAL POPULATION

Statistical population of this study is consist of 132 people of Urmia Jahad Daneshgahi staff of back up, educational, cultural, and research department.

STATISTICAL SAMPLE

Since statistical sample is limited and confined, questionnaires were distributed among all members.

SUBJECTIVE SCOPE OF STUDY

An important thing in this study is to investigate the effect of organizational factors on creativity of Jahad Daneshgahi and expressing the solutions and suggestions. Therefore, issues related to organizational factors effective on creativity have formed the subjective scope of the study.

LOCATION SCOPE OF STUDY

Urmia Jahad Daneshgahi is the location scope of this study.

TIME ZONE OF THE STUDY

The collected data is related to the first half of 1391.

- 1) Responders' sensitivity and the possibility of insincere responding to the questions.
- 2) Low amount of motivation and tendency of some people to answer the questions.
- 3) Determining the extent of research scope.

DEFINING KEY WORDS CONCEPTS AND EXPRESSIONS CONCEPTUAL WORDS DEFINITION

- 1) **CREATIVITY:** creativity includes utilizing subjective capabilities to develop an idea or concept (Kizer, 1968)
- 2) **LEADERSHIP:** leadership includes any measurements to tempt people for enthusiastic working in order to reach determined goals (Kate Davis 1981).
- 3) **ORGANIZATIONAL STRUCTURE:** organizational structure is one of the organization's dimensions which aim at sharing jobs among organizations' members and coordinating them. (Moghimi, 1385:196)
- 4) **REWARDING:** people do some jobs because they want to meet their needs. People think about the result and reward that they will achieve. Most of the rewards are considered as the most effective motivational tools (Robins, 1377:363) and these rewards are the answer to this question that how is it possible to make staff do creative and special jobs.
- 5) **RESOURCE SUPPLY:** Amabile (1998) believes that time and money are two major effective resources on creativity. Managers must act precisely in allocating resources. Decision making about the amount of time and money allocated to a group or project as well as appointing people to suitable jobs is a complicated judgment that can conclude to encouraging or suppressing creativity.
- 6) **EDUCATION:** Education is equipment through which organizations determine a range and in that their human asset considers as their sustainable asset (Abbaspour, 1384:166). To have creativity, we need two types of acquisitive knowledge entitled experimental and factual knowledge and are obtained through education. Creativity development requires some conditions and special educations. Educating and guiding organization personnel are assisting factors of creativity and innovation in organization.

DATA ANALYSIS OF STUDY

DEMOGRAPHIC CHARACTERISTICS OF STUDY POPULATION AGE GROUP OF STUDY POPULATION

As it is demonstrated in the table, statistical population of study are classified in three age groups of 20-35, 36-50, and 51-higher. 99 people of 132 statistical populations are in 20-35, 29 people are among 36-50 and 2 people are in the last age group. Most of staff and statistical population of study are in 20-35 age range and we can say that they are rather young.

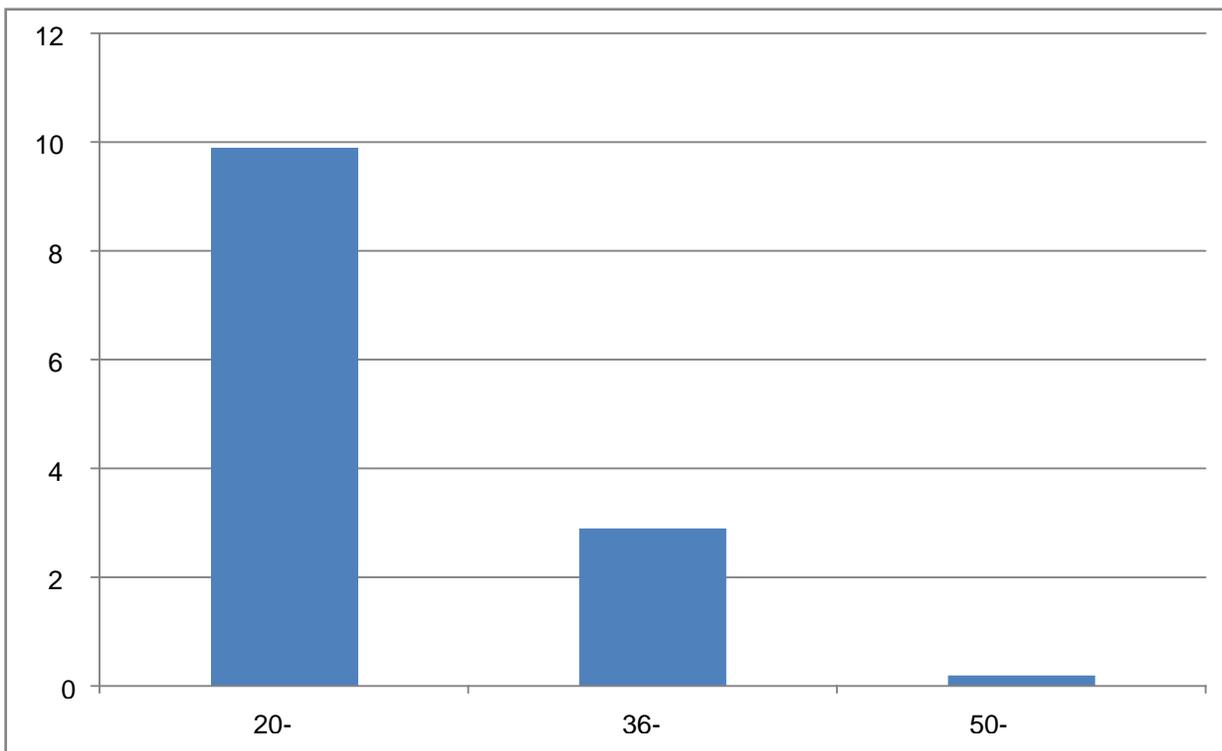
TABLE 6: AGE GROUP OF STUDY POPULATION

Number	Age range	Frequency	Frequency percentage
1	20-35	99	76

2	36-50	29	22
3	51-higher	2	1
Total		130	100

Resource: research data

DIAGRAM 1: AGE GROUP COMPOSITION OF STATISTICAL POPULATION



Resource: research data

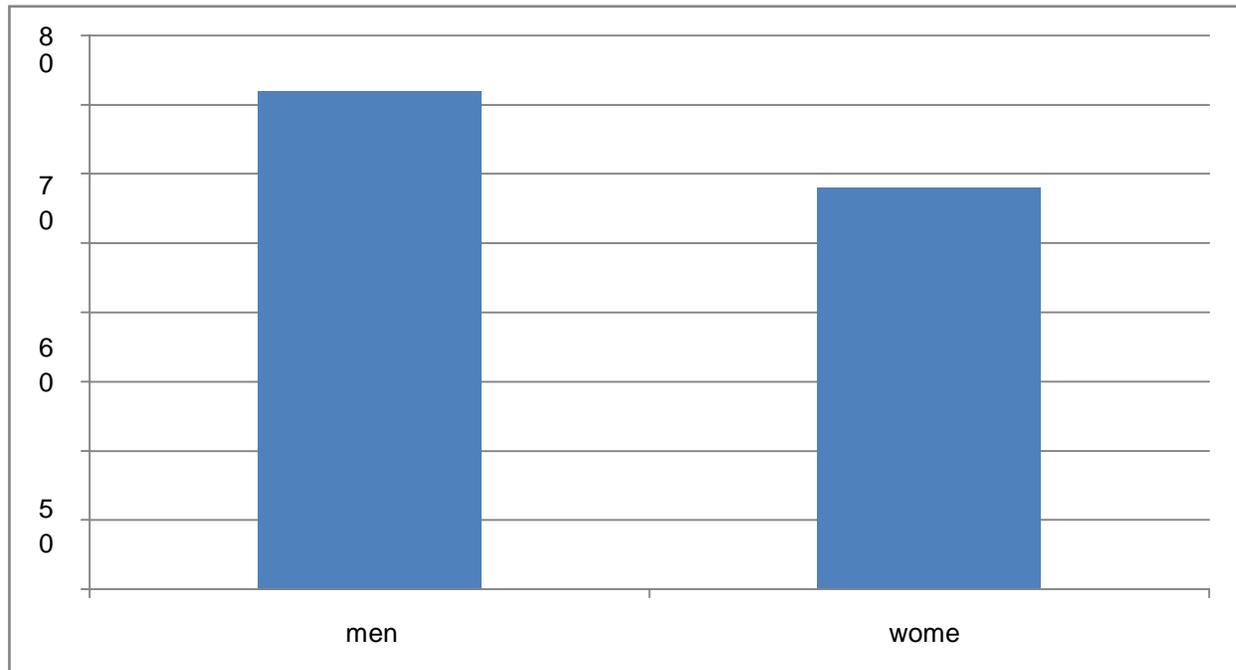
THE NUMBER OF STATISTICAL POPULATION OF STUDY

The total number of statistical population was 132 consisting of 72 men and 58 women that shows the number of men was more than women and 2 people didn't give back the questionnaire.

TABLE 7: THE NUMBER OF STATISTICAL POPULATION OF STUDY

Number	Population	Frequency	Frequency percentage
1	Men	72	55
2	Women	58	45
Total		130	100

Resource: research data

DIAGRAM 2: GENDER COMPOSITION OF STATISTICAL POPULATION

Resource: research data

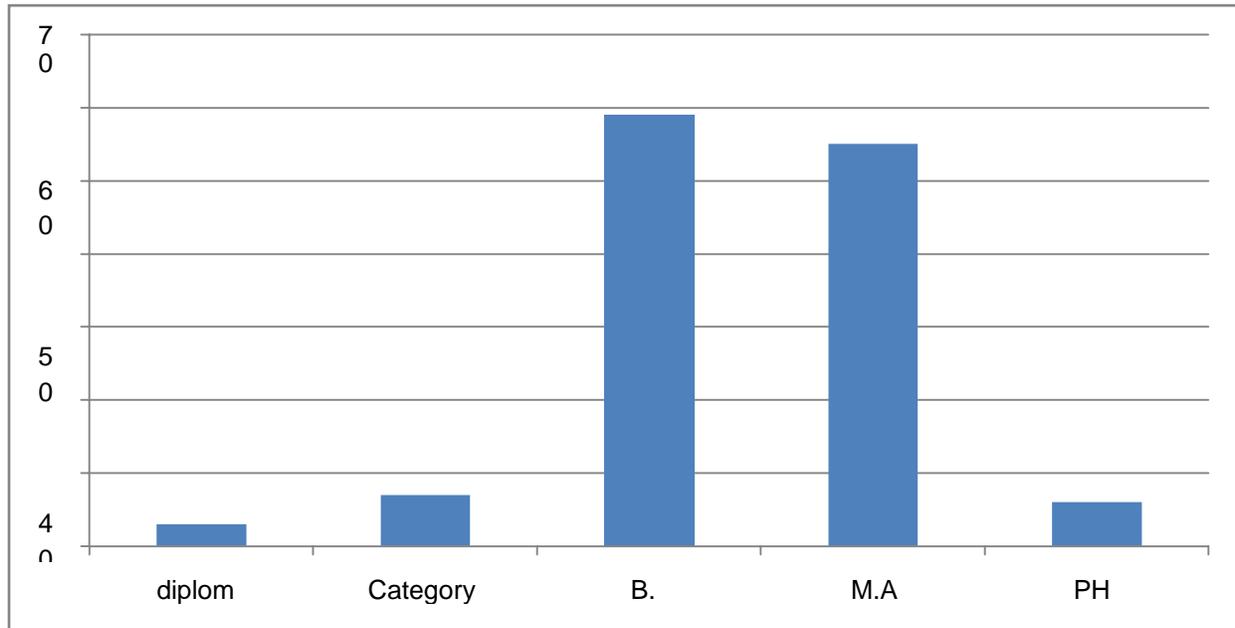
The composition of education of statistical population

Table 3 demonstrates the composition of education of statistical population. As it is observed, the population consists of 132 people who hold five levels of education including diploma, collegiate, B.A, M.A, and PHD. According to table's data most of the population i.e. 59 people hold B.A and 55 of them have M.A. 2 people didn't give back the questionnaire.

TABLE 8: LEVEL OF EDUCATION OF STATISTICAL POPULATION

Number	Level of education	Frequency	Frequency percentage
1	Diploma	3	2.5
2	collegiate	7	5
3	B.A	59	45
4	M.A	55	42
5	PHD	6	5

Resource: research data

DIAGRAM 3: LEVEL OF EDUCATION OF STATISTICAL POPULATION

Resource: research data

PRECEDENT INDEX OF RESEARCH POPULATION

Table 4 demonstrates the composition of staff precedent in statistical population. They are classified in groups of 1-10, 11-20, and 21 or more according to their precedent. 97 people have 1-10 years, 17 people 11-20 and 16 people 21 or more years of experience. By investigating data in the mentioned table it is understood that most of the statistical population in the first group has the working experience of less than 10 years.

HYPOTHESES TESTING

Hypothesis 1(H1): leadership approach has positive effect on creativity

The opposite hypothesis (H0): leadership approach doesn't have positive effect on creativity.

Table 9: the effect of leadership approach on creativity (correlation)

Creativity	Leadership approach		
0.725	1	Pearson correlation	Leadership approach
0.000	0	Sig (1-tailed)	
130	130	N	

SPSS result is an output since Sig is less than 5%. Thus, H0 is disapproved and H1 is approved. Accordingly, it can be 95% said that leadership approach affects positively on creativity and has a significant relation with it.

HYPOTHESIS 2 TESTING

Research hypothesis: organizational structure has a positive effect on creativity. H1: p#0

Opposite hypothesis: organizational structure doesn't have a positive effect on creativity. H0: $p=0$

CORRELATION

TABLE 10: THE EFFECT OF ORGANIZATIONAL STRUCTURE ON CREATIVITY (CORRELATION)

Creativity	Organizational structure		
0.936	1	Pearson correlation	Organizational structure
0.000	0	Sig (1-tailed)	
130	130	N	

Resource: research data

According to Sig that is less than 5%, H0 is disapproved and H1 is approved. Therefore with 95% confidence we can say that Organizational structure has a positive effect on creativity and has a significant relationship with it.

HYPOTHESIS 3 TESTING

RESEARCH HYPOTHESIS: rewarding system has a positive effect on creativity. H1: $p \neq 0$

OPPOSITE HYPOTHESIS: rewarding system doesn't have a positive effect on creativity. H0: $p=0$

CORRELATION

TABLE 11: THE EFFECT OF REWARDING SYSTEM ON CREATIVITY (CORRELATION)

Creativity	rewarding system		
0.721	1	Pearson correlation	rewarding system
0.000	0	Sig (1-tailed)	
130	130	N	

According to Sig that is less than 5%, H0 is disapproved and H1 is approved. Therefore with 95% confidence we can say that rewarding system has a positive effect on creativity and has a significant relationship with it.

HYPOTHESIS 4 TESTING

RESEARCH HYPOTHESIS: required resource supply has a positive effect on creativity. H1: $p \neq 0$

OPPOSITE HYPOTHESIS: required resource supply doesn't have a positive effect on creativity. H0: $p=0$

CORRELATION

TABLE 12: THE EFFECT OF REQUIRED RESOURCE SUPPLY ON CREATIVITY (CORRELATION)

Creativity	required resource supply		
0.645	1	Pearson correlation	required resource supply
0.000	0	Sig (1-tailed)	
130	130	N	

Resource: research data

According to table 12 the amount of Sig is less than 5%, H₀ is disapproved and H₁ is approved. Therefore with 95% confidence we can say that required resource supply has a positive effect on creativity and has a significant relationship with it.

HYPOTHESIS 5 TESTING

RESEARCH HYPOTHESIS: education has a positive effect on creativity. H₁: p#0

OPPOSITE HYPOTHESIS: education doesn't have a positive effect on creativity. H₀: p=0

CORRELATION

TABLE 13: THE EFFECT OF EDUCATION ON CREATIVITY (CORRELATION)

Creativity	Education		
0.599	1	Pearson correlation	education
0.000	0	Sig (1-tailed)	
130	130	Sig (1-tailed)	

According to table 12 the amount of Sig is less than 5%, H₀ is disapproved and H₁ is approved. Therefore with 95% confidence we can say that education has a positive effect on creativity and has a significant relationship with it.

MAJOR HYPOTHESIS OF STUDY

Organizational factors have positive effects on creativity.

RESEARCH HYPOTHESIS: organizational factors have positive effects on creativity.

H₁: p#0

OPPOSITE HYPOTHESIS: organizational factors don't have positive effects on creativity.

H₀: p=0

TABLE 14: THE EFFECT OF ORGANIZATIONAL FACTORS ON CREATIVITY (CORRELATION)

Creativity	Organizational Factors		
0.639	1	Pearson correlation Sig (1-tailed)	organizational factors
		N	

TABLE 15: THE EFFECT OF ORGANIZATIONAL FACTORS ON CREATIVITY (CORRELATION)

Creativity	Organizational Factors		
------------	------------------------	--	--

0.639	1	Pearson correlation	organizational factors
0.001	0	Sig (1-tailed)	
130	130	Sig (1-tailed)	
1	0.639	Pearson correlation	Creativity
0	0.001	Sig (1-tailed)	
130	130	N	

According to the amount of Sig which is less than 5%, H0 is disapproved and H1 is approved. Therefore with 95% confidence we can say that organizational factors have positive effects on creativity and have a significant relationship with it.

FRIEDMAN TEST

This testing is used to investigate the significance of variables' ranking. The average rank of independent variables in study is the same: H0 The average rank of independent variables in study is not the same: H1 Test statistic (a)

TABLE 16: FRIEDMAN TEST

N	130
Chi-square	320.114
DF(degree of freedom) Asymp.sig	4
	0.000

A. FRIEDMAN TEST

By 95% certainty and because of the fact that the level of significance (0.000) is less than error degree (0.05), it is said that H1, which expresses the average rank of independent variables is not the same, is approved.

Next table demonstrates ranking according to the level of importance and the effect of independent variables in research population.

RANKS

TABLE 13: RANKING ORGANIZATIONAL FACTORS

	Man rank
Leadership approach	3.75
Organizational structure	4.10
Rewarding system	1.60
Resource supply	2.25
Education	3.40

Resource: research data

DISCUSSION AND CONCLUSION

In analyzing data at the first step, research population was demographically investigated briefly and in the second step a pre-test was applied to examine research hypotheses. Then all of the hypotheses or the correlation test was evaluated and according to the results all research hypotheses (both major and minor) were approved. Finally a Friedman test was used to rank all organizational components.

- Based on the first hypothesis test leadership approach has a positive effect on creativity which correlation coefficient in SPSS software between the approach of leadership and creativity in West Azerbaijan Jahad Daneshgahi is 0.725. Since this number is positive and near 1, therefore, the range of correlation is high and direct which means that as the leadership approach improves (cooperative method), the range of creativity in organization improves too.
- A Conclusion based on the second hypothesis test which shows that organizational structure has a positive and meaningful effect on creativity, expresses 0.936 ranges between organizational correlation and creativity. This means that as the organizational structure is organic and appropriate, the level of creativity in organization increases.
- Based on the analysis of the third hypothesis test, which tells that “rewarding system has a positive effect on creativity”, it is revealed that the range of correlation between rewarding system and creativity is 0.721 that is a positive number and near to 1; and shows a positive correlation between two parameters. As the amount of reward corresponding with a function elevates, creativity on that organization increases too.
- Based on the analysis of the fourth hypothesis test, which tells:” required resources have positive effects on creativity” correlation coefficient is 0.645. Since this coefficient is positive and near 1, it means that there is a positive and meaningful relation between required supplies and creativity. It is concluded that, if supplies are prepared sufficiently and on time (finance, time, etc) it will provide and boost creativity in organization.
- The analysis of fifth hypothesis shows that, education has a positive effect on creativity. Aas correlation coefficient shows (0.559), by rendering training and providing education it could be possible to create and elevate creativity in Jahad Daneshgahi.
- Based on the main hypothesis which was about analyzing the organizational factors on creativity, the relation and its effect was positive, and it is concluded that if organizational factors in Urmia Jahad Daneshgahi is provided sufficiently and on time. It will bring creativity in organization. Based on ranking test, the effect of organizational factors on creativity was ranked as follows:

Rewarding system <supply < education and training < leadership approach < organizational structure

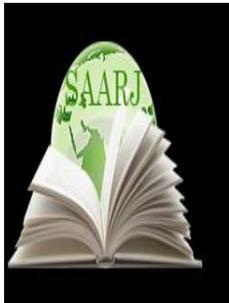
Modeling based on these results is possible. Utilizing these factors according to their rank and importance in organization elevates creativity in organization and causes problem solving and increased development. Therefore the structure of organization is in priority.

PRACTICAL SUGGESTIONS

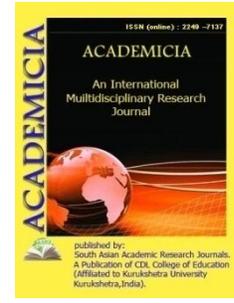
According to one by one data analysis of research hypotheses as well as the major hypothesis, if the honorable Jahad Daneshgahi managers tend to develop creativity and increasing it, they should reinforce all of the organizational factors specially based on their rank and priority to increase the amount of organizational creativity in Urmia Jahad Daneshgahi.

FURTHER SUGGESTIONS

1. It is recommended to researchers to study other effective factors of creativity like interpersonal factors, and environmental factors that include other group and out of organization factors.
2. It is recommended to executive managers and non- governmental company managers to study the factors other than organizational factors in their managing scope in order to develop creativity and increasing it in organization.



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COMPARATIVE ANALYSIS OF PHRASE LOGICAL FUSIONS IN THE FRENCH AND UZBEK LANGUAGES

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ABSTRACT

In this article, the national and cultural features of fictional toponymic component phraseological units are studied based on the stylistics calembour's. Death informs the gardener that he will come to the garden the day after his death, hearing this news, the gardener escaped to Samarkand that night in agreement with his master, but destiny is inevitable, as the meeting with death will take place in Samarkand at the same time. Thus word play is one of the most characteristic features of French phraseology. The peculiarity of this word game depends on the peculiarities of the French language and the national spirit peculiar to the French.

KEYWORDS: *Toponym, Phraseological Etymology, National-Cultural, Borrowing, Associative Connection, Fictional Toponymic Components, Calembour.*

INTRODUCTION

Additional to the geographical toponyms available within the two languages involved in the analysis, phraseological units associated with the artificial geographical name may also be encountered. Most of the phraseology that falls into this group is formed using a pun (calembour) or word game that is considered a cultural stylistic means.

It is necessary to reconstruct cultural information as it really is in order to understand calembours. The description of the object is considered as the difference between such fictional toponyms and elemental toponyms. The figurative meaning occurs because of the metaphorical phenomenon. In terms of the structure of fixed expression, calembour is the most productive stylistic tool.

The aim of the research work is to identify national-cultural features of phraseological units with fictional toponymic components in the French and Uzbek languages and to study their similarities and differences.

MATERIALS AND METHODS

The object of the researchwork is national and cultural phraseological units with toponymical component in the French [3] and Uzbek [4] languages.

Methods used in the article linguistic, comparative, etymological and component analysis.

1.1. Linguoculturological features of phraseological units with toponymical components in French and Uzbek

Calembur is widely utilized in simple communication, as well as in the works of writers as an important figurative and expressive emotionally influential means. The tradition of making toponyms based on calembours such as word games has already existed in France for a long time. The widespread use of calembour reflects not only the national character, but also depicts the "spirit" of the French language, its characteristic "originality".

A.G. Nazaryan divides phraseological calembours into three groups. These are:

1. Phraseologisms are constructed on the basis of the ambiguous meaning of one of their components (passer l'arme à gauche).
2. One of the homonymous components of phraseology will be replaced (raisonner comme un tambour, literally may be translated as 'think as a drum'; meaning: to say something unkind, to say nonsense; raisonner (to think), résonner (to sound))
3. Onomastic phraseological calembours are based on the ambiguous or figurative meaning of proper nouns and names.

Two distinctions can be differentiated:

- a. A phraseological unit is constructed on the basis of the melody of a word and a proper noun (often, antonyms), which are, in particular, fictional units: sainte Nitouche – literally. Nitush; meaning: a person who does not joke, short-tempered (Nitouche = n'y touche) café de sainte Claire – literally. Saint Clara's coffee; meaning: not too bitter coffee (the name of St. Claire melodious with the adjective 'bright' – 'clair(e)')
- b. Phraseological unit is formed on the basis of the mutual harmony of word and toponym of fictional toponyms: aller à Crevant – (literally. To go to Krevan) meaning: to die / pass away. Crever/ from the verb to pass away Crevant formed a fictitious toponym; aller à Niort – (literally. To go to Niort) meaning: firmly reject. The capital of the French department is called Niort; the phrase is derived from the verb nier/reject [2,238-239].

Fictional toponymic phraseological units were studied in 4 groups.

1. Toponyms in toponymic phraseological units not only perform their main function as (naming a geographical object), but also perform the function of conveying cultural-historical or socio-economic information. For example, Le rendez-vous de Samarkand (literally: meeting in Samarkand, meaning: meeting with destiny) toponymic phraseology is a phrase related to the fairy tale "A Thousand and One Nights". Death informs the gardener that he will come to the

garden the day after his death, hearing this news, the gardener escaped to Samarkand that night in agreement with his master, but destiny is inevitable, as the meeting with death will take place in Samarkand at the same time. Une conduite de Grenoble (literally.: behaviour of Grenoble) meaning rudely put behind the door. The phrase belongs to Marshal de Ledigera (1543-1626), governor of the province of Dauphiné of Louis XIII, he was expelled from Grenoble along with his inhabitants and entered the city without warning.

2. The toponymic phraseological unit includes occasional toponyms that reflect the utopian philosophical worldview. For example, pays de Cocagne– the land of fairy tales, a prosperous life and idleness, a paradise on earth. (Literally.: Kokan, the country of sweets). The phrase was first mentioned in the old French epic poem “Aymeri de Narbonne”, which refers to a paradise on earth where everyone lives happily. The walls of the house are made of various delicacies ... red wine flows from one side of the river, white wine from the other; three times a week it rains a hot cake [3, 329].

3. Toponymic phraseological units are built on the basis of word games: Aller à Argenton – (Literally.: Going to Argentina) meaning: to earn money. Argenton argent/formed from the word money; aller à Cachan – to hide, formed from the verb Cachan se cacher/to hide); aller à Montretout(argo) – (Literally. Going to Montreux) meaning: get a medical examination. Montretout montre tout/formed from the word to show everything.

4. The toponymic phraseological unit contains a topocomponent in which the word game is actually involved with proper place names. For example, in the professional language of theater actors aller à Rouen – (Literally. Going to Rouen) meaning: to face the whistle of the audience, to fail. Melodious with the name of the wheel movement of the Rouen astionim based on (Rouen/ supplice de/roue). In describing such phraseological units, the term calembur phraseology of A.G. Nazaryan was used [2,55-56]. The phrase emerged as a result of a combination of historical memory and verbal memory. French is a very productive language for making geographical calembours with toponymic constructions Aller à +. Aller à Versailles – (Literally.: to Versailles). to fall, to fall into a ditch, Verser (to turn over, to overthrow) and a calembour was used in the words of the French city of Versailles.

1.2. National and cultural features of phraseological units with fictional toponymic components in French and Uzbek

In French, there are also fictional phraseological units with the components orographical name, horonym, oykonym and urbanonym:marquis d'Argencourt poor, poor baron (literally: Marquis Arjankur). At the basis of the idiom the fusion of geographical name Argencourt– is taken as a word game based on the similarity of the pronunciation of the phrase à court d'argent. Marquis de la Bourse Plate (bourse plate – wallet) the phrase is also based on a similar word game; pivois de Blanchimont – (Literally.: Wine of Blanchimont) white wine.Blanchimont – can be made up from the word montagne blanche. Pivois – the name of the wine, the reason it is so named is that the grape resembles a bud, in the dialect such a fruit is called a pine bud. In the past, many cafes had a label called a pine bud. Other researchers believe that pivois is derived from the paeonia, the red color of the peony;aller à Dormillon – (Literally. To go to Dormion) meaning: to go to sleep. Dormillon is based on a word game - a geographical name is created from the word dormir (sleep).

Thus word play is one of the most characteristic features of French phraseology. The peculiarity of this word game depends on the peculiarities of the French language and the national spirit peculiar to the French. As Sh.Bally points out, "... the incorrect division of words and syllables forms a calembour; they appear easily, especially in French. This is not accidental; the main reason for the formation of puns is abbreviated expressions" [1, 141].

Considering, calembours of geographical names and word games in French phraseology vividly reflect the sense of French humor. This national feature of the French people is more clearly reflected in the phraseology of modern French, which is based on the pun (word game).

RESULTS AND DISCUSSION

Calembourtoponyms in the Uzbek language are formed in two ways:

1) In the name of oronyms: Қўҳи Қоф – a legendary mountain, the origin of which is difficult to reach, associated with a religious concept. The phraseological units formed with the participation of this word differ from other toponymic component phraseologies belonging to this group by their active use in the spoken language of the people. Ёмон лоф деса, ола Қоф дейди; Қоф– the legendary mountain that surrounds the whole earth; Турум тоғи means eternity, permanence, stability. It may also have been made in the name of the Тури Сино Mountain in Arabia. Ётиб еганга Турум тоғи ҳам чидамайди [4, 111]. Вариант: Ётиб еганга тоғ ҳам чидамайди.

2) Anaphor - phraseological units related to real names, formed in the phonetic style, i.e. as a result of repetition of the same sound at the beginning of the word and based on rhyme and stylistic repetition: Ёмон сомонхона куйди деса, Самарқанд куйди, дейди; Отбоши, Арпа еринда ҳориди от, От отанг бўлса, қозикни қоқ-да ёт (There are places called Otboshi, Norin, Arpa in the territory of present-day Kazakhstan); Оқ қоптол от Отбоши ўтин ўтламас (Отбоши – the name of the place. The saddle of the horse, with the addition of the saddle - the shoulder is called "koptol") made using an alliteration stylistic phenomenon. Яхши от келар Жиззақдан, Қўшса келар узақдан. In this case, words Jizzakh and far away are called as Жиззақ, узақ in accordance with the rhyme and dialect. Jizzakh has long been famous for its thoroughbred horses; Including phrases such as Хонқалининг бойини, Хивалининг камбағалини билиб бўлмайдди; Шовотдан шариллаб ўт; Кайвони керак бўлса Гурланга бор; Хонқага манзират қил.

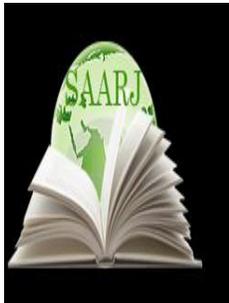
The peculiarity of phonetic changes in the formation of topocomponents in the phraseological unit with a toponymic component in the Uzbek language reflects the national and cultural features of the language.

CONCLUSION

The conclusion is that the phraseological fund of the language, in particular, toponymic component phraseology is the most valuable source of culture and folk mentality, which reflects the legends, customs, traditions, religious rites, customs, ethics, behavior, etc. belonging to the people. Phraseologisms always indirectly reflect the worldview of the people, the ideas of current period and the social structure.

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THE ROLE OF PARENTS IN INVOLVING CHILDREN WITH DISABILITIES IN GENERAL SECONDARY EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article discusses the issues of focusing on the harmonization of their social, emotional, cognitive and physical needs in the upbringing and education of young children. The author comments on the fact that teachers of preschool educational organizations play a key role in the implementation of preschool educational goals, therefore it is important to create and maintain a wide range of opportunities to develop their skills and provide their services.

KEYWORDS: *Inclusive Education, Social, Cognitive, Parental Interaction, Innovation, Variable Technologies, Approach.*

INTRODUCTION

Scientific and theoretical research on the widespread introduction of inclusive education for all in the world based on the principle of education for all, the general pedagogical views that ensure the sustainability of lifelong learning, advanced trends, identification, selection and effective implementation of innovative and alternative technologies It is conducted in the United States, France, Germany, Switzerland, Russia, Belarus, Kazakhstan and other countries. Priority is given to research on technologies for early detection of disability, correctional and compensatory approaches in educational institutions, teaching subjects through the effective application of the principles of the communicative system, improving the content and mechanisms of preparing students for family and work.

In our country, the legal and regulatory framework for strengthening targeted social protection of persons with disabilities as full members of society has been developed, the material and technical base of educational institutions has been strengthened. The content of individual, specialized and inclusive education in the family for deaf and hard of hearing children, organized

on the basis of state educational standards of general secondary education, has been improved in accordance with modern requirements and international approaches. The Action Strategy for the further development of the Republic of Uzbekistan identifies as a priority the radical improvement of the system of specialized general secondary education, along with all links and types of education, the introduction of innovative technologies in this process. As a result, a wide range of opportunities has been created in our country for the comprehensive modernization of the younger generation, optimization of educational services for upbringing, upbringing, further modernization of mechanisms for organizing pedagogical processes.

In the upbringing and education of young children, attention is paid to the harmonization of their social, emotional, cognitive and physical needs. Teachers of preschool education organizations play a key role in achieving the goals of preschool education, so it is important to create opportunities for them to develop their skills and provide their services, to support them.

Inclusive education is an opportunity for educational institutions to educate all children. This education is based on understanding it as a fundamental human right. Inclusion is used in both a broad and a narrow sense.

The ideas of inclusive education are based on socio-cultural theories. Psychologist L. Vygotsky (1896-1934) was the founder of the idea of inclusive education, through which his theory of social constructivism allows children to acquire the most effective knowledge in the social environment. L. Vygotsky noted that the development of higher mental functions begins with social cooperation and then becomes personal.

Thus, this social partnership has always been a key method of development and learning. He also believed that education preceded development. Adults can encourage learning by focusing on the skills or knowledge that the child is in the “immediate developmental zone”. Vygotsky defined “such a development zone” as an area or space where a child knows or can do and can do or understand what he or she is doing with the help of a capable person.

Vygotsky's theory of socio-cultural development clearly defines the role of the educator. We need to get to know our children well and actively communicate with them to identify learning activities within their “immediate development center”. If children learn primarily through social interaction, we educators need to maximize the amount of time a child interacts with other children and adults. A noisy (but not loud), busy (but not chaotic) group of preschoolers is a normal learning environment.

The practice of inclusive education in many countries has demonstrated the validity of this theory. Studies show that children with special needs tend to show better results in learning and social interaction when they read with their peers.

All children benefit well from inclusive education practices. Usually, the fact that a child with special needs is in a group with developing peers tries to imitate them, to communicate with them, to develop their social skills. Developing children understand the problems that people with special needs face. They are sensitive to the needs of others and understand the differences better. They learn that all people can solve important problems and succeed.

It is also beneficial for educators to have children with special needs in their group so that they can become proficient in observing differences in teaching methods. They also gain more self-confidence in assessing children's individual strengths and at the same time identify areas that

need support. This allows educators in teaching all children to identify the individual strengths and special needs of the child and to improve the teaching method based on this. The existence of inclusive education means recognizing that children differ from one another in many ways, and that these differences are a valuable resource, not a barrier. Different educational needs and opportunities of children and their different rates of development can be met through individualization and differentiation of learning activities and learning strategies.

Features of inclusive preschools: the general education of children with special needs is carried out by a team of specialists together with teachers in regular groups; it is necessary to determine how many children with special needs can be successfully included in a group. Typically, this amount depends on the type of characteristics of each child and the support the educator receives from his or her preschool organization. For example, with the help of other professionals, an educator may include in his group only one child with a serious illness or several children with a mild diagnosis. There is a practice of including children with special needs across the state at no more than 5-10% of the total number of children in the group. If there are 20 children in the group, accept 1-2 children with special needs; active participation of parents and other family members in decision-making on the education and development of their children; all educators (group educator, preschool psychologist and defectologist, music director, physical education instructor) work as a team and coordinate their efforts. Decisions are made by team members who work effectively with each other; strategies and education ensure the development of all children and take into account the specific developmental needs of each individual child; work with children with special needs is designed with an individual child's development map, taking into account the strengths and needs of children; the effectiveness of the programs is regularly assessed; all stakeholders are involved (family members, educators, other professionals); all educators should have an understanding of the features of teaching and development of children with special needs, through special training through training, professional development, study of special literature.

The early introduction of inclusive education allows the child to become familiar with the behaviors of their peers. In inclusive preschools, children have daily opportunities to interact with their peers with or without special educational needs.

Children in inclusive preschool:

- make friends;
- not to be afraid of differences between people;
- development of good social skills;
- mastering adequate self-assessment;
- to learn positive patterns of speech and non-speech communication and behavior.

There are many ways to organize such an environment: role-playing games, group work, projects, holidays, birthdays and many other activities help to organize children's joint activities. One of these methods is the "friend" method.

The "friend" method - in which all children are taught to communicate in pairs, which significantly increases the appropriate social interaction, allows them to learn and play together. The "friend" method helps the child to overcome the difficulty of concentration, improve the

ability to remember rules and schedules, increase the attention of peers. The “friend” method allows for compromise in a variety of situations through play and learning together.

Inclusive education for a child with special needs can only be effective in partnership with the educator, the preschool and the family. Involving a child’s family in the process of education and development requires educators to understand the characteristics, priorities, prospects, and values of each family. Mutual understanding helps families find ways to engage, which leads to positive outcomes for children, their family members, and the preschool organization.

The active participation of the family in creating an individual learning map (ITX) for the child's education and development helps parents to understand the goals and methods of education, to support the child in learning new knowledge and skills at home.

Inclusive education - the active involvement of children, parents and education professionals in joint activities: the creation of an inclusive society as a model of a real society through joint planning, joint activities, seminars and celebrations.

The principle of a complex approach. The diversity of individual characteristics of children requires a comprehensive approach to the definition and development of methods and means of education. Specialists working in a group (with the participation of an educator, speech therapist, psychologist, defectologist, methodologist) regularly diagnose children and organize a learning path that focuses on both a particular child and the group as a whole during the discussion.

The principle of variability in the organization of educational and upbringing processes. Inclusion in an inclusive group of children with different developmental characteristics implies a changing developmental environment, i.e. the necessary developmental and didactic tools, teaching aids, a barrier-free environment, a changing methodological framework for education and upbringing, and the educator’s ability to use different working methods and tools.

The principle of family partnership. The efforts of educators are only effective when they are supported by parents, understood by them, and tailored to the needs of the family. The task of the specialist is to establish a reliable partnership with the child's parents or relatives, to pay attention to the demands of the parents, to coordinate their joint efforts to support the child, which is at the same time important and necessary for the child.

Involvement of parents and the local community is important both within and outside the group of preschools. This is especially important for inclusive education, which is much broader than traditional education and should not be limited to group rooms.

Parental cooperation can be beneficial not only for children, but also for all partners: improving the interaction of parents with their children, making them more sensitive and attentive to their needs, more confident in their parental responsibilities; educators gain a deeper understanding of family culture and diversity, feel more comfortable at work, and improve their mood; through the involvement of parents and community organizations, preschool education organizations are able to strengthen their reputation.

The first step for families to cooperate with MTT is the unity of the social and educational environment, and at the same time parents and children need to feel respected, trusted and needed.

To increase the pedagogical competence of parents and help families to adapt and integrate children with special needs into society, a number of tasks need to be addressed:

Involvement of parents of all foster children in cooperation with specialists of preschool education organizations; involving parents in creating an individual educational map; to form the motivation of parents to be in close contact with teachers, educators, psychologists and thereby obtain the most complete information about the child; increase the psychological and pedagogical literacy of parents, provide them with information on how to work with the child at home and develop it outside the preschool organization; involving parents in developmental and recreational activities that develop together with children.

Principles of working with parents of children with special needs:

- providing comfortable, safe conditions, taking into account the individual characteristics of the child and family;
- The principle of personal humanity - to treat the child and each member of the family with all-round respect and love, to express confidence in them;
- The principle of generality - psychological assistance can be considered only in general with the educator, psychologist, teacher-defectologist, music teacher, parents;
- The principle of freedom - the content and methods should be clear to parents.

Organizational forms of work used by preschool organizations to maintain continuous communication with foster families include: team work forms, individual work forms, and visual poster information.

Individual sessions with the child with the participation of parents are held to demonstrate specific methods of working with a particular child. Such sessions provide not only an introduction, but also an opportunity to teach the child's parents basic techniques and techniques. At the same time, this process helps to develop parents' interest in the child and his or her abilities. It also helps to increase the psychological and pedagogical literacy of parents.

Expert interviews and advice. It provides practical assistance to parents of children with special needs, the essence of which is to find solutions to problematic situations in psychological, educational, pedagogical, medical, social and so on.

The specialist will help to deal with emotional disorders in the family as a result of having a child with special needs. Methods such as psychodrama and gestalt therapy are used during the lessons. These methods contribute to the formation of psychological and physical health, social adjustment, self-acceptance, and productive living.

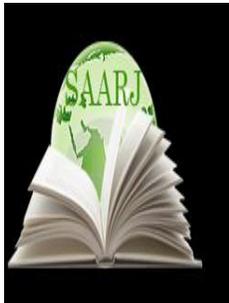
Informing parents about the progress of educational work with a child with special needs.

Cooperation should be constructive and effective, in which all parties should feel comfortable, agree and understand different roles, and information should be provided regularly, openly and democratically..

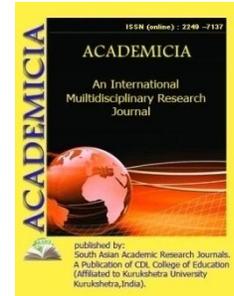
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PATRIOTIC IDEAS IN THE WORKS BY FITRAT: THEORETICAL AND PRACTICAL HARMONY

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ABSTRACT

The desire to see the people free from any fetters of oppression, to see the Motherland as independent country that in development and progress has reached the most advanced countries in the world, prevails in all the works of Fitrat. The theme of patriotism has a central place in the works of Fitrat. Patriotism has been one of the important factors in the spiritual, social-political development of society in all periods of historical progress. He wrote about from Afrosiab to Yassavi, from Yusuf KhosHajib to Navoi, from Mashrab to Umarchan, to his contemporaries Elbek and Cholpon. He laid the foundation stone of the new Uzbek literary science.

KEYWORDS: *Fetters, Patriotism*

INTRODUCTION

Abdurauf Abdurahimogli Fitrat (1886-1938) was one of the most classical and enlightened scientist among the scientists of Central Asia in the XX century. The phenomenon of Fitrat is unique not only in the history of the Uzbek people, but also in the history of the peoples of world. His scientific legacy, which complied from more than 260 printed works, point to encyclopedic thinking of Fitrat. Moreover, Fitrat was the first Uzbek scientist to be awarded the title of professor in 1924.

The whole life of Fitrat, his creative and social activities have been devoted to the struggle for national progress and independence. From his earliest works, he promoted the ideas of national awakening. As the main theme of Fitrat's art, the sorrow of the country, the love of the motherland is passed in each of his works. The fiery lines of Fitrat like:

My mother! Is my soul to save you?

Is my trust with honor and conscience needed? ...

- in the words of academician NaimKarimov, serve as a “business card” for his work. Fitrat loved his homeland with a great love, and this love illuminated his whole activity with a bright

light. Patriotism as the main theme of Fitrat's work is runs all through each of his work. The desire to see the people free from any fetters of oppression, to see the Motherland as independent country that in development and progress has reached the most advanced countries in the world, prevails in all the works of Fitrat. To achieve this, the country needed knowledge and enlightenment to help it escape economic and spiritual poverty. Therefore, Fitrat called on the people to free themselves from the shackles of ignorance, heresy and superstition, to live freely, to know themselves as an enlightened, civilized nation, as masters of their own destiny.

President Sh. Mirziyoyev in his speech at the ceremonial meeting dedicated to the 24th anniversary of issuance of Constitution of Republic of Uzbekistan, said: **“Speaking about the education of the younger generation, I would like each of us, especially our sons and daughters, to follow the ideas of our grandfather Abdurauffitrat. Here is what our great ancestor wrote”**: “People strive for a clear goal, to be rich, to be brave, happy and honored, or to be weak, to be humiliated, to bear the burden of unhappiness, to be neglected, enslaved –all of that depends on the upbringing they received from their parents in their childhood. Because Fitrat said: “If a family bring up children in the spirit of love and devotion to the Motherland, this feeling will accompany him throughout his life”; “Educating in the spirit of independence will help our people, who were oppressed by colonial despotism, to stand on their own feet, and will be the reason to awake their national spirit”.

The theme of patriotism has a central place in the works of Fitrat. Patriotism has been one of the important factors in the spiritual, social-political development of society in all periods of historical progress. Patriotism is not a simple feeling, but a high spirituality, it is the norm and criterion of mental, moral, ideological-political, cultural-spiritual maturity of a person, and is reflected in his patriotism.

Fitrat for the first time used popular phrase “The homeland is my shrine” and “The homeland is as sacred as the shrine” in his poem “The Sorrow of the Country”. Indeed, for Fitrat, the concept of homeland was as sacred as a shrine, as great as a shrine:

My sanctuary, my shrine, my hope!

Did your enemies put you to this day?

My dream, my wish, my happiness!

Did your children put it that way?

Not only the Bukhara government, but also the Russian government began to persecute those who read “Sayha”¹, which Fitrat published while studying in Turkey. The Persian translation of the word “Sayha” is “roar, ringing”, which is used in the sense of calling for freedom, independence. The collection was published under the pseudonym “FitratBuxoroi” and includes nine **gazals**, two **tarkibbands** and several **kit’as**.

As Fayzulla Khodjaev says, “The idea of independence was first expressed in these poems in a very vivid way”². That is why the publication of this collection was opposed by the Emir of Bukhara SayidAlimkhan ... Despite the ban, the collection was widely spread among Russian Turks (Crimean and Kazan Turks), Iran and Germany. When these poems were published in SadoiTurkiston in July 1914 with Turkish content under each byte, they sounded like a song to be read with interest among all sections of society. In one of his poems, Fitrat writes:

Homeland is my soul, my place of altar,

It is my mother, my peace, my honor,

It is my Kaaba, my Qibla and my Gulistan³

The articles of the poet on the freedom of homeland and nation, on the independence, published in the newspaper "Hurriyat" in 1917-18, in particular, the series "Sorrow of the Country" are of special importance. Because Fitrat, an ardent fighter for the national independence, called not one, but five of his works "The Sorrow of the Country"⁴. This is a proof of how much he loved and lived for his homeland, nation, people and country: 1) "Sorrow of the country" (poem), 2) "Sorrow of the country" (prose); 3) "Sorrow of the country" (from the Uzbek language); 4) "Sorrow of the country" (before the mausoleum of Temur); and 5) "Sorrow of the country" (Talk of mother and son in absentia). These works were published in the newspaper "Hurriyat" in 1917, issues 26, 31, 47, 62, and later H. Boltaboev collected them and included them in the first volume of the author's 5-volume selected works. One of these five works is a poem with rhyme and weight in place, and the rest are "mansura".

In particular, the following call in the work "Sorrow of the country" for the reunification of the great Turon, which shook the world during the reign of Amir Temur but broke up then, and to open the eyes of the sleeping nations, is in full harmony with our time:

"O Great Turon, land of lions! What is the matter with you? How are you? What days are you living? O glorious cradles of Genghis, Temur, Oguz, Attila! Where are the high places you have climbed? Why did you fall into the pit of slavery?"

Where are your tiger-hearted children, trembling the world with their roar? Where are your boys with mountain-like body, who are throwing the earth into the sky? Why do not they make their voices? Why did they retreat? Why did they leave? Why did they leave the battlefields to others? Why ... Why... Why? .. Tell me, O Great Turon, land of lions! What happened to you?!

Have you not built the great kingdoms of the earth? Did you not send the great kings of India, Iran, and Europe? O hearth of the Hakans! O uncle of heroes! Where are the lightning bolts? Where are your former bullet-ridden, cavalry beks? Why your roar cannot be heard ...

O Great Turon, land of lions! Don't worry! Your old state, your old kingdom, your former young men, your former lions are all there, none of them are lost. Alone ... Oh, alone ... scattered. There are your eighty million children on earth today. The blood in their veins is the blood of Genghis and Temur"⁵ With these words, Fitrat calls on the people to unite to cleanse the sacred soil of Turkestan from the feet of the oppressors.

With the formation of the Bukhara People Soviet Republic, Fitrat served in 1921 as Minister of education, in 1922 as Minister of foreign affairs, Chairman of the national economic council, Deputy chairman of the MIK and the Council of People's inspectors. During this period, he initiated the sending of 70 promising young people (including 55 from Bukhara and 15 from Turkestan) to study in Germany at the expense of the Bukhara People Soviet Republic, including his own fund, so that young people could become enlightened and study abroad and return to the prosperity of our homeland, Uzbekistan, and the head of government F. Khodjaev supported him in this activity. Fitrat took a group of young people (including ValiQayumkhan, one of his

former students in Tashkent) to Samarkand to stand loyal to the Motherland under the rule of Temur, to study in Germany, to return home as a good specialist, to join the ranks of developed countries and to serve its future. He made this young people swear to “restore the old honor and glory of Turon”⁶. At the end of the oath, the young people repeat him what Temur has said:

Oh lion of the lions! Forgive my sins, take my hand, gird my loins, and give me your holy blessing! I swear to your unbounded in the world energy that I will not sit at your feet until you restore the old honor and glory of Turon!

Later, ValiQayumkhan remembered: “He wanted to take me to Bukhara. However, before going there, I promised to kneel before the mausoleum of the great **Hakan** Amir Temur in Samarkand and fight for the fate of the nation. Tears welled up in my eyes”⁷.

Fitrat recalls with regret that the power of the Turkish nation is spreading to all parts of the world. Temur speaks about the history of the Turkish people:

“My heart is burning, my face is black, my heart is broken, and my neck is crooked.

I have come to visit you, my sultan!

For my crushed head, my crushed conscience, my burnt blood, my burnt soul, I have come to seek healing from this mausoleum, my lord!

I have come to shed the bloody tears of a Turk who has suffered and mourned for hundreds of years.

For the eyes of the Uzbeks, who left without light in the darkness, I came to ride on your soil.

Seeing his honor at the feet of the wicked, the blood of the Turks will boil, the importance of Islam will be stoned, and the flames of hell will be scattered.

Nevertheless, I came to tell the story of a Turk who, realizing his own weakness turned back and cried blood, my lord!

My great master! Turkish honor was plundered.

The state you left for the Turks is over,

The **Hakan** you built for the Turks went to the past.

The honor, attention, faith and conscience of the Turks were under the feet of the oppressors.

The land of the Turks, the hearth, the horse, the Turon fell into foreign oppressor hands.

The knowledge, consciousness, thinking and intelligence of the Turks fell prey to ignorance.

The Turk, who is the owner of the world with your sword, could not find a peaceful bed ...
Crush, strike and kill those who betrayed your trust!

The above moans of Fitrat shows the patriotism of the scientist, his level of perfection, his knowledge of his place in society, and the fact that he is an integral part of society.

Fitrat was a PERSON who deeply understood that his dignity was connected with the dignity of the people, the nation, and was involved in the events taking place in the society and the country. It is no coincidence that Fitrat, who was burnt by the grief of our country

in the early twentieth century, who was enslaved by colonialism, first felt guilty in the calamities that befell the country. Addressing the spirit of Amir Temur, he wrote:

My Sultan! I know that at that moment your high and great priesthood is laughing angrily at the plight of a low-spirited and ruthless child like me.

I know that at this time your heart, like the waves of the sea, hates this sight of a heartless son like me.

Because I was the cause of all the things I said above, I did everything myself.

I myself plundered your Turon, I myself crushed your Turkishness, and I myself betrayed your trusts.

If I did not want to spend the rest of my three-day life in peace, none of this would have happened.

If I had not taken the sword and the instrument that you had given me, my Turon would not have been plundered!

I have come to your mausoleum not to shed my bloody tears alone, but to confess my sins, my lord.

Do not leave me! I have not come to confess my sins alone, but to pay the damages I have inflicted on Turon, my lord.

Do not hate me! O lion of the lions!

Go through my notes. Hold my hand.

Tie my loins; give me your holy blessing!

I swear to your unbounded in the world energy that I will not sit at your feet until you restore the old honor and glory of Turon.⁶

Abdurauf Fitrat with all his being dreamed to see his homeland, his people free and independent. Although he was proud of his homeland, he was suffering from the devastation of his condition. His words of the son to the holy Turon are thrilling: “If not snakes, but army of devils comes upon me, if not chains, but the serpents of hell are sucked on my feet, I will go to you again. If all the calamities of the world fall on my head, the iron thorns of the wilderness of oppression enter my eyes, I will save you again”⁷

He grieved over the fate of his beloved homeland in the conditions of the dictatorship, in the colonial situation, and in “Sorrow of the country” wrote: “Death to those who want your death, hatred to those who came to bury you”, “I was born for you, I live for you, I die for you, o holy hearth of Turkism!” – Isn’t it patriotism? Only a person who loves his homeland and understands his national identity, like Fitrat, can say out loud: “My Turon, to lose you is death for me, to die for you is my life” prefers not to save his life like Najmiddin Kubro, but to defend his homeland from surrender and to give his life. It is also a dedication to the country, the Motherland

The enlightened and patriotic writer, like a number of his fellow-fighters: Behbudi, Fayzulla Khodjaev, Musa Saidjanov, Munzim, Munavvarqoriet al., knew that independence does not fall from the sky, and was well aware of need in devoted forces to achieve independence

under the slogan “Right is taken, not given”. That is why the July 28, 1917 issue of Hurriyat newspaper he wrote: “O great Turan, land of lions! What happened to you? Where are your tiger-hearted children who have shaken the world with their roar? Why don't they make noises? ... Why did they retreat? Why did they leave? Why did they leave the battlefields to others?”

Fitrat welcomed the Turkestan Autonomy, calling its November 27 announcement “our national holiday”. Autonomy was also a response to the fact that the Russian Bolsheviks were the second in the territory of the Russian state after Petrograd to seize power in Tashkent and to establish Soviet power in Turkestan. His work “Autonomy” begins as follows: “Autonomy of Turkestan ... I do not believe that there is a word that is more stolen, more sacred, more pleasant word for the true children of TemurHakan. If there is a force that boils the blood of the people of Turkestan and raises their faith, it is only in this word, the autonomy of Turkestan”. According to ZakiValidiTogon, Fitrat not only wrote high-level articles about Autonomy in Hurriyat, but also “went to Kokand with the appeal of Turkestan Autonomy”.

Enlightened-Jadids sought political and cultural ways of struggle. They had learned a lesson from the bitter experience of previous popular uprisings. As Fitrat said: “It is impossible to destroy a nation by force of arms. No society can be driven to culture by force of arms”. The firm belief of the Jadids was: “Bovurlar... takes, but do not pays”.

In fact, autonomy is also taking, but not giving. If the peoples of Turkestan do not unite and strive for autonomy, they will, of course, destroy our present-day autonomy on paper” (December 22, 1917).

The works of Fitrat such as "Munozara" (1909), "Sayohi Hindi" (1912), works full with the ideas of independence "Oila" (1916), "Begijon", and even his scientific research was devoted to the love of the motherland, love of his mother tongue, to the noble goal of preserving the masterpieces of culture, literature, art and philosophy of his people. Scientific researches of professor Fitrat ranks with the works of E. Bertels, I. Krachkovsky, L. Klimovich and other scholars of Eastern history, literature and philosophy of the first half of the last century. Fitrat provided them with some manuscript texts, showing and explaining the level of study of those works. In those years, Fitrat, in collaboration with world-renowned scientists, academicians A. Samoylovich, S. Malov, E. E. Bertels, also contributed to the training of Central Asian orientalists, literary critics, philosophers, Turkologists and teachers. Until the repression of Fitrat in 1937, he directly or indirectly taught such well-known scientists as Yahyo Gulyamov, Ibrahim Muminov, Cholpon, Botu, Komil Yashin, Oybek, Khodi Zarifov, Izzat Sultan, Homil Yakubov, and Rahim Hashim. A. Fitrat told them: “The homeland is our guardian and mentor, and every guardian and mentor must be served; so to serve the Motherland is a duty”⁸.

Fitrat's patriotism is also can be seen in the fact that he began a comprehensive, consistent, in-depth scientific study of the rich and ancient cultural heritage of the peoples of Turkestan. He wrote about from Afrosiab to Yassavi, from Yusuf Khos Hajib to Navoi, from Mashrab to Umarchan, to his contemporaries Elbek and Cholpon. He laid the foundation stone of the new Uzbek literary science. He is best known for his books “Rules of Literature” (1926) and “On Aruz” (1936). A number of dramatic works, such as “Abulfayzkhan” (1924), “Rebellion of devil against God” (1924), “Lion” (1926), the popular scientific essay in the philosophical spirit “Bedil” (1923), an experiment on “Rules of the Uzbek language”: Sarf (Book 1), Nahv (Book 2) (1925), tutorial books “Sarfizabonitojik” (1925), “Rules of the Literature” (1926) were published.

The 20s of the XX century were important and fruitful years in the scientific activity of Fitrat, who worked at the higher pedagogical institute in Samarkand (now SamSU). He wrote a lot of research works like “The oldest examples of Turkish literature” (1927), “Examples of Uzbek literature” (1919), “Eastern chess” (1928), “Uzbek classical music and its history” (1927), “Persian poet Umar Khayyam”(1929). He has published many articles in the press. With these works, he laid the foundation for a number of new areas of Uzbek science and culture.

Fitrat proved that he was a great patriot not only through his works but also through his lifestyle. Academician Izzat Sultan testified that the Iranian and Egyptian governments had officially invited Fitrat to work as a permanent professor at Tehran and Cairo universities. Nevertheless, he refused the offer, not wanting to leave his homeland⁹. This incident took place in the early 30s of XX century, when Izzat Sultan was studying for a postgraduate degree and Fitrat was his scientific adviser.

His patriotism, his search for opportunities to improve the destiny of the people, his fearless hatred of the colonialists made him one of the brightest figures of our national culture, spreading his fame to a number of Eastern and Western countries. However, because of these characteristics, Fitrat did not fit into the “happy” era of the Soviets. The Red Empire did not need independent thinkers, but flatterers who would applaud everything. Of course, those who questioned the doctrines of the ruling ideology were severely punished. He, like many bright children of our nation, was first insulted as a “nationalist”, called an “enemy of the people”, and then have been murdered without judge...

The great patriot Abdurauf Fitrat is one of the figures who was martyred for the freedom of our Motherland and our nation... The Soviet government accused him of being a nationalist, an “enemy of the people” and shot him on October 4, 1938, on the same day as Kodiri and Cholpon. The verdict was handed down on October 5, a day after the execution. In 1957, the military board of the Supreme Court of the former Soviet Union overturned the verdict and acquitted all three scholars named¹⁰.

Although at that time the Soviet government banned the reading of Fitrat's works, even mentioning his name, and tried to remove him completely from the pages of history, this heinous intention did not materialize. Although it was late, the truth came out, justice was decided. During the years of independence, Fitrat returned to its place in the history of our culture. In 1991, Fitrat, Kodiri and Cholpon were awarded the Alisher Navoi State Prize of the independent Republic.

Our people will always cherish in their hearts Abdurauf Fitrat, wise son, great enlightener, philosopher and scientist of the nation, as a selfless person who laid the foundation stone of independence, lived for the people and for the country. Thanks to independence, his name, which was deliberately erased from the memory of our people during the dictatorship, has been restored, and his scientific and philosophical heritage has become the legacy of our people. Therefore, the noble deeds of enlightened, selfless person like A. Fitrat, who sacrificed his personal interests and well-being for the benefit of the people and the development of our country, will never be forgotten.

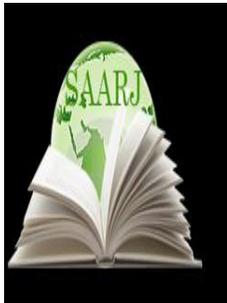
“I was born for you, I live for you, and I die for you, Motherland!” Fitrat wrote about his burning love for country, was a ruthless and selfless fighter for its enemies, and a tireless fighter for the development of the country. His ideas on patriotism, nationalism, the development of science are valuable for today¹¹. “My country, Turon! Losing you is my death. I was born for you, I live for you, and I die for you. O holy hearth of Turkism! Death to those who want your death, hatred to those who come to bury you!”¹² Fitrat's spiritual and moral concept of patriotism, freedom,

nationalism is still one of the important factors in educating young people as a harmoniously developed generation. At a time when a strong democratic state and a just civil society are being built in our country, we believe that it is important to bring to our people the unique scientific heritage, teachings and ideas of our great thinkers.

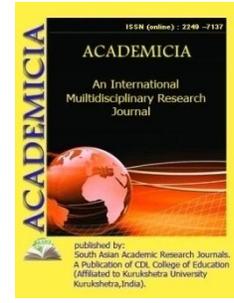
As conclusion we can say that the ideological leader of the Jadids, patriot, tireless fighter for the freedom of the homeland, Abdurauf Fitrat in each of his works: whether it was journalism, philosophical work like “Way of Salvation”, tragedy like “Abulfayzkhon”, scientific study of Navoi or Mashrab – the feeling of homeland shines in all of them. In addition, the life and legacy of the Fitrat, his spiritual and moral doctrine “My homeland is my shrine!” embodies the idea that, in terms of its example and essence, is of practical importance due to its dependence on the values of our modern independence. Indeed, the sense of Homeland, the concept of Homeland, must be as pure and glorious as shrine for us. Today, we also must learn from our ancestors, such as Fitrat, how to defend the independence and honor of our Motherland, and always be ready to protect it.

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IMPROVING THE POSSIBILITIES AND CHALLENGES OF INCLUSIVE ECONOMIC GROWTH AND E-COMMERCE SYSTEM IN COUNTRIES

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ABSTRACT

This article provides detailed information on inclusive growth and inclusive economic growth. The analytical results of the developed countries of the world, as well as the economies of Central Asia, in particular, Uzbekistan, were addressed. The impact of inclusive economic growth on the living standards and well-being of the world's population is also discussed in detail. Information is provided on the impact of the global economic and financial crisis, which began in 2019, on the economy of Uzbekistan and its impact on inclusive economic growth.

KEYWORDS: *Inclusive, Inclusive Economic Growth, Government, International Organizations, Asian Development Bank, International Poverty Center, International Policy Center, Living Standards, Annual Interest Rates, Households, Annual Income, Global Finance Crisis (GFC), One - Time Income, Self - Employment, Economic Opportunity.*

INTRODUCTION

The global crisis and its tragic human legacy followed a long period of global prosperity, the so-called Great Moderation. During that time, sustained economic growth led to a substantial increase in average living standards worldwide and a reduction in poverty in the developing world. **Society continues to feel the effects of the crisis.** More than 200 million people worldwide are out of work, there are 15 million more people in OECD countries that are unemployed today than when the crisis began in 2007, and millions more people in developing countries have fallen in poverty. Weak global growth prospect is expected to push unemployment beyond today's already high levels, leaving an additional 5.1 million unemployed in 2013 and 3 million in 2014. The risk of entrenched unemployment is high – a condition that further aggravates poverty and inequalities. Slowdown in emerging economies and developing

countries is taking its toll on social spending, and in certain countries it threatens the sustainability of nascent safety net schemes in the context of already higher poverty levels.

Social tensions are visible across the globe. Citizens throughout the world are taking to the streets to voice their concerns and demands: from the initial “flash-point” social movements in the Arab countries, Los Indignados in Spain, Occupy Wall Street-London-Davos, labour protests in South-East Asia, student protests in Santiago de Chile and Montreal, to political demonstrations across Europe. It is **imperative to find solutions that foster economic growth in a more inclusive manner**, where the gaps between the rich and the poor – not only in terms of income, but also in other dimensions that matter for people – are less pronounced, and opportunities, as well as the “growth dividend”, are shared more equally.

LITERATURE REVIEW

Various aspects of Inclusive economic growth have been studied and researched by many scientists, as well as many projects have been implemented in this field. Including G.Bolotaulo, E.Hyop and L.Donghyun (Fiscal Policy for Inclusive Growth, 2014); C.Adamba, K.Alatinga (Social and Health Policies for Inclusive Growth, 2015); Dev, S.M. (Inclusive Growth in India. Agriculture, Poverty, and Human Development, 2008); Dollar, D. and Kraay, A. (Growth is good for the poor, 2002); Heintz, J. (Informality, inclusiveness and economic growth, 2012) discuss the advantages and disadvantages of inclusive growth. K.P.Kannan (How inclusive is inclusive growth in India?, 2012); T. and Tabellini, G. (Is inequality harmful to growth?, 1994); Thomas, V. (Inclusive growth: From desirable to essential, 2011) discusses the possibilities of development and inclusive growth. In this article highlights the opportunities and challenges of inclusive economic growth in countries.

The issues concerning theoretical foundations of formation of e-commerce system and entrepreneurship in the sphere of information and communication technologies have been studied in the works of such foreign scientists and economists as N. Vulkan, G. Duncan, D. Kozie, M. McCartney, L. Mitchell, A. Sammer, T. Wilson and others.

These problems, organizational and economic issues in e-commerce have been studied in the works of the following scientists as I.T. Balabanov, L.E. Varakin, N.I. Gerashchenko, A. A. Kantarovich, O. A. Kobelev, G. Ya. Rezgo, L. D. Reiman, V. I. Skiba, I.V. Uspensky, V.V. Tsaryov in near-abroad countries.

In the Republic of Uzbekistan the issues of structural transformations and development of the sphere of information and communication technologies have been investigated by A.N. Aripov, R.I. Isaev, A.A. Dzhurabaev, Kh.A. Mukhitdinov and L.I. Shibarshova. The issues of theory and practice in e-commerce have been researched in the works of R.I. Isaev, T.K. Iminov, Kh.A. Mukhitdinov. M.M. Yuldashev considered conceptual instrument of the essence of e-commerce system as well. The questions of electronic documents circulation and digital subscription are investigated in the works of R.I. Isaev, P.F. Khasanov, Kh.P. Khasanov and others. Practical examples of econometric analysis in the sphere of ICT have been studied and suggested in the works of S.V. Chepel and L.I. Shibarshova. The works of R.I. Isaev, M.M. Karimov, R.Kh. Khamdamov, Kh.P. Khasanov and others can be marked out among special studies devoted to the information security.

RESEARCH METHODOLOGY

Definition of inclusive growth in the activities of other international organizations. The World Bank has been working for many years on the concept of inclusive growth. [1] In the previous approach, inclusive growth implied the pace and form of economic growth, and economic growth led to rapid growth, which is necessary to reduce absolute poverty and reduce the wide range of needs across sectors. In the long run, part of the country's workforce has focused on inclusive growth in this perspective as follows: effective employment has been achieved instead of employment or income distribution. Increasing employment, creating new jobs and incomes, increasing productivity, raising the wages of workers and the incomes of the self-employed, and so on. Recently, the World Bank developed the Framework for Common Welfare. The concept of overall well-being encompasses the two elements of economic growth and equality through a new indicator that tracks income growth, and the Asian Development Bank (ADB) has developed a corporate strategy (Strategy 2020) to promote it among the lower 40 percent of the population. chose inclusive economic growth as one of its main goals. In this context, the concept of continued inclusive growth, in addition to broad growth, is that "growth not only creates new economic opportunities, but also provides them with equal access to opportunities created for all segments of society, especially the poor. includes ".

An episode of revenue growth is considered "inclusive" if it:

- focusing on the ability of all members of society to participate, the poor and the poor to participate in growth (the 'non-discriminatory' side of growth). This means that the "process" of growth will be the focus;

-this is particularly important for the development of economic opportunities, including education, health, nutrition and social integration, associated with a reduction in inequality in uncertain measures of well-being. The "gap reduction" side of inclusive growth. This means focusing on the "results" of growth.

The UN recently changed the name of the International Poverty Center in Brazil to the Center for International Politics. On Inclusive Growth (IPC-IG), its work is based on better performance by equal societies. Development In the perspective of UNDP, inclusive growth is seen as both a result and a process. On the one hand, this ensures that everyone is involved in the growth process, both in terms of decision-making. Inclusive growth, on the other hand, is growth whose benefits are evenly distributed. Inclusive growth implies participation and profit sharing. The Europe 2020 Strategy includes the concept of "Inclusive Growth". Inclusive growth in this strategy is the modernization, transformation and integration of labor markets, training and social protection systems to provide people with high levels of employment, invest in their skills, fight poverty and help people expect and manage. concepts such as community building. It is also important that the benefits of economic growth spread to all sectors. The Alliance, including its external regions, will thus strengthen regional solidarity. Ensuring that growth and life cycle opens up opportunities for everyone.

Over the past thirty years, the development of the world economy has been marked by broad regulation of markets - especially financial and foreign exchange markets - in both rich and poor countries, the outdated public sector and the expansion of creative opportunities are among the growing sectors. social, cultural and political life. This is the period described as "Hyperglobalization".[2]

Hyperglobalization has resulted in a major change of government, with more capital being used than labor. This has led to more and more asymmetries, through which more concentrated and strong transnational units working through international trade and financial relations and, in many cases, weakened governments, have occurred in countries. Other features of globalization include financial financing. The economy, growing inequality, high market concentration, rent-seeking and ever-increasing debt, and more. The global financial crisis of 2008-2009 (GFC) to some extent slowed down this process of hyperglobalization, which did not negate any of them. Governments have embraced saving private investors with taxpayers' money and net economic savings, and have violated the social policy envisaged by this: they continued with "business as usual" to help the most vulnerable. Hyperglobalization has intensified the political and technocratic grievances of the people, as well as provoked a backlash. Since Brexit, the choice in various forms and at different levels, through the "yellow vests" and "trade wars" in France, to mention a few of the school strikes, as well as the movement for appropriate climate action is the most comprehensive project and universal in history.

"Companies to company" (B2B), "Companies to consumer" (B2C), "Government to companies" (G2B), "Government to Consumers" (G2C) and "Government to Foreign Citizens" (G2F) [4]. Inclusion of important categories "Government to Government", "Government to Business", and "Business to Business" in the theory stipulates that they are today priority for the republic, because they facilitate foreign currency inflow and development of exports of resources, goods and services. There produce the greatest interest categories "State to business", "Business to business", "Business to consumers" in connection with the declaration of 2019 year as the "Year of Active Investment and Social Development" in Uzbekistan.

Obstacles to the development of electronic transactions, including regulatory, economic, organizational, technological, social, personnel and security issues are identified in the study along with the known classification of main types of electronic transactions as models of relationships between participants in e-commerce market. For each factor there assessed reasons that facilitate and refrain the development of e-commerce.

ANALYSIS AND RESULTS

The issue of inclusive growth is relevant for the Eurasian economy. Member States of the Union (EAEU) (Republic of Armenia, Belarus, Republic of Kazakhstan, Kyrgyz Republic and Russian Federation). According to Article 4 of the Treaty on Eurasia, the economic union, one of the main objectives of the union is to improve the living standards of the population, the conditions for sustainable economic development of these member states. The responsibility to the supervisory authorities of the EU Member States for these additional areas applies to all citizens of each country. This is because the EU's commitment to implement long-term scenarios of economic development could lead to a deterioration in the current quality of life. In addition, the external economic environment has generally been unfavorable for EU member states in recent years. In the past, there was a need to create more fully, the vision of the problems facing the population in the global context, the turmoil of the economy and the intensification of internal problems focused on the development and implementation of integration measures and actions.

Problems of achieving more financial inclusion and future research directions. The evidence suggests, [3] financial inclusion is the ability to manage operations through the use of a formal financial system to enable people to create day-to-day financial opportunities to conduct

operations more efficiently and securely and to expand their investment and financial risk. This is especially true for people: the poorest 40 percent of the population needs help in the household. However, not all financial products are equally effective in achieving development goals such as poverty reduction and inequality. Current evidence suggests that the biggest impact comes from the savings account - if they exist, they are cheap and serve a clear purpose. The impact of microcredit research shows mixed and rare effects, some research shows that insured people have invested in risky and high-yield technologies, but little is known about its impact on well-being. there is.

Over the past two years, the number of publications on measuring the impact of financial inclusion has been growing rapidly. However, the study of the impact of different dimensions of financial inclusion on economic development still has a long way to go. In particular, there are currently several studies on payments, savings, and insurance, and it is suggested that they should be even better.

The results of randomized controlled trials are somewhat ambiguous. Positive conclusions may apply to other countries and groups of people. For example, it is not known whether a savings product that benefits women in the Kenyan market will benefit a male farmer. Repetition of successful interventions in a variety of activities answers such questions and leads to clarification of situations that improve financial inclusive living conditions. Similarly, research is needed to understand why more financial inclusion may have a beneficial effect on some. For example, available evidence of financial inclusion can have a significant impact on product design, including prices, demand and development outcomes.

Our analysis shows that,[4] According to Professor TursinShodiyev, the development of the economies of small countries, including Uzbekistan, will cover economic losses in 5 or 6 months, this year's GDP growth rate will be 1.2-1.5%, and next year - 7%. , Increases by 0-7.2 percent. The global crisis resulted from the global spread of the coronavirus pandemic that erupted in late 2019 in the city of Uwan in the People's Republic of China. It differs from the world crises in various respects and its negative impact on the economy is becoming very strong. In economic terms, this pandemic is an external "shock" to aggregate demand (AD) and Forecasts and aggregate supply (AS), macroeconomic stability (external shock), which outperform previous economic indicators in terms of scale and damage. much different. crises. This crisis occurred suddenly in 185 countries around the world. This affected both aggregate supply and aggregate demand at the same time. The emerging open global economy and national economy have been in a closed form for several months. In the world economic literature, little experience has been gained in identifying and mitigating the negative impact of the coronavirus pandemic on the world and regional economies, and the topic has not been studied systematically. The purpose of this article was to partially study the effects of the spread of the coronavirus pandemic on global and regional skills and to predict the effectiveness of measures to mitigate its effects in our country. and positive silences in the national economy, signs of sustainable development. Its high rates are observed in China, Tajikistan, Armenia and Uzbekistan, low rates are observed in the United States, Great Britain and the Russian Federation, and in recent years the economic growth rate in the world economy has averaged around 3 percent. The gross income of the world economy in 2019 was \$ 84.5 trillion, including \$ 20.6 (share 24.4%), the People's Republic of China 13.1 (share 15.6%), Germany 3.9 (4). , 6%), 2.8 (3.3%)) of the United Kingdom, 1.5 (1.9%) of Russia and South Korea (Table 1)

TABLE 1 THE STATE OF THE WORLD ECONOMY AND ECONOMIC COOPERATION WITH UZBEKISTAN IN 2020

Countries	Area, thousand sq.km	Population the number (mln. man)	GNP (bln.fertilized)	Population per capita income (fertilized)
Usa	9831,6	327,2	20636,3	63080
GreatBritish	243,6	68,5	2777,4	41770
Germany	357,6	82,9	3905,3	47090
Russia	17098,3	144,5	1501,7	10230
China XR	9562,9	1392,7	13181,4	9460
SouthKorea	100,3	51,6	1580,1	30600
Kazakhstan	2724,9	18,3	147,6	8070
Uzbekistan	447,4	33,0	66,5	2020
Kyrgyzstan	200,0	6,3	7,7	1220
Tajikistan	141,4	9,1	9,2	1010
Turkmenistan	488,1	5,9	39,4	6740
Belarus	207,6	9,5	53,8	5670
Armenia	29,7	3,0	12,5	4230
Turkey	785,4	82,3	858,1	10420
Worldon	132025,2	7594,3	84478,9	11124

Looking at the table, per capita income declines are projected in the United States (\$ 1892), followed by Germany (1413), the United Kingdom (1216), South Korea (\$ 918), Russia (311) and China. (284dol). The total damage in the Republic of Uzbekistan amounted to 2.1 billion soums. That's in U.S. dollars and \$ 60 per capita. Some countries are distributing money to cover the loss of income of the population. However, the government of the Republic of Uzbekistan makes an alternative decision, and through the general movement of "support and assistance", enterprises and public organizations hold charity events for low-income families.[5] The participation of enterprises in the general movement "Support and Assistance" is not an attempt by the state to reduce the damage caused to entrepreneurs by the crisis, but an attempt to correct the situation in which this general demand is falling. Because at a time when aggregate supply is declining, increasing aggregate supply by distributing money to the population increases inflation and the population may not benefit from it at all. The participation of enterprises in general activities benefits them. Modern global social and economic problems.[6]

For the last few decades decrease in rates of world economy growth was matched by increasing inequality in income and accumulated wealth among world's population. [7] There are bases to believe that the system of income distribution affects not only stability of society, but growth rates of world economy as well. Aggravation of economic inequality leads to access restriction to education for lower-income population strata that has negative impact on development of the human capital as a main resource of a modern economic system.[9] The problem of the growing inequality in income and accumulated wealth among world's population is closely related to demographic processes which happen in the developing and developed countries.[8]

Today the steady trend of decrease in rates of natural population growth in the developed countries is observed. It confirms the oncoming demographic crisis in a number of countries. Thus, according to forecasts of United Nations Department of Economic and Social Affairs natural increase of the cumulative population of the most developed regions (Europe, North America, Australia/New Zealand and Japan) will continue to decrease up to the period of 2025-2030 when the indicator of natural increase takes negative value and will mark the beginning of depopulation. Long-term decrease in rates of natural population growth combined with high standard of living and the growing indicator of life expectancy at birth triggers changes in population age structure, as a result it leads to increased demographic pension expenditure burden on the population of working-age (Tables 2).

TABLE 2. THE RATES OF NATURAL POPULATION GROWTH IN REGIONS OF THE WORLD CALCULATED ON THE BASIS OF INFORMATION FROM THE UNDESA (1985-2030)

Regions or area	Rate of natural population growth (per 1,000 population)								
	1985-1990	1990-1995	1995-2000	2000-2005	2005-2010	2010-2015	2015-2020	2020-2025	2025-2030
More developed regions	4,2	2,3	1,0	0,7	1,3	1,1	0,6	0,1	-0,5
Less developed regions	21,8	18,6	16,3	15,3	14,8	14,1	12,9	11,6	10,4
Least developed countries	28,1	26,8	26,6	26,3	26,0	25,2	24,2	23,0	21,8

In less developed and the least developed regions of the world (Africa, Asia except Japan, Latin America and the Caribbean plus Melanesia, Micronesia and Polynesia as defined by the United Nations General Assembly) it is possible to observe quite different processes. In less developed countries with the low and average levels of income usually high rates of natural growth of population is accompanied with low standard of living and a weak health care system [8]. The indicator of life expectancy at birth in such states is much lower than in the developed countries. It implies specific changes of age structure of the population and increase in child demographic burden on a working-age population (Table 1,2,4). The majority population of such regions are young people of working-age. When a national economy is not able to provide high employment and a decent standard of living for citizens they tend to migrate for search of better conditions for life and self-realization.

The contrasting differences of demographic processes in developed and developing countries added to increasing economic inequality within the last three decades has led to growth of international migration in absolute and relative numbers to the total population of the planet [9]. International migration is a complex phenomenon which directly influences process of human capital formation and can render both positive and negative impact on national economic systems. International migration may partially contribute to the solution of the problem of economic inequality, as it positively influences the income of immigrants.

TABLE 3. LIFE EXPECTANCY AT BIRTH IN REGIONS OF THE WORLD CALCULATED ON THE BASIS OF INFORMATION FROM THE UNDESA (1985-2030)

Regions or area	Life expectancy at birth for both sexes combined (years)								
	1985-1990	1990-1995	1995-2000	2000-2005	2005-2010	2010-2015	2015-2020	2020-2025	2025-2030
More developed regions:	73,94	74,16	74,80	75,59	76,93	78,43	79,28	80,12	80,93
Less developed regions	61,32	62,52	63,78	65,47	67,36	69,10	70,34	71,39	72,37
Least developed countries	50,64	51,54	53,81	56,43	59,84	62,66	64,57	66,10	67,50

TABLE 4. THE PENSION DEMOGRAPHIC BURDEN IN MOST DEVELOPED REGIONS OF THE WORLD CALCULATED ON THE BASIS OF INFORMATION FROM THE UN DESA (1985-2025)

Regions or area	Old-age dependency ratio (ratio of population aged 65+ per 100 population 15-64)								
	1985	1990	1995	2000	2005	2010	2015	2020	2025
More developed regions	17,5	18,7	20,4	21,2	22,6	23,7	26,7	30,2	33,8

TABLE 5. THE CHILD DEMOGRAPHIC BURDEN IN REGIONS OF THE WORLD CALCULATED ON THE BASIS OF INFORMATION FROM THE UN DESA (1985-2025)

Region or area	Child dependency ratio (ratio of population aged 0-14 per 100 population 15-64)								
	1985	1990	1995	2000	2005	2010	2015	2020	2025
Less developed regions									
Least developed countries									

Today the world community has to apply new approaches to the problem of economic growth in order to achieve acceleration of economic development and find solutions to global social and economic problems. One of those can be the inclusive approach, which is the cornerstone of the concept of inclusive growth. It is impossible to create and implement a new concept of economic

growth targeted for increase of GDP rates through the solution of social problems without methodological and statistical base. The new system of social and economic development level assessment of the state which received the name Inclusive Development Index can take this place. Prospects of the index of inclusive development application

The main objective of the index of inclusive development is broad disclosure of economic information about the state to all interested persons and the public for the benefit of economic development of the country. This index is calculated on the basis of 12 indicators divided in three groups (Growth and Development; Inclusion; Intergenerational Equity and Sustainability), each of which reflects various aspects of social life.[10] The index of inclusive development initially was developed within the concept of inclusive growth, however, it can find application outside the separate concept.

There given the system of interrelated equations below:

$$1. \text{LTGDP} = 4.68 + 0.94 * \text{LNEC}$$

$$2. \text{LNEC} = -4.8 + 0.1 * \text{LNIU} + 0.07 * \text{LAS} + 0.033 * \text{LNDOM} + 0.055 * \text{LINV} - 1.3112 * \text{LNAT}$$

$$3. \text{LNIU} = 4.34 + 0.91 * \text{LAS} + 0.46 * \text{LOPER}$$

$$4. \text{LAS} = -4.044 + 1.45 * \text{LOPER} + 0.157 * \text{LNDOM}$$

$$5. \text{LNDOM} = 4.89 + 0.19 * \text{LINV} + 0.072 * \text{LNAT} + 1.072 * \text{LKOL}$$

$$6. \text{LINV} = -18.71 + 2.37 * \text{LDOH} + 1.29 * \text{LNAT}$$

$$7. \text{LKOL} = -11.11 - 2.74 * \text{LNAT} + 0.21 * \text{LNDOM}$$

$$8. \text{LDOH} = 4.81 + 0.505 * \text{LNEC} - 1.44 * \text{LNAT}$$

$$9. \text{LOPER} = -5.945 + 0.154 * \text{LINV} + 2.29 * \text{LNAT}$$

When forming with the subsequent implementation the new concept of economic growth directed specifically to GDP growth rates increase through the solution of social and economic problems, application of this index can be in high demand. As the system of assessment of social and economic level of development of the country, the index of inclusive development gives the most comprehensive information on a state of national economic system as well as society in general. Some common and widely accepted indicators of economic development of the country such as GDP cannot provide full information for working out effective policy of the state. No doubt, GDP is the most widely used indicator of economic development of the state, the convenient instrument for accounting the size of economy today. However, it is incorrect to use GDP as the main reference point while planning social and economic development policy of the country at present, because GDP indicator for the purpose has a number of restrictions.

As GDP indicator measures economy size is does not always adequately reflect quantitative characteristics of a modern economic system.[11] Scientific and technical progress contributed to creation of essentially new types of goods and services and to substantial enhancement of ways of information and resources exchange. Using the existing methods of collecting statistics it is getting increasingly harder to account for some specific transactions or to carry out financial assessment of new types of economic activity. As an example, consider the market of crypto currencies which is difficult to account and regulate. Another example is investment accounting

for intangible assets becoming more and more relevant today. In modern economy long-term investments in such valuable resources as information, knowledge, scientific R&D and human capital can hardly be fully reflected in GDP. As an indicator of social and economic level of development of the country GDP also has certain restrictions. It does not measure the system of product distribution, therefore GDP can not be used as a measure of country's prosperity. Besides, GDP does not fully measure ecological and social factors of economic growth.

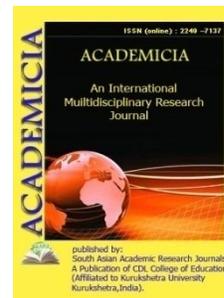
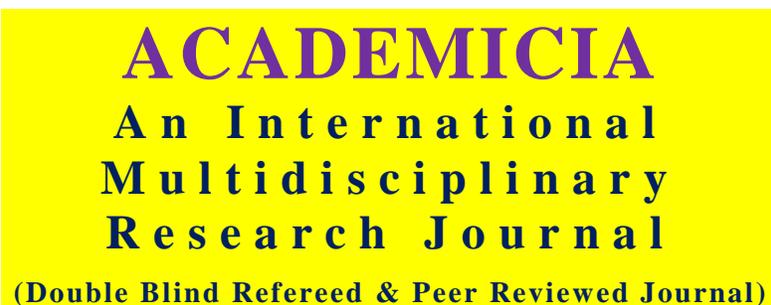
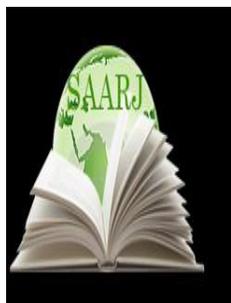
CONCLUSION

The essence of the earlier stated boils down to the idea that GDP cannot be effectively used to adequately estimate the level of social and economic development of the modern state, as it does not reflect the influence of non-economic factors on an economic system and society in general. On the opposite, the index of inclusive development provides complex information on various aspects of society. In the long term perspective this index can be used in forecasting of social and economic development of the state. Active application of a new system of assessment of economic development by the international community will promote changes in the social and economic policy of states, stimulate international economic integration and development of methodological base of national and international statistical institutions. Taken together, the index of inclusive development opens new opportunities for working out, development and implementation of new concepts of economic growth, such as inclusive growth, sustained economic growth, social and economic problem solution in developed and developing countries. Where state (financial) capacity to redistribute is limited, broader institutions, at national and international level, such as tax regimes, competition authorities, consumer organisations, and trade negotiations and institutions, impact growth at least as much as growth, whether it is inclusive and whether it can be sustained.

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THE ADDITIONAL LOGOPEDIC MEASURES FOR CONGENITAL LIGHTS OF THE UPPER LIP AND HARD PALATE

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ABSTRACT

The author of the article describes the peculiarities of speech and voice of Rhino children, defects in the pronunciation of sounds and their manifestations. Some exercise complexes for the development of soft palate and articulatory apparatus are also presented in the article.

KEYWORDS: *Rhinolaryngology, Preschool, Speech Impairment, Voice, Education, Correction, Rehabilitation, Breathing, Speech Breathing, Special Education, Organic, Functional, Rhinophony, Speech.*

INTRODUCTION

One of the main causes of pronunciation disorders in children with congenital cracks of the upper lip and palate is the presence of palate-throat closure and tooth-jaw deformities. Corrective-pedagogical work on the correction of rhinolalia speech defect should be built taking into account the state of the articulatory apparatus before and after uranoplasty surgery, the effect of limited function of the laryngeal apparatus on pronunciation and sound formation, the specifics of the individual's reaction to his condition.

In this regard, methodological work methods are differentiated according to the principle of individual approach.

The process of speech formation is ensured by the consistent functioning of many nerve centers and structures, such as the appendix governing bodies, which form a hierarchically organized system. Any dysfunction of this system or articulatory organs, which causes congenital malformations, leads to a complete disruption of function as a result of illness or injury.

At the same time, the ability of the nervous system to be effective in all rehabilitation measures, which sets a modern trend for previous rehabilitation, leads to early rehabilitation of patients with tangential fractures. This applies to all areas of the rehabilitation process - surgery, speech therapy, psycho-correction, surdology and others. One of the corrective techniques used in rehabilitation practice is massage.

Massage is a set of mechanical dosing methods of action that is performed by friction, pressure, vibrations, directly on the surfaces of the human body. Massage can be general and local. Speech therapy massage is local.

Massage of articulatory organs helps to regulate peripheral blood and lymph circulation, nourish muscles, improve their elasticity and contractility, increase metabolism.

Massage is especially important for patients with open rhinosinusitis; has a positive effect on the absorption of scars after surgery, because the mobility and elasticity of the articulators - lips, tongue, palate - depends on the restoration of complete speech. Children with congenital cleft upper lip and palate need speech therapy massage.

Massage of the upper lip before surgery. To restore the anatomical integrity of the upper lip, cheiloplasty surgery is often performed during the breastfeeding period, i.e., 3-6 months of age. Because in this case, in addition to its main features, massage has the purpose of preoperative preparation and requires the advice of orthodontists and maxillofacial surgeons who perform therapeutic procedures in articulatory and physiological movements of the lips, planning different methods of massaging the upper lip.

The size of the lips and the type of cracks should be taken into account when coordinating the work on the relative correction of the size of the upper jaw alveolar branches, the implementation of activities aimed at shrinking. Thus, in the bilateral upper lip cleft, great attention is paid to the visible part, in the unilateral full cleft, the injured part of the lip and the nasal wings.

It is given 3-4 times a day for 1-4 minutes for each massage course.

The methods of massaging the upper lip in the pre-surgical period are performed by stroking:

- ◆ stroking in a circle (the index fingers of both hands move downwards from the base of the nose to the lips). It is done for 20-40 seconds.
- ◆ longitudinal caress (the index fingers of both hands move perpendicular to the mouth line from the base of the nose downwards). It is done for 30-40 seconds.
- ◆ clasping (superficial rubbing with the thumbs and index fingers of both hands from the cheeks to the crack boundaries). It is done for 10-30 seconds.
- ◆ transverse stroke (with the index fingers of both hands moving parallel to the mouth line in the direction of the crack boundaries from the cheeks). Execution - 10 - 40 seconds.

The middle part of the bilateral cleft on the upper lip is massaged for 30 to 50 seconds by alternating the pressure vibration on the index finger.

When massaging the upper lip, the child lies halfway down or halfway down, facing the face of either the masseur (or the mother's knee). During the massage, the little patient should not cry or worry. All massage methods are conducted in an atmosphere of conversation, cheerful, friendly contact with the child.

Upper lip and palate cracks massage methods do not cause great difficulties. Parents can then massage the upper lip and palate during a series of treatments that go hand in hand with their learning. In such cases, the task of the specialist is to supervise the parents during the massage.

Contraindications to upper lip massage: general and local acute inflammatory diseases, decompensation of concomitant chronic pathology, certain diseases of the blood and central nervous system, maceration of the skin of the upper lip, upper lip lesions (hemangiomas, nevi, etc.).

Massage the hard and soft palate before surgery. The goal of preoperative tangled massage is to improve future lymphatic and blood circulation by activating the soft palate, which is necessary for the activation of the muscles involved in future tangential-pharyngeal valve activity in the tangential tissues. Massage is performed 3 times a day for 3-5 minutes. Each massage method varies with stroking:

- ◆ stroking along the longitudinal surface (using the index or middle fingers from the teeth of the upper jaw piles in the direction of the larynx along the boundaries of the cracks. Duration - 10-30 seconds.
- ◆ stroking along the transverse surface (with the index or middle finger, movements are made in both directions from the tooth necks in the direction of the fracture boundaries). Duration - 10 - 20 seconds.
- ◆ straight-line friction (with the index or middle finger, movements are made from the upper jaw pile teeth in the direction of the larynx on both sides of the crack). Duration - 10-20 seconds.
- ◆ Rubbing in a circle (rubbing movements in a circle with the index or middle finger are performed for 10 seconds).
- ◆ linear friction (linear (bar) movements in the direction from both sides of the fracture to the larynx from the upper jaw pile teeth with the index or middle finger are performed for 10 seconds).
- ◆ pushing kneading (pushing movements with the index or middle finger for 10 seconds, pushing hard and soft palate tissue from the upper jaw pile teeth and tooth necks to the boundaries of both sides of the crack.
- ◆ Press crushing (with the index or middle finger, perform movements under light pressure on both sides of the crack boundaries from the hard and soft palate tissue of the upper jaw pile teeth and the side for 10 seconds.
- ◆ continuous vibration (circular and zigzag movements along the crack boundaries and the transverse boundaries of the crack by the hard and soft palate tissue with the index or middle finger for 20 seconds).

Sometimes there is a desire to record after a few massage sessions. This condition can be reduced by rinsing the mouth with a slightly saline solution or giving a mint pill.

In the preoperative period, massage techniques were combined with organic special breathing and articulation gymnastics, phonologorhythmic, and included in the course of speech therapy corrections.

Postoperative upper lip massage. In the postoperative period, massage is of great importance after the removal of the threads. It is one of the main ways to prevent the appearance of hypertrophic and keloid scars of the upper lip, in which case a cosmetic effect has not yet been achieved.

In addition, massage helps to develop the articulatory function of the lip, reduces the complications of postoperative deformities of the upper lip and nose. The massage consists of the following manipulations:

- ◆ longitudinal caress (with the index fingers of both hands moving from the base of the nose to the side - towards the corners of the lips). Duration - 10 seconds.
- ◆ transverse stroking (with the index fingers of both hands from the base of the nose down and up along the red border of the upper lip - perpendicular to the line of the mouth for 10 seconds).
- ◆ proper rubbing (with the index fingers of both hands moving downward from the base of the nose to the edge of the upper lip and in the direction of the nasolabial folds on the sides and back). Execution - 20 - 30 seconds.
- ◆ circular and spiral rubbing (with the index fingers of both hands in a circular and spiral motion in the nasal area and upper lip areas for 10 seconds).
- ◆ sawing friction ("sawing" movements with the index fingers of both hands are performed in a straight and transverse direction from the base of the nose downwards - in the direction of the edges of the upper lip and nasolabial folds for 10 - 20 seconds).
- ◆ transverse kneading (with the index fingers of both hands away from the base of the nose - in the direction of the upper lip and in opposite directions for 10-20 seconds).
- ◆ longitudinal kneading (index fingers of both hands from the base of the nose to the side - along the folds of the nose and in the opposite direction). It is done for 20-30 seconds.
- ◆ push-kneading (with the index fingers of both hands, the tissue is pushed from top to bottom and in both directions). Execution - for 20 - 30 seconds.
- ◆ pressing kneading (light pressing kneading movements are performed with the index fingers of both hands from the base of the nose to the edges of the upper lip edges and nasolabial folds for 10 - 20 seconds).
- ◆ clamping (movements with the index and thumbs of one or both hands to the edge of the upper lip and from the base of the nose to the upper nasolabial folds are performed for 20 seconds).
- ◆ constant vibration-vibration (continuous vibration movements with the index fingers of both hands from the base of the nose to the upper lip edges, down - movements towards the nasal-lip folds are performed for 10-20 seconds).
- ◆ continuous vibration-vibration ("finger shower" - straight and transverse movements in the upper lip areas with the index fingers of both hands are performed for 10-20 seconds).
- ◆ Vibration-vibration of the beat (with the index fingers of both hands in the areas of the upper lip and nostrils, movements in straight and transverse directions are performed for 10-20 seconds).

◆ postoperative scar compression (the index finger is in the mucous layer of the upper lip under the scar, and the thumb is on the scar; crushing movements are performed with pads between the fingers). It is done for 10-20 seconds.

◆ Massage of the scarring sides of the wing and dome of the nasal passage is performed using a dense elastic object that is slightly smaller than the diameter of the nasal passage (e.g., the tip of a small rubber spritz). The tip of the syringe, pre-lubricated with Vaseline, is inserted 3-5 millimeters into the depth of the nose, and pulling movements from the tips of the nasal wing upwards and towards the healthy side are performed for 10-20 seconds).

◆ Massage the tip of the nose and wings (the tip and wings of the nose are large and slightly pulled and lightly compressed with the pads of the index fingers). It is done for 10-20 seconds.

In order for the child to massage the tongue on its own, it is necessary to teach it to move backwards from each tooth towards the soft palate using the tip of the tongue. This type of exercise not only affects the tip of the tongue, but also strengthens the muscles. It is also possible to teach older children and their parents some self-massage techniques in the tanning area.

The criteria for the effectiveness of tangled massage include: tactile sensations that soften the scar, increased mobility of the soft palate in both active and passive closure.

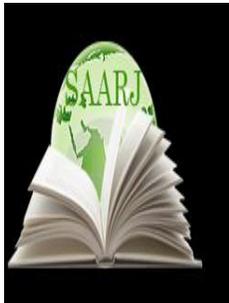
In general massage practice, various special ointments, creams and oils are successfully applied to ensure the effectiveness of the massage and the protection of the hands of the masseur.

Properly organized massage, individually selected methods, massage norms and timing have a positive impact on the effectiveness of the complex rehabilitation process in patients with congenital oropharyngeal fractures.

It should be noted that massage treatments are not recommended in children under 4 years of age, unless the pathological position of the tongue and muscle deformation is formed.

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**SOME ISSUES OF FORMING A CULTURE OF HUMANITY IN
 PRESCHOOL CHILDREN IN THE CONDITIONS OF INCLUSIVE
 EDUCATION**

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ABSTRACT

This article discusses the importance of the formation of a culture of humanity in children in preschool education in the context of inclusive education and its specific features. Since inclusive education is a vital necessity, a child's perception of this system, as well as the formation of an assessment of its quality and effectiveness, will have an impact on the child's simple yet realistic relationships. The difference between these activities and traditional activities is that in developing the methodology of their organization, the main focus should be on the integration of children with special educational needs into the group.

KEYWORDS: *Preschool Education, Inclusive Education, Children With Disabilities, Humanities, Methods, Personality Culture.*

INTRODUCTION

In our country, educating the younger generation in accordance with modern requirements has been one of the constant priorities of state policy. In his Address to the Oliy Majlis of December 29, 2020, President Mirziyoyev called for the implementation of large-scale reforms based on the idea that "New Uzbekistan begins on the threshold of schools, the education system." In this process, quality education in kindergartens, schools and universities It was strongly emphasized that all efforts and opportunities should be mobilized for them to grow up to be physically and mentally healthy, patriotic people.

In improving the conditions and opportunities created for the education of the younger generation, special attention is paid to the problems of children with special educational needs. In particular, the Law of the Republic of Uzbekistan "On the Rights of Persons with Disabilities"

states that "persons with disabilities have the right to education throughout life and to participate in public and state life for the full development of their abilities in educational institutions of all levels." to ensure the development of inclusive education, the creation of the necessary conditions for their education and vocational training, retraining and advanced training.

In the pre-school education system, where special attention is paid today as the first and most important link, the main task of educational institutions in this area is "the use of individual educational programs for children, including children with special needs, as well as timely inclusive pre-school education. This will allow for the widespread introduction of the principles, forms and methods of inclusive education in this area.

In this article, as a result of our observations and research in recent years, we found it necessary to share some ideas and comments on the formation of a culture of humanity in children in the context of inclusive education in preschool education.

"Inclusive education is needed by both healthy and disabled children. We want to instill in every child the idea that human values do not depend on their ability, while teaching them to be tolerant. At a young age, a child's mental state is open, flexible, and ready to learn. Children who have learned that there are people with different verbs and appearances among them will not oppress children who are different from them in the future. Participation in the organization of preschool education for children with various disabilities will facilitate their subsequent social adaptation, creating opportunities for them to acquire communication skills," said the Minister of Preschool Education of the Republic of Uzbekistan A. Shin.

The basic idea of inclusive education is first and foremost the humanization of society and the right of people with special educational needs to co-education. The idea that "inclusion in education is an inclusion in society and one of the most humane ideas in its development" is now leading the way in the theory of inclusive education and defines the leading trends in research in this area.

An explanatory dictionary of the Uzbek language defines the concept of "humanist" as "caring for people, loving people, pursuing human goals." Hence, human culture is made up of qualities that are manifested in a person who has such qualities.

Formation of a culture of humanity in children in the conditions of inclusive education in preschool educational institutions is carried out for the following purposes:

First, humanity is one of the leading values among universal and national values, and humanistic culture is one of the key components of individual culture. The formation of any culture from childhood is important for the future development of the individual.

Second, in the context of inclusive education, one of the first necessary socio-spiritual conditions is humanity. If the human environment is not good enough, inclusion is not good enough.

Third, in the organization of preschool education, the relationship between children of different levels of development is directly "moved" through children to larger social environments - the family and society, and finds its own expression in them.

Fourth, the opportunities of the humane environment formed among children in the preschool education environment are more psychologically important for the quality and effectiveness of joint education of children of different levels. skills are also important for their future lives.

Fifth, this process does not take place within a single preschool organization, but in turn requires the direct participation and intervention of the family, the community, and other individuals in the community. As a result, the scope of not only the subjects of education, but also the objects expands.

We will try to explain our ideas with some examples. It is known that the experience of developed countries in the introduction of inclusive education, first of all, raises the issue of the correct formation of public opinion in this regard. It is no exaggeration to say that today all the countries that have made significant achievements in inclusive education have reached this level through the support and goodwill of the general public.

The main consumer of preschool education services is the child, the child's participation in the educational process, the satisfaction of educational needs directly affects the attitude of parents, their choice. Since inclusive education is a vital necessity, a child's perception of this system, as well as the formation of an assessment of its quality and effectiveness, will have an impact on the child's simple yet realistic relationships. This includes the formation of a correct understanding and perception of inclusive education in the parents of children with special needs and children with special educational needs.

Finding an answer to the question of how the presence of two or three children with special educational needs in a group affects children who are developing normally is one of the important and constant issues for preschool leaders, educators and psychologists. At this point, it is undeniable that it is important, first of all, to create a healthy humane socio-psychological environment among children in accordance with their age, psychological and mental development characteristics.

The correct acceptance of a child with special educational needs by his peers alone demonstrates the importance and relevance of humanity as one of the mechanisms of quality education, not just a value.

Below we found it necessary to cite some methods related to the formation of a culture of humanity in a large group of pupils of the organization of preschool education.

Ways to work with parents: explain to parents that each child is a unique world, that it has its own characteristics, that developmental disabilities should not lead to the isolation of this child from other children in society, our national, religious values, special care for such children and to hold roundtables, trainings with the participation of experts, advocacy activities, spiritual-educational and sports events, to create and disseminate methodological manuals and recommendations in order to correctly explain the need for assistance, to involve them in activities related to the formation of humane culture in children. The correct concepts, knowledge and skills formed in parents in this regard are naturally reflected in children.

Methods of working with children: "Be my friend", "Friendship is the highest virtue", "I help my friend", "I help my friend", "To be my friend", "Friendship is the highest quality", "I help my friend", It is advisable to hold conversations, mornings, story discussions, intellectual and creative competitions as a team, in particular, active games and sports competitions, taking into account the capabilities of children. The difference between these activities and traditional activities is that in developing the methodology of their organization, the main focus should be on the integration of children with special educational needs into the group. At the same time, the

difference between children with special educational needs and those who are developing normally should not be noticeable, but it should be convenient and educational for both parties.

Based on the above, the following recommendations for the formation of a culture of humanity in children in inclusive groups of preschool education can be made:

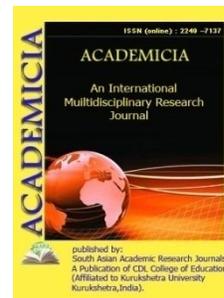
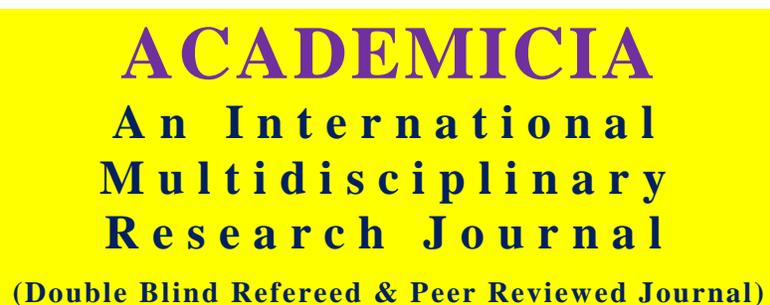
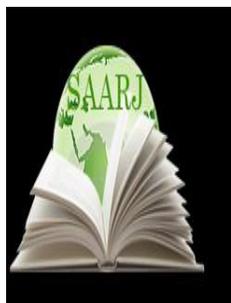
- effective use of methods and tools to promote the integration of children with special educational needs with children with normal development in the educational process, in particular, during the various classes, to the extent possible and more actively;
- formation of team mood and atmosphere among children in the group;
- to take special psychological and pedagogical skills to prevent the isolation of children with special educational needs in different situations by their normally developing peers, and to work in optimal solutions for both parties;
- Development and implementation of short-term and long-term pedagogical, psychological programs for the formation of human culture;
- Strengthen public confidence in the humanity of inclusive education through the achievement of the widest possible coverage of parents in these programs, the organization of special trainings, roundtables and consultations for parents.

Since inclusive education is a humane education, it is natural that the formation of a humane culture in children using the opportunities of this education will increase the role and importance of inclusive education not only in preschool education, but in society as a whole.

In conclusion, the formation of a humane culture in children in the context of inclusive education plays an important role in improving the quality of education in preschool education and can be studied as one of the specific research problems in pedagogy and psychology.

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ON THE BASIS OF GAMES FOR CHILDREN WITH SPEECH DEFICIENCY LITERACY TEACHING

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ABSTRACT

In this article, reveal didactic games and methods, as well as the occupation of their conduct by specialists Speech therapist, they aim to develop thinking in children with a pronunciation defect. The speech therapist gives the child a picture and offers to make a sentence based on the pictures. For example, if a child has a rabbit in his hand, the rabbit jumps, like a rabbit is eating grass. To help children pronounce speech sounds correctly, use words appropriately and correctly, construct speech and independent speech correctly, and teach spelling skills based on them, a speech therapist should use a variety of fun games during the lesson.

KEYWORDS:

INTRODUCTION

During literacy training, children not only get acquainted with the sounds of speech, but also learn to form words from syllables, to read words.

Teaching literacy to children with speech impediments in preschool has a unique character. This feature is due to the fact that education is reorganized according to their physiological and mental characteristics, it is based on the game. It is characterized by the fact that the game with education is carried out in harmony, in mutual regularity.

Didactic games are organized on the basis of different materials. These include dolls, toys, special colorful pictures and cards, various cubes and objects, geometric shapes, counting and calculating tools, natural materials. It is advisable to prepare such materials for training in advance.

When choosing a game, first of all, attention is paid to its ideological content, spiritual and moral value. The mission and purpose of the game should be consistent with the purpose of education

and upbringing. When choosing didactic games, it is necessary to take into account the level of children, the scope of knowledge.

During the game, which is organized with children with speech disabilities, their personal abilities, perceptions, comprehension features are demonstrated.

Didactic games are also widely used in the process of teaching literacy in order to activate the creative abilities of six-year-old children.

During the game with children, their personal abilities, perceptions, comprehension features are demonstrated.

Didactic games are also widely used in the process of literacy in order to activate six-year-old children [1, 2].

In didactic games, in addition to children's perception, there are ways of perception through auditory activities. "Great bag," "What sounds like?" such games require children to be able to concentrate, compare, differentiate, and generalize [4]. Didactic games with the help of various word games, along with the development of children's oral speech, develop the ability to think independently, to think, to teach them to be responsive.

To help children pronounce speech sounds correctly, use words appropriately and correctly, construct speech and independent speech correctly, and teach spelling skills based on them, a speech therapist should use a variety of fun games during the lesson. Proper use of fun games can help to prevent speech defects in children, to achieve literacy and positive results in independent work [3].

Below is an example of a fun literacy game.

1. Sound and letter. The main method in literacy teaching is the analytical-synthetic sound method. Fun games should be based on this method.

Game 1. The speech therapist raises one of the specially made letter forms (printed and written forms of each letter are made of 4 pieces) on white cardboard with a width of 10 sm and a height of 15 sm..



children who know raise their hands. The mother orders a child to answer whatever she wants. This game develops children's ability to recognize letters, pronounce sounds correctly, and quickly distinguish between uppercase and lowercase, uppercase and lowercase letters.

Game 2. The speech therapist will show you what you want from the above letters in different ways. It asks the children the name of the letter.



This game develops children's visual perception, thinking, reasoning ability.

Game 3. The speech therapist displays the desired letter from a specially prepared alphabet. The children take turns saying the name of the letter and the vowel or consonant.

Game 4. "Identify the letter in the air" game. Several children will take part in the game. The speech therapist gives an idea of the game and distributes picture cards with the letters o, a, l, n learned in the previous lessons. He takes the cards with the letters o, a, l, n.

The speech therapist puts a card with the letter o on the table. The participants of the game put pictures corresponding to this letter (moon, apple, plum, horse, cherry) next to the letter and say the names of these objects.

He then places another card with the letter a on the table. Game participants post pictures accordingly. The game will continue in the same way.

Game 5. For the game, pictures of different objects reminiscent of the letters passed by the speech therapist, and for children, the samples of the letters passed should be in a special envelope.

The speech therapist shows all the children in the group pictures of the sounds a, i or n, g (pomegranate, spruce, snake, in). The children quickly draw a letter from the envelope that starts with the name of the object.

Game 6. This game is about building from joints and joints. This will show the desired joint from the "Joint Table" created by a speech therapist. Children make this syllable from cut letters. They find the second link themselves. Masaan: lo-la, sho-li ...

This game helps children learn the rules of composing words and dividing words into correct syllables.

Game 7. Consonant letters stand mixed on the table. Four children participate in the game and each participant is given four letters. So there will be a total of 16 letters. The children take the consonant letters in order, then add a vowel to it to form a syllable. For example: m + a = ma, n + a = na. Then the word ma + na = mana is formed by adding both syllables. Each child monitors his or her partner's work.

Game 8. "Sort things" game. In this game, children learn how to pronounce the "R" sound correctly and how it comes at the beginning, middle and end of a word by sorting the picture cards into types.

The speech therapist shuffles the picture cards prepared on the table. The speech therapist explains the rules of the game to the children. Kids now you take pictures involving the "R" sound and divide them into nomlb types (rum, wolf, rubob, spruce, trumpet, cucumber, dutar, rooster, doctor, radish, tomato). At the same time, when you say the name of something, you indicate where the sound "R" comes from in the word.

Game 9. "Find the right word in the picture" game. Through this game, children learn that the "Z" sound comes at the beginning, middle, and end of a word, and reinforce the correct pronunciation of the "z" sound in their speech.

The speech therapist puts a picture of things or a mix of toys on the table.

The speech therapist explains to the children today that with you we will know that the "z" sound comes at the beginning, middle and end of the word, and you take the pictures from the pictures

on the table in the order I said. He then invites one of the children to the table and suggests that the “Z” sound show a picture of the word that comes at the beginning of the word. The game continues this way.

This game can also be played to learn and reinforce other sounds.

2. The word. Exciting games on word information help children learn the names of familiar objects, toys, school supplies, household appliances, clothes, fruits, pets, and wild animals, and learn them in groups, as well as who? what? how what does he do helps children to distinguish them from each other through questions such as.

Game 1. The speech therapist shows the child one of the letters passed. The child finds the words that come at the beginning of that sound and says them orally.

For example: head, bexi, wolf, cucumber ...

The game continues in this way.

Game 2. The speech therapist hangs one of the letters on the board. The child finds and says this sound from the words that come at the end of the word.

For example: to the sound "A": apple, father, mother, brother, saw, spruce, pen, Halima, Nargiza, bowl ...

Game 3. The speech therapist says a word to the children. The child must find a word with the same answer to the sound that the word ends with, that is, to the sound that he hears at the end of the word.

For example: child - pomegranate - rocket - spruce - stream - spoon - yogurt - pencil - car.

This game will keep the kids from starting speech therapists. To do this, children need to listen carefully to their peers.

This is called a "Chain" game.

Game 4. The speech therapist says some words to the children. Children add syllables that match that word.

This is called a “multi-syllable word game”.

Game 5. "Word after word" game.

The speech therapist tells the children to take one of the objects and pictures on the table and say their name. For example: sphere. The children have to find the words with the sound “Sh”. For example: candle, scarf, king, Shahida ... Thus the game continues. The child who finds the most words in the game and actively participates is the winner of the game.

Game 6. Find words with the "O" vowel. Write them using cut letters.

For example: horse, soup, bread, eyebrow, grandfather ...

Game 7. Find words with the “A” vowel and write them using cross letters.

For example: pomegranate, apple, spruce, saw, pencil, scissors, rocket...

Game 8. Find words with the vowel "U" and write them using cross letters.

For example: flour, bread, night, three, house, bird, salt, Hope ...

Game 9. Find words with the vowel "I" and write them using cross letters.

For example: in, work, winter, tooth, thread, dog, two, edge ...

Game 10. Find words with the vowel "E" and write them using cross letters.

For example: early, foreign fairy tale, a sieve, boots,...

Game 11. Find words beginning with a vowel and ending with a vowel and writing using cross letters.

For example: brothers, sisters, mother, father, saws, tree, Aziza, Ali ...

Game 12. Find words that start with a consonant and end with a consonant and write using cross letters ...

For example: winter, head, eyebrows, teeth, pencil, book, snow, paper, eight ...

Game 13. Find single syllable words and write them using cross letters.

For example: soup, horse, flour, in, mulberry, yarn, eyebrow, bread...

Game 14. Find two-syllable words and write them using cross letters.

For example: car, plum, peach, swallow.

3. After preparing for speech and spelling, children are able to distinguish sentences from speech, answer questions in full, tell who or what the sentence is about and what is said in the sentence, compose a sentence, put a full stop at the end of a sentence and start a sentence with a capital letter. skills are given. Thanks to interesting games, the knowledge given about the above is repeated and strengthened.

Game 1. "Speak words" game. Through this game, children's speaking skills are strengthened.

The speech therapist puts cards with a few words on the board. Two of the game participants are called. They read the words on the cards and make sentences using those words. Whichever child completes the task correctly is the winner of the game.

Game 2. The speech therapist gives a speech of 2-3 sentences. The children clap once after each sentence where a full stop should be made.

For example: Dawn. The sun came out. We went to kindergarten.

Game 3. A child speaks and asks the child he wants what he is talking about.

For example: Alijon said: "Sabir wrote a letter". Hope said, "You talked about Sabir writing a letter."

Game 4. The speech therapist said the word he wanted. Children make sentences in the presence of this word. Each child takes a turn to say what they have composed.

For example: Book. I got a book. Azamat read a book.

Game 5. The speech therapist says the words placed randomly by the child. The child finds a place for the words and makes a sentence out of them.

For example: Playing, Zarina, ball. Zarina is playing ball.

Game 6. "Give a complete answer" game. The speech therapist begins to ask the children a series of pre-formed questions. The child's answers to the questions are based on answering in a complete sentence, not a single word.

The questions to ask the child can be as follows.

The speech therapist says the pen, and the child says the pen is black, red, and blue. Wardrobe - wardrobe large, wardrobe black; board - board large, board black; tree - a large tree; the leaves of the trees are multi-blue and hlkazo.

Game 7. Picture Talking Game. Through this game, children expand their understanding by constructing sentences based on pictures.

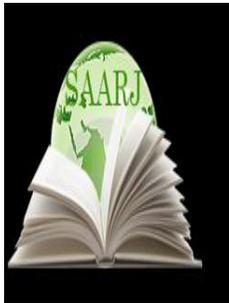
The speech therapist gives the child a picture and offers to make a sentence based on the pictures. For example, if a child has a rabbit in his hand, the rabbit jumps, like a rabbit is eating grass. The child asks the child to determine how he or she performed the task. It helps if you can't do the task.

Preschoolers get tired quickly because their attention span is unstable. Therefore, increasing the effectiveness of training, attracting children's attention to training depends primarily on the speech therapist.

In conclusion, it can be said that interesting games are typical for children aged 5-7, and only when they are used in their place, it is possible to awaken in children a love for knowledge. In addition, the above-mentioned fun games develop children's creative thinking and independent work skills in teaching communication and speech development.

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PSYCHOLOGICAL MECHANISMS OF THE FORMATION OF A STUDENT'S SOCIO-CULTURAL ACTIVITY

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ABSTRACT

The article presents the socio-psychological mechanisms of the dynamics of social intelligence in the process of professional formation of the student, designed a mechanism that provides psychological and educational assistance, fixes problems in the professional formation, has a systematic nature of the activities. The intellect of students in psychology will be reached in process researching social- psychological quality of dynamic's developing, and also were elaborated theoretical approaches, directed at solving problem, elaborated scientific-methodical recommendations. These approaches can be used on planning work sections and youthful organizations, at determining contents of textbooks, educational- methodical work of higher educational institutions.

KEYWORDS: *Intelligence, Mental Ability, Social And Emotional Intelligence, Empathy, Psychological Diagnostics, Intelligence Dynamics.*

INTRODUCTION

By the decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev dated February 7, 2017 No. PF-4947 "in the fourth direction of the" strategy of actions in five priority areas of further development of the Republic of Uzbekistan for 2017-2021 "(footnote 1), the task was set -" to raise technical education and provide the industry with highly qualified personnel. " The idea of individual freedom and the presence of intellectual potential in a person is one of the main in the implementation of this task, since a free person, a free people is able to actively act in the process of creativity, prosperity, humanitarian, creative labor, science, culture and modern production and achieve the intended goals.

1. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan". Collection of legislative acts of the Republic of Uzbekistan 2017, No. 6 70-article.

The cardinal changes taking place in the development of society at the present time pose qualitatively new and relatively complex tasks, and at the same time, the level of development of the intellect of a person is a regulator of his mental capabilities, moral aspects are of particular importance. So how do the above aspects manifest and form during the student period?

Scientific analysis of research methods and results:the study of the nature of the social intelligence of youth, its in-depth analysis from a scientific point of view is in demand today, therefore it is important to deeply study and analyze the features of the dynamics of social intelligence in the upbringing of a harmoniously developed generation, its potential in the formation and professional development.

The study of the nature of social intelligence of young people, its in-depth analysis from a scientific point of view is in demand today, therefore it is important to deeply study and analyze the features of the dynamics of social intelligence in the upbringing of a harmoniously developed generation, its potential in the formation and professional development.

As the object of the research, we selected from the number of students of vocational education (total of 480 respondents) at the stages of higher education. 240 of them were students of the pedagogical and physics and mathematics faculties of Gulistan State University and 240 students of the social and humanitarian faculty of the National University of Uzbekistan. In determining the mental abilities of students, J. Rowen's test "Progressive Matrices" was used; provides for the ability of students to work with words associated with the V factor, tests "Interpretation of proverbs", including with numbers N, tests "Series of numbers" and "Logical series of numbers", "mathematical intelligence", tests "practical intelligence" associated with practical and motor activity, as well as the use of "visual intelligence" tests related to spatial perception.

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We used the method of K. Guilford and M. Sullivan "diagnostics of general intelligence". We used the method of V.V. Boyko "Diagnostics of the degree of empathic abilities". (2-footnote)

J. Guildford proved that creative thinking is based on divergent and convergent types of thinking. When analyzing the overall assessment of students, typical cases of the principles of constructing assignments are taken into account. The general IQ of students according to Raven's method was $IQ = 92.75 \pm 11.73$. This is characterized by a reflection of values between results above average and average. Even when comparing the results of students of natural ($IQ = 95.75 \pm 11.38$) and humanitarian ($IQ = 90.16 \pm 11.61$) orientation, their values did not differ sharply from each

other, but there was a difference in their academic performance ($t = 2, 13, p < 0.05$).

The results show that the relationship between indicators of social intelligence and other indicators of intelligence is growing.

And in the results of male and female students, different aspects were noticed. They have sufficient knowledge and intelligence to prepare themselves for a common environment and relationships, but students must be able to improve them in the process of life experience and professional development. Because among the rest of the criteria for general intelligence, no significant result was observed.

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Diagram of the dynamics of students' intelligence

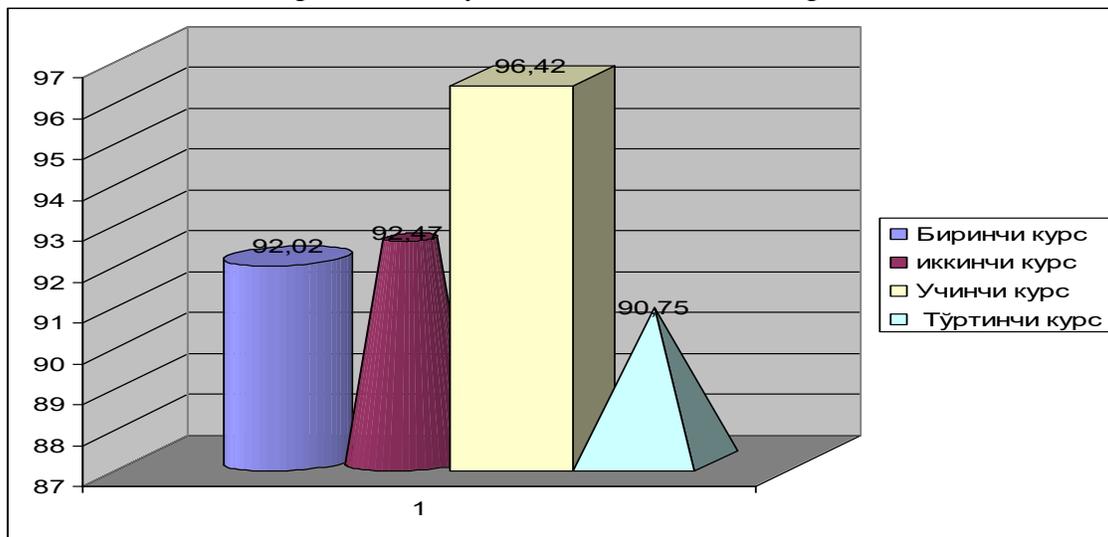
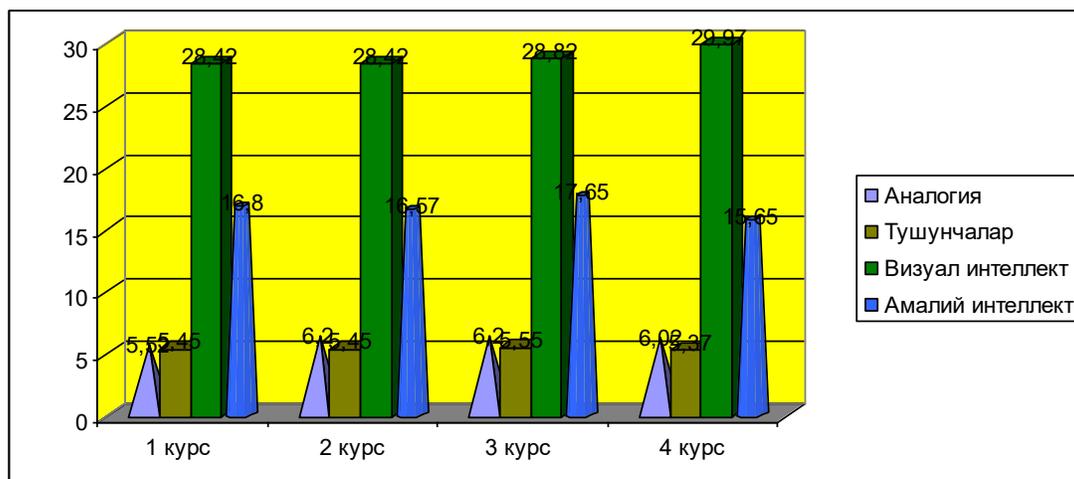


Figure 2.



It turns out that signs of growth in social intelligence are more pronounced in relation to the general intelligence of students. Among his criteria there are also relative, although interrelated.

Is social intelligence an independent phenomenon? What are the functions of social intelligence? When answering these questions, it is necessary to pay attention to the following characteristics: ensuring adequacy and flexibility in changing conditions; formation of mutually successful programs and plans of proportionality in tactical and strategic directions, solving current problems; planning activities in relationship with a person and forecasting their development; motivational function; expansion of social competitiveness (IR.); self-formation, self-awareness, self-learning.

Forming long-term relationships is one of the main goals of social intelligence. Understanding the level and nature of the relationship is an expression of positive interaction with each other in the future and strengthening the relationship.

The mobilization function of social intelligence, which helps in cases of extreme crises, prolonged stress, understanding self-esteem is very important.

In contrast to the structure of general intelligence, the features and characteristics of the personality's self-awareness in the structure of social intelligence play a huge role. At the same time, self-awareness should not become overgrown with "hard", complex and psychological defense barriers. Since then a person does not develop self-consciousness, he has complexes. Personal interests will be small or not at all, he involuntarily becomes aggressive.

Social intelligence plays an important role in professions of the "person-to-person" type, makes it possible to predict the activities of teachers, psychologists, journalists, managers, lawyers, doctors, politicians, entrepreneurs.

Due to the lack of local teaching aids, social intelligence has been the subject of few specialized studies.

According to the results of the study, it is possible to trace the growth of social intelligence by age, in particular, in the indicators of the method of studying social intelligence in those who at the first stage revealed a correlation between the understanding of verbal expression according to the criterion of understanding the feelings, thoughts and intentions of the participant in the dialogue, as well as factors influencing on the development of social intelligence.

Then, a correlation was also observed between verbal expression and the factors of organizing interpersonal interaction. This situation shows that at the 1st stage students have a well-formed concept of "I" and the symbol "I". They understand difficult situations between people, the logic of the formation of situations, feel what the essence of the change in this state is when other people are attracted to this state.

The lack of the first stages encountered in the development of social intelligence is that their ability to understand behavior is poorly formed. When analyzing the relationship of indicators of social intelligence at the second stage, a well-developed understanding of the feelings, thoughts and intentions of the participant in the dialogue in its place led to an understanding of verbal behavior, an understanding of verbal influences.

At the third stage, the emotions, thoughts and intentions of the participant in the dialogue are factors of understanding and analyzing the interaction of the individual, are interrelated and correlative communication takes place. The ability to understand non-verbal and verbal expression was observed.

And the students of the fourth stage showed their good results. There were many correlations in the overall results.

In turn, when these results were observed at the faculties, they did not lose their positive significance: physical and mathematical-4.30, pedagogical-4.55, psychological-4.42, philosophical-4.44 and sociological-4.38 - respectively. It turns out that the use of educational methods can be beneficial for the educational process.

CONCLUSIONS AND OFFERS: The obtained results showed that when using elements of innovative educational technology in the classroom, the introduction of interactive teaching methods in them had a positive impact on professional development in the process of mastering knowledge in the educational process. When using interactive techniques, the content of the educational material should be rethought by the teacher, the meaning of difficult terms for him explained to the student, awakened in his consciousness and his mental activity should be stimulated. For this, the content of the topic is transformed from concepts in the form of information into problematic questions, tasks and situations.

In the process of an innovative approach, knowledge arises on the basis of students' own social order, and this affects the change in the form of behavior. A particularly problematic organization of education has a positive impact on the learning activities of students. In order for this process to be more successful, it is necessary to focus on the psychological basis.

Based on the foregoing, we can draw the following conclusion: the study of the nature of social intelligence of youth, in-depth analysis from a scientific point of view is in demand today, it is important to deeply study and analyze the features of the dynamics of social intelligence in the upbringing of a harmonious generation, its intellectual potential and professional development. The possibilities of assessing the social environment, the behavior of the interlocutors, their personal qualities, their life activity in the unity of personal abilities in the individual relations of young people are the connecting link from the point of view of regularity.

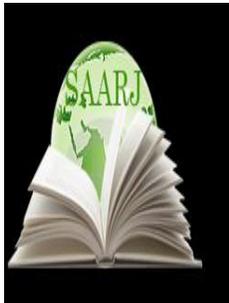
Having the ability to understand the feelings, thoughts and intentions of the participant in the dialogue has a positive effect on both the growth of social intelligence and the understanding of complex logical connections, and the ability to distinguish between important and insignificant aspects of concepts leads to an increase in the ability to process information through viewing and self-expression in professional and personal activities. Among students of the fourth stage, the indicator of social intelligence was significantly higher and more positive. In them, we observed the same indicators within the first and third, second and fourth factors. But on the third and fourth indicators, they managed to score the maximum score. This means that in the fourth stage, students will be able to predict what their circumstances are and what they are going to say from the changes in the face and actions of other strangers, their facial expressions, hand gestures and other emotional behavior.

When organizing the educational process on the basis of innovative technologies, there are several interrelated stages of cognitive assimilation, which represent the levels of assimilation of knowledge, understanding of situations such as transmission, recall, memorization, written expression of ready-made knowledge in the mind of the student. At these levels, student creativity is not required. At later stages of mastery, students must practically apply the knowledge they have acquired, receive, supplement, enrich, change certain results, and have their own independent point of view.

The problematic approach to these levels of mastery is indicative. Universities have great opportunities to use innovative technologies. Realizing these opportunities, a more or less creative technological approach to pedagogical activity creates the basis for students to thoroughly assimilate knowledge in each subject, while ensuring interest in lessons. In fact, the constant monotonous repetition of classes creates in students a mood of indifference, irresponsibility in relation to the acquisition of knowledge. Currently, for the most effective prevention of such a situation, it is necessary to consistently and purposefully apply innovative technologies in the activities of educational institutions.

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USE OF COMBINED SPINAL-EPIDURAL ANESTHESIA IN GYNECOLOGICAL SIMULTANEOUS OPERATIONS

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ABSTRACT

The effectiveness of combined spinal-epidural anesthesia in gynecological simultaneous operations was studied in 65 patients. The average age of the patients was 51,56 years. The parameters of external respiration, hemodynamics, norepinephrine excretion, and changes in cortisol concentration were studied. The use of CSEA has a pronounced protective effect against surgical trauma and associated adverse neurohumoral, hemodynamic, and biochemical changes.

KEYWORDS: *Gynecological Simultaneous Operations, CSEA, Norepinephrine, Cortisol, Hemodynamic, Central Neuroaxial Blockade, Subarachnoidal Cavity, Longocaine, General Anesthesia, Ejection Volume*

INTRODUCTION

Over the next 30 years, interest in the use of methods of regional anesthesia has been increasing. The use of this method is incomparable in the practice of surgery, Traumatology, urology and

gynecology. Modern views of the pathophysiology of acute pain in this case are very important to subconsciously understand, that is, to protect the spine from nociceptive influences, while ensuring adequate anesthesia. In solving this problem, it is necessary to choose such a method of anesthesiology arm, it is worth noting that with the blockade of the afferent zvenos of the reflex arc, it prevents the additional activation of the efferent impulse mechanism, the application of regional anesthesia as a component of anesthesiological maintenance.

Features of simultaneous operations in gynecology usually make patients older, and the presence of various concomitant diseases reduces the possibility of compensatory-adaptation of the organism. In operational intervention, it is necessary to take into account the fact that the operational damage occupies a large area (requires the spread of the motor-sensor block level in the TVI-SII range) and lasts longer. But it is not excluded from the lack of a traditional central neuroaxial blockade (CNB), which limits its wide application: the time of spinal anesthesia, the needless wide spread of the spinal block is in the sentence. The main disadvantages of epidural anesthesia are the need for relatively large doses of local anesthetics, the long duration of the latent period of block development, the inadequacy of anesthesia due to insufficient maturation of the sensor block level. In addition, the unresolved problems of CNB are hemodynamic disorders, the occurrence of postpunctive headaches, this method can also not be called absolute (completely) safe.

Use of combined spinal-epidural anesthesia (CSEA) with spinal and epidural anesthesia increase the advantages of its possibility of cooperation. It reduces the shortcomings and complications associated with them.

Purpose of research. To study the possibility of application of combined spinal-epidural anesthesia in gynecological simultaneous operations and to evaluate its effectiveness.

Materials and methods. The effect of CSEA in simultaneous operations in 65 women was studied in the gynecological department of the 1st clinic of SamMI. The age of the patients was from 40 to 65 years (an average of 51,56). The risk of anesthesia was assessed by IV classes in 45 patients with ASA, III classes in 25 patients and IV classes in 5 patients.

Distribution of performed gynecological simultan operations: Total hysterectomy and intermediate plastic-25, subtotal hysterectomy and cystomectomy -22, ventricular and intermediate plastic-15, others -3 people.

Patients were divided into 2 groups (Main and control) to assess the supply effect of applied anesthesia. In the main I group, 40 patients were administered CSEA as the main component of anesthesiological maintenance.

The control group was performed under general anesthesia (GA) in 25 patients. during operation ketamine, thiopental sodium, propofol anesthetics, NLA preparations, ardoan from muscle relaxants were used in normoventilation mode using the respirator phase -21 with oxygen-air mixture for artificial ventilation of the lungs against the background of mioplegiya. The average duration of operations in both groups was 1,5 - 2,5 hours. The volume of lost blood was significantly lower in I group.

For premedication, sedative medications were used in the evening, atropine 1mg 30-40 minutes before anesthesia, morphine or promedol 10 mg, dimedrol 10 mg, and in some cases sibazone 10 mg. Infusion therapy for 1 hour before the application of CSEA was conducted in an average

volume of 3-1ml/kg of crystalloid and colloid (from preparations of gidroxiethyl starch) solutions in a ratio of 2:1 or 10:15. When choosing a puncture level (from LI-LIV intervals), the intended operating volume was taken into account. The patient is in a lying position with a special two - hole Tuochi (G18) under local anesthesia (0.5% - 10 ml novocaine) (Espocan, " B. Brown", Germany) was punctured by an epidural cavity with a needle. Then, through the same needle hole, a subarachnoidal cavity was punctured with a longer spinal needle (G26). After drip of transparent cerebrospinal fluid, 0.5%-2-3 ml (10-15mg) solution of Longocaine Heavy (Ukraine) was sent and the spinal needle removed and the epidural cavity through the Tuochi needle was fixed by inserting the microcatheter 5-6 cm cranial direction. The initial dose of lidocaine was administered by a catheter into the epidural cavity on average 60-100 mg after 1.5-2 hours of operation. But when the spinal anesthesia clinic was slowed down, then it was repeated every 30-45 minutes. It mainly took into account the depth of the sensor block, the ABP and pulse indicators. We evaluated the sensor block spread with tactile sensitivity loss (pin prick test). During anesthesia, oxygen inhalation (5-6 l/min) was performed through the face mask. As a sedation during operation we used intravenous infusion of small doses of sibazone or sodium oxybutyrate. Intraoperative monitoring: ECG, SpO₂, pulse, ABP (cardiomonitor "Triton", Russia) were monitored. When assessing the reaction of the sympatoadrenal system, the rate of excretion of noradrenaline through urine was taken into account. The reaction of the hypothalamic –pituitary-adrenocortical system was evaluated based on the amount of cortisol in the blood serum (immunoferment method). The results were analyzed according to the Student criteria of the method of data collection statistics.

Results of the examination and their discussion.

Subarachnoidal anesthesia was started after 8,0±0,3 minutes. Symptoms of impaired external respiratory activity and reliable SpO₂ changes were not observed during anesthesia.

TABLE -1 CHANGES IN HEMODYNAMIC INDICATORS IN GYNECOLOGICAL SIMULTAN OPERATIONS (M±M).

Stages of research	Groups	Indicators				
		volume of blood ejection. ml	minute volume of blood circulation	total peripheral vascular resistance*s *sm	HR per minute	BP _{med} , mm of mercury
Preoperative period	Main (n=40)	70,5±2,1	5,8±0,1	1546±150	82,0±4,1	111,2±2,1
	Control (n=25)	75,1±5,0	5,9±0,2	1431±144	78,2±2,0	105,6±3,5
Beginning of operation	Main(n=40)	81,1±3,5	6,0±0,2	1229±125*	74,0±3,1	92,2±2,7*
	Control (n=25)	71,8±2,8	6,1±0,3	1417±120	84,5±3,0	108,1±4,0
Before injury	Main(n=40)	83,1±3,7	6,0±0,2	1146±105*	72,0±3,5	86,0±2,7*
	Control (n=25)	77,3±4,1	5,9±0,2	1209±117*	76,9±2,1	87,2±3,0

During traumatic stages of operation	Main(n=40) Control (n=25)	80,1±4,1 * 70,0±3,8	5,8±0,1 6,1±0,3	1205±110* 1312±142	73,2±3,7 * 86,6±2,6 *	87,4±3,3* 100,1±9,9 *
Операция тугаганда	Main(n=40) Control (n=25)	84,5±4,0 * 68,1±2,1	5,9±0,2 5,5±0,1	1140±101* 1401±157	70,1±2,9 * 80,34±4,	84,1±2,6* 96,4±3,5

Comments. 1-2 tables *- a reliable difference in comparison with the initial indicators within the internal group ($p < 0,05$).

In the study of changes in the indicators of hemodynamics, it was found that in patients of the main group at the beginning of the operation reliably increased the ejection volume (EV) by 15%, against the background of a decrease in the total peripheral vascular resistance by 21%, but the minute volume of blood circulation (MVBC) did not change significantly. This condition can be explained as a compensatory adaptation reaction of the cardiovascular system. This is also confirmed by the fact that myocardial hypoxia on the ECG is not observed. Similar hemodynamic changes in the main group were observed at all stages of the examination. The norm of ABP was administered with infusion therapy without vasopressors. In rare cases, the minimum dose of mezaton solution(1%-0,1-0,2 ml) gave an effect. During the examination, hemodynamic changes in the control group were reliably detected with an increase in the number of heartbeats and ABP, especially at the traumatic stage of the operation.

TABLE -2 NORADRENALINE EXERTION AND CHANGES IN CORTISOL CONCENTRATION IN CONTROLLED GROUPS (M±M)

Stages of research	Groups	Noradrenaline (urine),n/mol/l	Cortisol (plasma),mmol/l
Initial indicators	Main(n=15)	6,2±0,9	390±35
	Control (n=15)	5,7±0,5	435±40
Traumatic stages of operation	Main(n=15)	-	450±41
	Control ((n=15)	-	677±51*
End of operation	Main(n=15)	8,1±1,2*	608±47*
	Control (n=15)	15,4±2,1	721±61*

When assessing the reaction of the indicators of the sympathoadrenaline system (Table 2), it was found that in patients of the main group, there was no change in the rate of noroadrenaline exertion, while in patients of the control group, noradrenaline exertion increased reliably, it is permissible to deduce this from the adaptive reflex activity of the sympathetic nervous system. A reliable increase in the amount of cortisol was also detected in the patients of the control group and was 54% in the traumatic stage, while in the patients of the main group this was not observed.

Patients who underwent surgery under CSEA were normalized glucose content in the blood during the operation. At present, patients with operations under general anesthesia were prone to an increase in the amount of glucose in the blood and consisted of 4.5 ± 0.6 mmol/l ($p \leq 0.05$) from 4.8 ± 0.4 . A change in the amount of noradrenaline, cortisol and glucose confirms the

antinociceptive protective effect of CSEA, since it is known that the segmental block disrupts the conductivity at the beginning of the processes of spasm in the neurons of the spinal cord.

Analysis of the course of anesthesia and the initial period after the operation revealed that from the positive clinical effects of the recommended method, nausea and vomiting after the operation were detected, including in 21% of patients with operations under CSEA, and in 46% of patients with operations under UA. The absence of headaches after puncture can be explained by the fact that the local anesthetic introduced during epidural anesthesia is associated with an increase in pressure in the same area. It should also be noted that EA also has a great role in providing post-operative epidural analgesia. Paresis of the intestines, respiratory depression is not observed, diuresis stimulation improves, patients are activated sooner, provides an early exit from the hospital, the economic effect is also etoric.

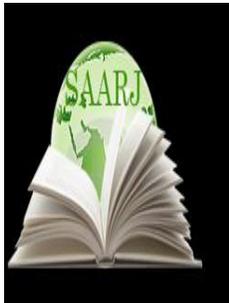
CONCLUSION

1. The use of combined spinal-epidural anesthesia adequately and reliably protects from operational damage, as well as prevents the associated negative neurohumoral, hemodynamic and biochemical changes.
2. In the prevention of possible hemodynamic disorders that occur when CSEA is transferred, it is necessary to choose the patients with proper examination, adequate infusion therapy - the use of hydroxyethyl starch preparations in a uniform manner.
3. Applying CSEA dramatically reduces the postoperative headaches.
4. Makes it possible to conduct post-operative epidural analgesia.
5. It is recommended to widely use CSEA in gynecological simultaneous operations.

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CIVIL SOCIETY AS A SOCIALITY AND A FORM OF CULTURE

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ABSTRACT

One of the topical issues of modern socio-political life, respectively, of social science, are the problems of civil society. The profound changes that have taken place in the social reality of the post-Soviet republics have significantly raised interest in this topic. Uzbekistan also pays special attention to this problem, based on the ultimate goal of democratic development - building a civil society.

KEYWORDS: *Political Communication, Civil Society, Civilization, Culture, Globalization, Virtuous City.*

INTRODUCTION

The study of the state of developed countries with a high level of economy, democracy and social security of citizens confirms the need for a developed civil society with high activity of citizens and their voluntary associations and organizations in all spheres of social life of the republic. However, the practical implementation of the above stated goal presupposes a theoretical understanding of the essence and structure, as well as the history of the emergence and existence of this issue, its development prospects in the expected future.

MATERIAL AND METHODS

In connection with the research, the article used methods such as dialectical, historical and morphological methods, methods of comparative analysis.

Results

It is logical to begin the solution of such a capacious problem by considering the genesis of the concept of «civil society», which has a long two thousand-year history. It arose along with the emergence of the science of society. Studying social processes, thinkers of different eras could not ignore the non-political sphere of human activity - civil society. Various approaches and

assessments to this problem have expanded and enriched the semantic baggage of this concept, including various common human values. It is important to emphasize an important idea in the development and strengthening of civil society: “Values determine not only spiritual culture, but also material, therefore, cover all aspects of society. Values permeate the entire life of society, shape people's attitude to the world, faith, and turn into conscious or unconscious psychological attitudes. It can be said that values have a greater impact on the creation of a national-ethnic community, where value orientations are formed in the process of cultural development. Values provide an opportunity for a qualitative change in society, both in the spiritual and social spheres. Here, it should be concluded that there is a curious phenomenon in the value sphere: with the emergence of new urgent problems and new values corresponding to these problems, the old attitudes are partially revised and gradually rebuilt in the spirit of the times”[1, 32].

Even before our era, from the point of view of systematicity, consistency, substantiation (of course, from the point of view of ancient times), Plato's social utopia (428-348 BC) and his projects of “ideal” legislation, which the previous before him the world thought of antiquity. In Plato's famous dialogue “The State”, sketching out the draft of the ideal state, the author declared it free from slavery, essentially removing the question of slavery from discussion. In subsequent works, in particular, the dialogue "Laws", Plato advises, on the one hand, humanely, humanely towards slaves, as much as possible to cause them less offense than those who are equal to us. On the other hand, it is necessary to punish the slaves justly. The disappointed author of The Laws saw the growing importance of slavery in ancient society.

Dialectical reflections on social problems are shared by Plato in The State. The author reflects on such an important and today contradictory unity as the state and individuals, their opposition and interconnections; values of justice and injustice. The philosopher seeks to reveal the genesis, the reason for the unification of many individuals in society. It was extremely important and promising in Plato's position that he nevertheless brought to the fore the real needs of people, their satisfaction, the need of individuals in each other as the primary source of social unification, interaction within the state. The philosopher from different sides fixes and comprehends the system of division of occupations, meaning a civilized society (state).

Speaking about the primary “bodily needs of ours” and the fact that someone in a civilized city of the state must perform the appropriate work in the name of their satisfaction, the author quite realistically examines a whole tangle of needs, mutual obligations and expectations of people. Plato carefully lists the most varied professions up to the warriors, since a need for a wide variety of needs arises in society.

Plato pays special attention to social law. “The law sets as its goal not the welfare of any segment of the population, but the welfare of the entire state. Either by conviction, now by force, he ensures the cohesion of all citizens, making sure that they are mutually useful to each other to the extent that they can be useful to society”. The legislator, according to Plato, should be guided by such goals-values as beauty and truth.

The student and follower of Plato, the ancient Greek philosopher Aristotle, also paid a lot of attention to issues of state, politics, place and role of man in this sphere of activity. In particular, the socio-philosophical views of Aristotle are set forth in the “Politics” adjoining his "Ethics". Both works form a single whole. Aristotle speaks of politics and political arrangements already in Ethics. In Politics, he again returns to the question of virtues and considers the moral tasks of

politics and the state. In the third book of his "Politics", discussing various types of communication, communication, the main goal of which is the pursuit of good and justice, Aristotle called the state, or "political communication" (politikekoinonia).[2, 376]

Aristotle reveals the essence of politics through its goal, and she, according to the philosopher, is the highest - educational and consists in giving citizens good qualities and making those people doing great. In other words, the goal of politics is good, moreover just, that is, the common good. And therefore, referring to the rulers of this world, Aristotle, in particular, in a letter to Philip writes: "Those who take on leadership, do good deeds for the sake of their subjects, not by chance, but by their nature, draw courage, relying not on possessions that tend to perish, but they are proud only of virtues, the ability to citizenship well and prudently».[2, 376]

According to Aristotle, man is a social, political being and the state is a natural product of the development of a society of political citizens. The philosopher analyzes the life of citizens in various spheres of society's life, namely, in the spiritual, marriage and family, economic, scientific, religious, moral, where state intervention to a certain extent was not necessary.

The state consists of different people, experts in their field. Further, the state consists of families, which also differ from each other. Aristotle also distinguishes in the state noble and ignoble, rich and poor, educated and ill-mannered, free and slaves (but slaves are not part of the state). The state consists of citizens, it is nothing more than a mass of citizens: "Before determining what the state is, it is necessary to clarify the concept of a citizen, for the state is nothing more than a collection of citizens, a civil society». [3, 101]

Aristotle defines a citizen as one who participates in court and government ("the state is the communication of free people») [2, 456]. This is the absolute concept of a citizen. In addition, citizens do military service and serve the gods. Therefore, citizens are those who have access to four functions: military, administrative, judicial and priestly.

Of course, in his works, Aristotle did not specifically consider the essence of civil society. Nevertheless, in his works the idea of a certain division of society into the state and civil society was evident. His reasoning about the role of property in society is acquiring special significance today: he who owns property has virtue.

Unlike Plato, who saw private property as the source of public evil, Aristotle was a supporter of private property; he criticizes Plato for thinking of achieving a perfect state by abolishing the latter. He believes that the desire to own property is inherent in the very nature of man, because "how much pleasure is there in the consciousness that something belongs to you" [2, 410]. Aristotle emphasizes that the mere thought of property gives indescribable pleasure, but abolishing it will not give anything, since everyone is blaming the common cause on each other and everyone cares very little about the common thing for everyone. According to Aristotle, the source of social evil is not so much property as the infinity of human desires and his greed, and the latter is aimed at honors, so you need to care more about leveling the desires of citizens than their property.

The ideas of civicism, of the "ideal state" did not exist simply in theory; they were a reflection of social practice. It is impossible not to recognize the consciousness of civil solidarity of the inhabitants of the Ancient World, which was expressed in certain unions and associations. In particular, a characteristic feature of the Roman craft was the association of artisans in a college

of professions. These colleges were formed in Rome long ago, existed for the entire republican period and were especially widespread during the period of the Early Empire. Although the colleges united people of the same profession, they did little to deal with production issues; members of the colleges made contributions for general needs, organized festivals and dinners, and buried their poor members at the expense of the college. Each college, as a rule, had its own patron god. Colleges made it possible for "little people" to get together, to feel a living connection with each other, at least sometimes to eat their fill. Artisans valued their collegiality more than their belonging to the Roman state. In Pompeii, an inscription has been preserved that paraphrases the first words of Virgil's famous poem "Aeneid", where the poet glorifies Roman valor. The place of the "Husband and the battle I sing" (the owl is a sacred bird of the goddess Minerva, who was considered the patroness of artisans). Unable to influence the political life of the state, the collegiums could influence the election of a person to city government bodies. Pompeian walls are full of a kind of election posters: bakers, for example, offered one of their colleagues to the aediles (a city official whose functions were to supervise order, including in trade).

The emperors were suspicious of the activities of the colleges; some of them banned the collegia (Julius Caesar, Augustus, Claudius). However, colleges continued to exist: the need for collective forms of everyday life was too strong and the tradition of the existence of colleges was too ancient.

Another "Aristotle of the East", the famous medieval philosopher Abu Nasr Farabi, paid much attention to the socially just structure of the state in his scientific activity. In his works, such as "A Treatise on the Achievement of Happiness", "A Book on the Study of Society", "Aphorisms about State Leaders" Farabi comprehensively sets out views on society, state, law, politics, justice and education. Particular attention is drawn to his 37-volume work "Views of the inhabitants of a virtuous city", which is devoted to the socio-political structure of society. In it, the author gives a vision of the origin of society, the emergence of the state, the forms of its existence.

Like Plato, the reason for the emergence of the state of al-Farabi is that "by nature, each person is arranged in such a way that for his own existence and achievement of the highest perfection he needs many things that he cannot provide for himself alone and for the achievement of which he needs a certain community of people, each individually delivering to him some thing from the totality of what he needs. Moreover, each person in relation to the other is in exactly the same position. That is why only the unification of many people who help each other, where each delivers to the other a certain share of what is necessary for his existence, a person can acquire the perfection to which he is intended by nature. The activities of all members of such a community, in their totality, delivers to each of them everything that he needs to exist and achieve perfection» [4, 109].

The highest good and perfection, according to al-Farabi, can be achieved by a city, but not by a society that is at a lower stage of development. It should be noted that the scientist guessed about the difference between society and the state. In the socio-philosophical views of the thinker, the main pathos was associated with the "virtuous city." But such a city, according to Farabi, can be governed by a ruler with high moral qualities. According to the author, peace, happiness, well-being of society are directly related to fair and wise government. Thus, we are talking, in essence, about the features of a civil society.

While making high demands on the rulers and their art of government in the "virtuous city", the author, however, highlights the responsibilities of the inhabitants of this city. Every resident should know the first principles of existing things that lead to the achievement of happiness, "what should be done to achieve happiness" [5, 122], i.e. it is about the need for every citizen to possess such virtues as the theoretical, mental, ethical and practical arts. Here, the author's distinction between political and civil spheres is already obvious.

Many interesting thoughts were expressed by Farabi about such non-political spheres of human life as labor, education, science, art, religion, etc. And here, in essence, we are talking about the civil sphere of the life of society.

Thus, Abu Nasr Farabi, following Aristotle, kind of groped in the complex interweaving of political, economic, spiritual spheres of a state-organized society, the existence of a civil society with a certain independence.

Subsequently, in the history of social philosophy, the problem of civil society is more and more actualized, concretized and expanded. This topic is considered in the works of philosophers of the 15-16th centuries, such as Nicolo Machiavelli, Thomas Hobbes, John Locke and others.

So, Thomas Hobbes, in contrast to previous philosophers, already uses the concept of "civil society". However, in works on the issue of dividing social reality into the state and civil society, there is inconsistency. In particular, in his work "On the Citizen," Hobbes argues that the state is not bound by civil laws, customs, law and is separated from civil society. And at the same time, the author likens the state to the biblical monster Leviathan, which consumes everything, and through the concept of "civil society" shows that it submits to the state [6, 97].

The ideologist of the emerging bourgeoisie of the 17th century, John Locke, recognizes the superiority of civil society over the state. Actively using the concept of "civil society", Locke proclaims property as the basis of society.

Speaking about the emergence of the state, political power, the thinker points out that they arise at a certain stage of civil society. The purpose of uniting citizens into a state is to preserve property. Consequently, the task of political power, according to Locke, is the creation of laws that would preserve and regulate property relations. No less relevant ideas of John Locke today are his statements on obedience to the law, set out in the work "Two Treatises on Government". According to Locke, no one should stand above the law, in civil society no exception is made for anyone "one law for the rich and the poor, for the favorite at court and for the peasant at the plow" [7, 346].

The notions of civil society were not ignored by progressive thinkers of the 18th century, such as Charles Louis de Montesquieu, Jean Jacques Rousseau, who view civil society as a result of historical development, make differences in the laws of civil and state, define the principles of civil society.

The herald of republican-democratic ideas, preacher of civil freedom, equality, democracy, Jean-Jacques Rousseau in his treatise "On the Social Contract" formulates the basic principles that form the basis of civil society. He sets out the doctrine of sovereignty, civil status, property and a number of positive changes resulting from the implementation of the social contract. In the sixth chapter of the first book, the author formulated the main, fundamental principles of civil society, arising, in his deep conviction, from the feeling of freedom and natural equality. According to

Rousseau, after people lost their natural freedom, the entire further development of primitive society went to the detriment of their innate rights, and in order to maintain their previous state, they had to find a form of association that protects and protects with all common power, personality and property of each of the members of the association and thanks to which everyone, uniting with everyone, obeys, however, to himself and remains as free as before, each person will acquire here "civil freedom and the right to property" [8, 12-13].

According to Rousseau, primitive people, in order to preserve themselves from inevitable death in certain periods, often spontaneously, had to take the path of association, the path of social contract as a necessary condition for their life. On this path, people made a significant step forward: at the cost of their life experience, instead of innate rights and obligations, they acquired civil freedom and moral equality [8, 44].

Immanuel Kant was the first German thinker who defined law not just through the concept of legal freedom, but also through the concept of freedom precisely in the socio-philosophical sense, thereby deepening the understanding of civil society. In the preface to Critique of Practical Reason, the problem of freedom is immediately brought into focus. Freedom is not in the form of a curtailed, limited, threatening to develop into a compulsion of a person in relation to himself ("free" conformism) or to other people (when, say, freedom is taken away from people "in the name" of their liberation), but in the form of pure, transcendental freedom in its "absolute meaning". The main thing is the inextricable inner dialectical interconnection of freedom and moral law. In addition, the human race is forced by nature to resolve the "greatest problem of the human race" - the achievement of a universal legal civil society in which "there is the greatest freedom." Civil freedom of the individual, legally secured by law, is a necessary condition for self-improvement, a guarantee of preserving and enhancing human dignity[9, 95]. According to Kant, freedom in society is due to nature itself. Accordingly, civil society is based on such a priori principles as the freedom of a member of society as a person, his equality with others as a citizen, the independence of a member of society as a citizen.

The problem of civil society is noticeably expanding with new views in the works of the representative of German classical philosophy of the 19th century, Georg Wilhelm Friedrich Hegel. According to him, civil society exists as an independent institution along with the state. However, it definitely depends on the state and is absorbed by it. Speaking about the specifics of each of them, Hegel pointed out that civil society is the sphere of realizing the special, private interests of individual individuals, while in the state the universal will of citizens is represented. Hegel viewed civil society as a system of needs mediated by labor, based on the domination of private property and universal, legalized, equality of citizens.

The problem of civil society is reflected in the theoretical works of representatives of various political trends of the late 19th and early 20th centuries. This issue is discussed from different angles both in the works of representatives of the communist movement - K. Marx, F. Engels, and in the works of the theorists of anarchism M. Bakunin, P. Kropotkin.

In the literature of the Soviet era, this issue was unpopular and, for well-known political and ideological reasons, was not theorized.

Particular attention to this problem began to be paid from the end of the 80s. The experience in the field of building a civil society in developed countries and thinking about the future of the country of the USSR, which found itself in a socio-political deadlock, and then its collapse,

stirred up intellectual thought. Publications of a controversial nature began to appear by such authors as A. Migranyan “On the way to civil society”, D. Kol “Civil society”, O. Shkaratan, E. Gurenko “From statocracy to the formation of civil society” and others. Philosophers, historians, political scientists considered issues of both history and theory of civil society.

DISCUSSION

“Uzbek society is a special world, a civilization, so it needs to be analyzed by examining the corresponding inherent phenomena and categories” [1,33]. The acquisition of independence by the Republic of Uzbekistan and the tasks of social reorganization of society have caused a serious attitude towards this topic in Uzbekistan. Now it is in the field of vision not only of theorists, researchers, but also of practitioners. This is due to the fundamental interest of society - building a civil society. And in this regard, interesting provisions and thoughts are contained in the works of the first President I. Karimov. So, in particular, the article “Formation of democratic institutions and dreams of civil society” in the book “Uzbekistan on the threshold of the XXI century: threats to security, conditions and guarantees of progress” is specially devoted to this topic. It should be noted that building a strong democratic rule of law and civil society is the fundamental, key theme of the President in his works.

CONCLUSION

Of course, this problem, due to a number of existing historical, socio-political, as well as taking into account the new economic and ideological conditions, taking into account the national mentality of the region, is in the initial stage of both analytical research and practical activity. However, in the republic, interest and striving for an economically prosperous, socio-politically stable society, with the priority of law, justice, based on high socio-cultural activity and self-government of citizens, in other words, towards civil society is high. As a result, in recent years, a large number of scientific publications, articles, monographs, as well as scientific defenses on various aspects of civil society have appeared in the Republic. In the diversity of theoretical information, one cannot fail to notice the diversity of approaches and opinions on this phenomenon, which gives rise to controversy and problemat�icity. And this is natural, since there are at least two reasons, namely: 1) the novelty of the very social model of civil society for the post-Soviet republics; 2) the local feature of the simulated project, in particular for Uzbekistan, taking into account its mentality: traditions of customs, socio-economic development, and so on, generate controversial views. In addition, foreign theoretical thought, the basis of which is calculated by a solid historical and practical background, cannot but affect the theory of young states with the strategic goal of building a civil society.

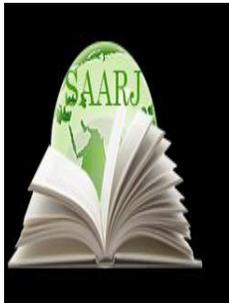
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NATURAL DEATH OF THE WINTER MOTH IN ANDIJAN REGION OF THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

This article provides data on the natural death of winter moths on beans in Andijan region of Republic of Uzbekistan. It has been established that the death of the winter moth from mycoses ranges from 5.3-14.6%. The greatest mortality from mycosis was observed in older caterpillars. Studies have shown that among the winter moth caterpillars, collected on the beans crops, patients with mycosis in the spring were 10.1-13.2%; summer 5.3-10.5%; autumn 11.5-14.6%. The research results showed that mycosis is widespread in all populations of the winter moth, inhabiting in the areas of Andijan region we surveyed.

KEYWORDS: *Mycosis, Winter Moth, Pathogenicity, Strain, Beans, Processing, Titer.*

INTRODUCTION

Modern biological pest control of agricultural crops in integrated protection is a powerful factor in increasing the products yield and quality, reducing the use of plant protection chemicals, preventing environmental pollution with pesticides, preserving beneficial organisms in nature, reducing labor and money costs, as well as increasing cost-effectiveness of protective measures.

At the present scientific and technological progress stage, the preserving crops problem from harmful organisms and protecting the environment from pollution with chemicals does not lose its relevance. In this regard, the task of modern agricultural science is to find safe ways to protect the crop.

The need in agriculture for preparations of microbial synthesis puts forward the need to expand the entomopathogenic micromycetes range to create new, even more effective preparations. In this regard, the search for spontaneous epizootics foci among insects and the entomopathogens isolation is of particular importance.

The winter moth (*Agrotis segetum* Schiff) is one of the most dangerous cotton pests, legumes and vegetables and melons. In this regard, the fungal flora study of the winter moth on beans, in order to find pathogenic forms for it, has a certain theoretical and practical significance.

The aim of this work was to study the winter moth legume crops epizootics caused by entomopathogenic fungi. The epizootics study is extremely necessary for the identification and isolation of new pathogenic microorganisms that can be used in the future to develop a biological method for legumes controlling pests.

Insect diseases have been known for a long time. Even Aristotle (1st century BC) described the bees diseases by I.M. Krasilshchik in 1886 discovered a fungal disease of the silkworm, the causative agent which was the mushroom *Beauveria bassiana*.

I.I. Mechnikov (1879) established a disease in the bread beetle larvae caused by the green muscardina (*Metarrhizium anisopliae*) and fungi (*Entomophthora anisopliae*). Studies by other authors have also shown that insects get sick, and are caused by bacteria, fungi and viruses. In the first half of this century, bacteria pathogenic cultures for insects began to be used in practice and in a number of cases gave effective results.

The literature mentions numerous cases of spontaneous extinction of the winter moth. Solovieva A.I. (1940-1947) made some external signs description of caterpillar diseases in the Votsk region (without establishing the causative agents of the disease by the nature). The author came to the conclusion that the disease can regulate the number of pest, but only under certain meteorological conditions unfavorable for the winter moth. According to this researcher, the winter moth vitality is indirectly affected by the increased temperature.

F.I. Markov /1958/, summarizing the literature data and his research results, came to the conclusion that in the summer period the factors causing the winter moth death are high temperature and low relative humidity of air and soil. In late autumn and winter periods, the mass death of the winter moth occurs under the low temperatures influence.

The reasons causing the winter moth death are also considered by other researchers (Kozhanchikov, 1948; Nilova 1971). The natural death of the winter moth was observed to identify the fungal diseases role in reducing the number of pests, to determine the species composition of fungi, as well as to select highly virulent strains from natural conditions.

In harmful insects' populations, microorganisms' infection foci often arise, in which a gradual withering away of the pest occurs. Under favorable conditions for the microorganisms' activity, foci can develop into local epizootics, and sometimes into wide scale epizootics.

Due to the entomopathogenic fungi harmless for humans and the effectiveness in the fight against the winter moth on beans, which are a valuable food product for the human body, its use is very promising in Central Asia for environmental protection in densely populated areas.

RESEARCH METHODS AND MATERIALS

To find out the importance of the winter moth fungal diseases in the decrease in its number, we examined the leguminous crops infected with this pest. From the hatching moment of the first pest generation and until it left for wintering, observations were carried out in the districts of Andijan region. In 2019-2020, sick, dead and healthy caterpillars were collected on beans. During the growing season for 2 years, 10-20 days later, surveys and counts of the winter moths number were carried out on early and repeated beans crops.

The winter moth death was taken into account in 20 samples of 0.25 m² taken in a checkerboard pattern, with the subsequent recalculation of the results per 1 m². In the samples, the number of winter moths, the development phase and caterpillars age on plants and in the soil at 5-10 cm depth were revealed. Excavations were carried out before the spring plowing of the fields and after the emergence of beans. In these fields, from March to May inclusively, the winter moth is widespread, harming the leguminous crops seedlings. Total for the period 2019-2020. 708 specimens of healthy, dead and diseased caterpillars and pupae of the winter moth were collected and analyzed.

To study the normal mycoflora of winter moths, we took healthy caterpillars, and to study pathogenic - sick and dead ones. To clarify the species composition of the fungi and isolate them into a pure culture, inoculations were made on a nutrient medium. If the insect was abundantly covered with mycelium and fungal spores, the latter immediately pre-sterilized the outer covers of the insects with 96% alcohol, followed by burning or washing in sterile saline. The resulting suspensions were plated on a nutrient medium. After appearing on the corpses surface, the fungal mycelium were transferred in a loop onto agar slants.

Fungal flora isolated from dead mummified winter moth caterpillars after preliminary surface sterilization were placed in sterile Petri dishes with moist filter paper. After the spores appearance on the corpses surface, the fungus was isolated into a pure culture, and then identified to species. Wort agar, Sabouraud's medium, Czapek agar, Mendelso, and potato agar were used as a nutrient medium for the isolation of fungal flora.

The species belonging of the isolated strains of fungi were used by T.K. Kalvish (1969) E.Z. Koval (1974), A.A. Evlakhova (1974), M.A. Litvinov (1967).

The laboratory assessment of the biological effectiveness of the isolated fungi was carried out in jars with napkin closures. Repetition is 4 times. The feed was processed at 4 ml rate of suspension per 1 alfalfa branch. The suspension titer was determined by counting cells in a Goryaev chamber according to the method described by G.L. Seliber etc. (1953) was determined by the counting method in the counting chamber of Goryaev (Labinskaya A.S. 1963).

Research results

To elucidate the fungal diseases role in reducing the number of winter moths, determining the species composition of fungi, as well as selecting highly virulent strains from natural conditions, we observed the natural death of this pest.

The species composition of mushrooms isolated from the winter moth is presented in the table.

The results of our research have shown that isolated strains of fungi from healthy caterpillars in most cases are soil saprophytes characteristic of the mycoflora of the pest habitat. Of the 100

examined healthy caterpillars, 4% were affected by the fungus, and the remaining 96.0% were not affected.

Observations in vivo showed that healthy caterpillars of summer generations were weakly affected by fungi. Apparently, this is due to the biological characteristics of the pest in the studied areas.

Our studies have shown that among the caterpillars of the winter moth, collected on the crops of beans, patients with mycosis turned out to be 10.1-13.2% in the spring; summer period 5.3-10.5%; autumn period 11.5-14.6%.

Analysis of sick and dead caterpillars revealed the maximum mortality from mycosis at an older age. Among the identified fungi, there are saprophytic forms that got on caterpillars from the soil or from plant debris and facultative parasites, which, under conditions unfavorable for the host, can cause the death of caterpillars of the winter moth (table).

TABLE SPECIES COMPOSITION OF MUSHROOMS ISOLATED FROM WINTER MOTH (2019-2020)

№	Type	Owner's condition		
		healthy	Sick	dead
1	<i>Aspergillus flayus</i> Link ex Fr	+	+	+
2	<i>A.fumigatus</i> Fris.	+	+	-
3	<i>A. nigerv.</i> Tiegh.	+	-	+
4	<i>A.tamaritii</i> Kita	+	-	-
5.	<i>A.terreus</i> Thom	+	+	-
6.	<i>Beauveria bassiana</i> (Bals.) Vuill	-	+	+
7.	<i>B. bassiana</i> sp.	-	+	+
8.	<i>Cladosporium herbarum</i> Fers, ex Fr.	-	+	+
9.	<i>Cephalosporium roseum</i> Oud.	-	+	+
10.	<i>C.lecanii</i> Zium.	+	+	+
11.	<i>Fusarium javanicum</i> Koord. Var.	-	+	+
12.	<i>Metarrhiziumanisopliae</i> (Metsch.) Ber.	-	+	+
13.	<i>Penicillium caseli</i> Staub.	+	+	+
14.	<i>Spicaria farinosa</i> (Fr.) Vuill.	-	+	+
15.	<i>Oospora destructor</i> Del.	-	+	+

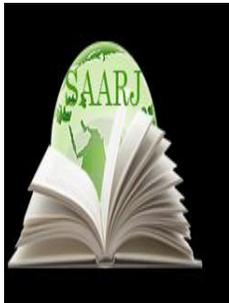
The isolated pathogenic fungi were tested for virulence against the older caterpillars of the winter moth. The tests were carried out in laboratory conditions in 4-fold repetition of 40 specimens of caterpillars. For this, healthy caterpillars from natural populations were placed in 10 specimens in a jar. Caterpillars treated with tap water served as control. They were infected by a contact method at a titer of 5×10^7 and 1 billion spores with a suspension. Experimental and control caterpillars were kept under identical conditions in a thermostat at 28-30 °C, relative humidity - 62-76%. The counts and phenological observations were carried out daily for 12-15 days. The results established that the experimental individuals were more or less affected by mycoses. The best results were shown by the strains represented by the mushrooms *Beauveria bassiana* asp.,

Beauveria bassiana Bals Vuill., *Aspergillus nigerv. Tiegh.*, *Cephalosporium lecanii* Zimm., *Metarhizium sp.* Infection of winter moth caterpillars with these strains of fungi causes death of 75.0-88.9% of individuals within 10 days.

Thus, it has been established that fungal diseases of the winter moth are widespread in nature in Andijan region, which plays a significant role in reducing the number of the pest.

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THE ROLE OF INTELLIGENCE IN ABSORBING INFORMATION THROUGH MEDIA COMPETENCY

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ABSTRACT

This article deals with different types of intelligence indicated by Howard Gardner and his outstanding theories which could be playing a major role in grasping the information with the full-scale usage of media competency, that might be beefed up by using wide range of media communication tools to deliver the lectures or conduct classes.

KEYWORDS: *Intelligence, Media Education, Media Competency, Linguistic Intelligence,*

INTRODUCTION

Learning in general and **EFL** learning in particular is a complex process. Learning at times requires great effort and at other times, proceeds with relative ease. It compasses a multitude of competencies. The results of learning are often observable, but the process is less obvious. Numerous theories of learning exist in an attempt to explain learning. The use of technology has assisted for many years now with the goal of reaching students. One important item missing from this element is a cross sectional method of teaching to each learning style with the use of technology. [Rebecca J. Reynolds EdD]. According to Oroles Florescu,

The formal education (according to an explicit curriculum and final certification) is done by learning, an activity conducted in an organized institution (kindergarten, school, university), directed by specialists and oriented towards at least two directions

1. Informative through the accumulation of knowledge;

2. Formative through the transformation and the development of the personality. The one method that is about to be implemented in the classroom for a certain number of students might be vividly not suitable for the other group of students as there are an accelerating number of diverse teaching methods postulated by linguists to be a far more effective than the last one. Apart from the influence of computer technology which has penetrated into all spheres of life, It has resulted in a group of people in a society that have problems and difficulties in everyday life from not being able to learn and use computer technology. This especially pertains to hardware or software which a group of users are not familiar with .They are also lacking the skill for use of computers and other devices that could result in a loss of a lot of information and government service. Recently, the affected individuals will have a greater shift away, more and more from being part of society. They cannot use the communication channels of the system to communicate with other people. [Kittikhun Meethongjana vs Nisanart Tachpetpaiboonb].

Literature review: Intelligence and competency are interrelated to each other as we cannot define them as an individual term. In addition to this, Gardner emphasizes that there could be at least eight intelligences in human that individuals could exhibit more or less and they are follows:

Verbal-Linguistic: The ability to use words and language and sensitivity to the meaning of words. People who have this intelligence share sensitivity to sounds, rhythms, inflections, and meters of words.

Logical-Mathematical: The ability to use numbers effectively, to recognize abstract patterns, to discern relationships and to reason well.

Visual-Spatial: The ability to visualize objects and spatial dimensions, and create internal images and pictures.

Bodily-Kinesthetic: The ability to use one's body to express oneself and to solve problems.

Musical: The ability to recognize tonal patterns and sounds, as well as sensitivity to rhythms and beats.

Interpersonal: The ability to understand people's moods, feelings, motivations, and intentions. It also includes the ability to work cooperatively with others in a group and communicate verbally and non-verbally with other people. **Intrapersonal:** The ability to understand the internal aspects of the self and to practice self-discipline.

Naturalistic: The ability to recognize order in nature and to organize and categorize the natural world.

With the use of verbal intelligence, we could turn to utilizing effectively from the media communication tools, such as radio, TV, CDs, internet messengers and others. In this process, we are typically on the action of transforming and receiving outer signals with our subconscious mind that teachers normally fall back on a mere projector to describe any subject in details to grab the attention of students or children in schools and even in higher education. And suppose that teachers were not capable of express his or her feelings as well as a lack of shared emotions with the audience, then the lecture or class would loom large. The pictures, images and detailed presentation flashed through the projector connected to the laptop require teachers to be able to absorb the convey of the messages beaming through the screen of the projector so as to shed

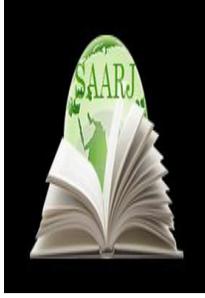
light on the subject in the class and provide students with explanations. So, many of us wonder about that the mathematical intelligence relation with the media competency and in what ways they are crucially interconnected to each other. As a matter of fact, reasonable thinking is called for when individuals get to use media communication tools, including a mere rebooting a laptop. This could be achieved even though the mathematical calculation and intelligence are cloud on the horizon for some of the teachers or students. Imagine that you are to deliver the lecture for students who have an insatiable curiosity with a wish to be engulfed in your lecture in the fully-booked audience, and then you would turn on your computer with a conscious mind that naturally or unnaturally being cognizant of the algorithm needed to switch on the computer system.

Moreover, as it has been stated above, interpersonal intelligence is regarded as a person's ability to communicate verbally and nonverbally being in close touch with others understanding their mood, shared feelings, motivations as well as intentions. Hence, the question is that how it is related to or could act as a scaffolding to improve media competency or what kind of connection emerge might pop up in your mind. As you know computers share a slew of information needed for us to both keep up with and no to lag behind with the latest advancements of scientific or pedagogic paradox theories, so the case is that we understand and feel what is the computer pondering about us logically as well as setting up a casual warm relation with it, which seems to be weird and esoteric but in theoretically it is completely known. Its impact on our either mood or feelings is so intense and huge that we may not be able to notice it.

Conclusion: the application of ICT in a learning language is an indomitable matter that have been wreathing us in any shape and form. As we see above that intelligence plays a key factor in comprehending a word conveyed though the text with the core intelligence types banking on media competency

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THE RELATIONSHIP OF THE LANGUAGES OF THE PEOPLES OF CENTRAL ASIA WITH SANSKRIT

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ABSTRACT

This article deals with the relationship between the languages of the peoples of Central Asia and Sanskrit. These relations are based on the study of common sources of Turkic (Uzbek) Buddhist (Sanskrit) literature, the study of Sanskrit with Sogdian, Old Turkic and Uyghur languages, bilingual "texts written in two languages (translation)" and the analysis of articles on bilingualism "Sogd-Sanskrit", "Turkish-Sanskrit", "Uyghur-Sanskrit" and the conclusions of scientific speeches. The researches of European scientists on this study is analyzed.

KEYWORDS: Sanskrit, Sogdian, Turkic, Uyghur, Central Asian Languages, Bilingual, Bilingual Texts, Sanskrit Words, Writings

INTRODUCTION

The historical and literary relations of the Indian and Asian peoples also play an important role in the occurrence of Sanskrit words in the languages of Central Asia. Because, if we look at our long history, there are many sources of common Turkish (Uzbek) - Buddhist (Sanskrit) literature. Among them are various literary genres, proverbs, divination books, songs, mourning songs, stories and narratives, sutras, poems, prayers of repentance, magical texts [1]. Many of these texts were written under the influence of Buddhism, and included works translated from Sanskrit, Chinese, Tokhar, Sogdian, and other languages, as well as original literature.

The main part. It is known that most European scholars [2,3,4,5,6,7,8,9,10,11] spoke the languages of the peoples of Central Asia (Sogdian, Mongolian, ancient Turkic), Uyghur, Turkish, Khorezm, Persian, Avesto) and Sanskrit. Among these scholars was first a member of the Saxon Academy, Dr. Dieter Mauern can be named. It is translated into Sanskrit, Sogdian, Old Turkic and Uyghur by bilingue "bilingual texts" (in linguistics, the term "biscrpt" is

synonymous with the term "bilingue" and is used to mean "bilingual texts"). Sogdian-Sanskrit,

Sanskrit	Turkish (uzbek)	German
<i>an-anulo(ma)</i>	<i>tärsqärü (teskari)</i>	<i>verkehrtherum</i>
<i>prajñapti</i>	<i>ukitilmak (o'qitilmoq) (majhulnisbat)</i>	<i>erklären, erläutern, belehren</i>
<i>sthāna</i>	<i>orun (o'rin, joy, -iston)</i>	<i>Punkt</i>
<i>me</i>	<i>māni (meni)</i>	<i>mich</i>

Turkish-Sanskrit, Uyghur-Sanskrit bilingualism, makes scientific speeches. Compares the spelling and pronunciation of more than 20 Sogdian words with Sanskrit, including hune, hone, purni, pirne (many, full), ine (bu) [8] (Uzbek) in our language and dialects. In 1954, the 8th part of the series of Turkish-Turfan texts of the Berlin Academy's pamphlets was published. Nine of the 15 texts were written by Dieter Maue and co-authored with Jens Uwe Hartmann on the state of Sanskrit-Uighur bilingualism in Europe (Zum Stand der Erforschung der indisch-türkischenBilinguen) [6], form and content (ZuInhalt und Form der Bilinguen) [2]. First, where are the texts found (place names - Sängim, Xočo, Murtuq), then the Sanskrit types of the text (Vasantatilakā-weighted poem, Varṇārhavarṇa - the poet Māṛceta's Buddhist hymns, Sūtrapīṭaka - some Buddhist sermons) the Turkish translation of the words and their German equivalent are given. We will try to give schematic examples [6]:

As mentioned above, Maue's main goal was bilingue - to study bilingual texts, identify types of texts and find out what they are about. The juxtaposition of translations in the texts, the fact that they are translated from one language to another, is understood as evidence of the close relationship between these languages and their owners - peoples. The discovery of these materials and their study by European scholars and the great interest of linguists in the subject led to the organization of a major scientific conference on May 7-10, 2001 in Göttingen, Germany. Its organizers were the Commission for the Study of Buddhism of the Göttingen Academy of Sciences, the Seminar on Turkology and Central Asian Studies, the Hungarian Academy of Sciences and the Societas Uralo-Altai / SUA Ural-Altai (Scientific) Society. The conference was attended by 29 scientists from around the world (the most important of these for our article: [4,12,13,14]). Klaus Rohrborn, a professor at the University of Göttingen, spoke on "The Cultural Brotherhood of the Indo-Central Asian Languages" and said that the basis of cultural communication is interlingual communication, the effect of which is inextricably linked to wars of aggression or trade or the Great Silk Road. rather, it often emphasizes that religious relations played a major role in this. His work is supported by the discovery of written monuments by Buddhist missionaries in Central Asia - religious texts (songs, hymns, legends, prayers for protection from magic, sorcery, evil. [12] A German scholar dates these events to the 4th and 5th centuries. It is known that at that time in Central Asia, especially in the Turfan region, in the Tarim region, Monism (Monism is a religion that originated in Iran in the 3rd century. Its founder was Monism. Monism is the difference between light and darkness in the universe, spiritual and material basis, good and evil). It is based on the recognition of the constant struggle. Light, the spiritual basis, the gods in the world of goodness, and the devil in the other world) were widespread. When the scholar showed the participants the text of the monastic anthem, which he had at his disposal, he argued that it was full of Buddhist terms. He added that if Buddhist texts of the time were found, there would be a lot of monastic terms in them. [12] In our opinion, the German scholar ignores one point in his assertion that the Turkic peoples living in the region lived (even mixed) between the Indians and the Iranians, and that the

Buddha (Sanskrit) taught them from the east and the Old Iranian language. and does not take into account that it is the closest neighbor on the south side, and that Sanskrit and Old Iranian are mutually closely related. In other words, the Sanskrit words considered by K. Röhrborn may be a product of the old Iranian dictionary. The Sanskrit word "rañj (rañga)", cited by K. Röhrborn as an example of this possibility, and "naman" by Jens Peter Laut, are active in the Iranian language as units of ranj, color, and noun. K. Röhrborn says that the Hindi word "kuśala" (good) came into the Turkic language early and is an alternative to the modern Turkish lexeme. These scholars note that the influx of religious terms from Hindi to Turkish continued from the 3rd-4th centuries to the 14th century, after which Buddhism was completely ousted from the region by Islam. All European linguists study Sanskrit-Uyghur, Sanskrit-Turkic, Sanskrit-Sogdian, Sanskrit-Tokhar, Sanskrit-Mongolian bilingual texts directly based on the lexical system of these languages. The alternative is created (Lehnschöpfung: the name is exalted "glorified" (-skr. lokajyeṣṭha, bhagavat) [UW IV, 259-260]), depending on the meaning of assimilation (Lehnbedeutung: adirt "difference" (- skr.vikalpa) [UW I, 54b]), to make a new word on the basis of a borrowed word (Lehnbildung: akig, "reader" (-skr.āsra) [UW II, 79-80b]), o They analyzed one part of the word zlashma as if it were in a foreign language and made the other part translated into their own language (Lehnübertragung: arig aşay (-skr.śuddha-āśaya) [UW III, 186b]) [4].

The Drevnetyurkskiy Slovar (1969, Leningrad, edited by Nauka), published at the Institute of Linguistics of the USSR Academy of Sciences and edited by well-known Russian scientists V.M.Nadelyaev, D.M.Nasilov, E.R.Tenishev, and AMShcherbak, confirms these views. can also be seen. It is known that this dictionary is based on five written monuments of our ancestors in the VII-XIII centuries - Orkhon-Enasay, Arabic, Uyghur, Monism and Brahma. The dictionary includes: Yusuf Khos Khojib's "Qutadgu bilig" (XI century), Mahmud Qashqari's "Devonu lugotit turk" (XI century), Namangan manuscripts (XIII century), Cairo (XIV century) and Herat (15th century) written sources, Ahmad Yugnaki's poem "Atābāt-ul-haqqajiq", Uyghur sutras "Suvarṇaprabhāsa" (Golden Light), "Khasṭvānift" (Repentance), "Türkische Turfan-Texte" (Turk- Turfan-texts), "Türkische Manichaica aus Chotscho" (Hotan turk moniyiligi), "Uigurica" series of monuments and "Sekiz jükmäk", "Tišastvustik", "Kuanshi-im pular", "History of Princes Kalyanamkara and Papamkara". translations of the sutras (bilinguasi) [15] have been widely used. While this dictionary deals with the quantitative and qualitative analysis of Sanskrit words, it confirms the diversity of Sanskrit words in ancient Turkic writings. As we get acquainted with this dictionary, its pages contain more than 20,000 comments on famous, geographical and ethnic names, as well as a number of linguistic units of the Turkic-Sanskrit bilingualism. But most of these words are not used today. They have not been able to take a permanent place in our language. In support of these considerations, we cite examples from the dictionary that were active for the time and space described in the scriptures, but have now become archaic and completely unfamiliar to today's linguists. They were related to various spheres of human life at that time, including place names (kapilavastu, madhyadeśa, purvadesa, sindhu, kailāsa, kāśmīra), folk names (licchavi, mathurā, piśāca, sākyā, vṛji), time names (kṣāṇalahza, lava-zum, muhurta-one-thirtieth day, mahakalpa-great period of time, kalpa-legendary time), etc. BBAbdushukurov's survival of some Sanskrit words in the Turkic language is almost close to the level of his own word The second interpretation of [16] includes only the rice (śāla), sart (sārtha), lily / nilutpal (nilotpala), and pepper (marica) mentioned in this dictionary.

Conclusion. In conclusion, we can say that European scholars have compared the Sanskrit language with Turkish and neighboring Sogdian, Tokhar, Uyghur, Mongolian, and Persian bilingual texts. can be reported. The influence of Sanskrit on the languages of Central Asia and their interrelationships can be traced in the above-mentioned popular scientific works, large and small. These words prove that the Indian people have had close ties with the peoples of Central Asia in the distant past. Because any communication (social, political, cultural and spiritual) that has taken place and will take place between countries, first of all, leaves its mark on the language.

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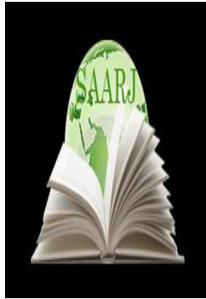
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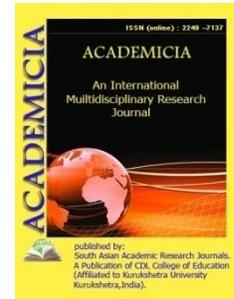
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CONSECRATION OF THE SOCIO-POLITICAL PROCESS IN THE PERIODICAL PUBLICATIONS OF TURKESTAN IN THE XX CENTURY

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ABSTRACT

It is to show that the image of the Ottoman state was formed through the Turkestan press during the reign of the Russian Empire. Turkestan periodicals regularly publish articles and reports published abroad. The political developments in Turkey have been closely followed. In particular, the processes related to the coming to power of young Turks in 1908, changes in the Turkish army, various wars are given special attention. It is also noted that the spread of ideas of pan-Islamism and pan-Turkism and that this is extremely dangerous for Turkestan. Socio-political processes in Turkey in the early twentieth century, the activities of young Turks in Turkey, party struggles in the country, as well as the attitude of the European community to the leadership of the "Unity and Development" party in the political process were widely covered in Turkestan periodicals. It was also noted in the Western media that the interpretation of these processes was covered without a full understanding of the political activities of young Turks.

KEYWORDS: *Turkestanskije Vedomosti, Unity and Development Party, Young Turks, Irade, Neutral Parliament, Pan-Islamism, Surati Mustaqiyim*

INTRODUCTION

Relations between the Ottoman state and Turkestan have ancient roots. After the Russian Empire invaded Turkestan, colonized Turkestan was deprived of an independent foreign policy with foreign countries. The government of the Russian Empire determined what policy to pursue with

which states. He also used periodicals to inculcate the attitude of the Turkestan population towards foreign countries. Beginning in 1870, the first newspaper was published in Turkestan. It was the Turkestanskije Vedomosti newspaper [2], the official organ of the Turkestan Governor-General's Office. After that, the official Uzbek-language newspaper of the Governor-General of Turkestan, the Turkestan Regional Newspaper [6], was published. After 1905, national newspapers began to be published as a result of world events, especially Turkey's influence. Under the heading "Foreign News", these newspapers cover events in foreign countries, as well as articles analyzing developments in Turkey. Turkestanskije Vedomosti and Turkistan Provincial Newspaper, which are the official bodies of the Governor-General of Turkestan, cover the political situation in Turkey. Most of these articles are devoted to the political processes in Turkey in 1908-1914 and their interpretation.

MAIN FINDINGS AND RESULTS

It is known that in 1907-1908 a revolutionary situation arose in Turkey. On July 3, 1908, a revolt broke out under the leadership of army officers from the Young Turks. It was led by Niyazbi. He was a member of the Unity and Development Party and a military garrison commander. On July 20, 1908, in the city of Monastir, the Unity and Development Party solemnly announced the restoration of the Constitution and demanded that the sultan issue a decree on the matter. Abdulhamid was alarmed that the army was on the side of the Young Turks. He issued a decree on July 24, 1908, restoring the Constitution. He promised to hold parliamentary elections. The Turkish Revolution of 1908 was won.

Issues related to the political events of 1908 were in the focus of Turkestan's official newspapers. In particular, newspapers have now been freed from censorship without censorship, and women have taken to the streets with open faces. According to high-ranking sources, the Sultan has begun to restore the constitution. The position of Minister Said Pasha is increasing day by day, he has released his spies in many places, he has succeeded in expelling the personal secretary of the sultan from the Council of Ministers, and he has openly opposed the palace officials. This is actively explained in Turkish society. In Thessaloniki, we can read that the city was reportedly taken over by a military force of young Turks who were in favor of a change of government [7]. In addition, in this issue of the newspaper, the publishers of the newspaper came to the Prime Minister on July 14 and conveyed the people's demands for amnesty of political prisoners, and the Minister prepared a will *irade* (order) to release political prisoners in prison and exile. It was published in an emergency issue of the newspapers, [7] and 963 people were released from Constantinople prisons as a result. It is also noted that along with political prisoners, those charged with criminal offenses were also released, so that young Turks were able to re-arrest criminal prisoners [14].

According to Turkestanskije Vedomosti, military officers will gather and send a six-member delegation to the minister to demand the dismissal of some negligent officers. However, the minister stated that he could not dismiss them under the current constitution [7].

It is said that the European community is closely following the party struggles in Turkey. It is written in the newspaper that the young Turks sincerely supported their victories over their enemies. According to the Turkestanskije Vedomosti newspaper, this attitude of the European media was not due to their preference for young Turks. Perhaps this was due to the fact that he believed that Turkey would join the world community if the dominance of this party was fully

established [3]. The daily says that after the Young Turks Party came to power, most of their goals remained on paper and they did not pay much attention to changing the administrative structure of the Ottoman Empire. Also, according to the authors of newspaper articles, the committee of the party "Unity and Development" is content with the organization of the external form of constitutional power. The existence of a "neutral parliament" was enough to ensure that European countries would not interfere in Turkey's internal affairs. As a result, young Turks lost their supporters in Western European political circles, and Turkey's situation worsened compared to the reign of Abdulhamid II [3].

The local press pays a lot of attention to the fact that European newspapers write a lot about young Turks. "But young Turks are writing that they are splitting the Turkish government in two, without understanding what they are doing, without giving any idea of what they are using," he said. "These actions of the young Turks are politically motivated and disregard for government laws," he said. It is their ignorance that the young Turks who came to power issued their first statutes by order of the government and brought the Albanians, Macedonians, Armenians, Jews and Arabs to the original caliphate. Although they are far-sighted, intelligent, educated, they are only striving for the throne and power instead of spending their intellect for the development of the country. On the one hand, it is argued that such actions by the Arab communities and the instability in Albania and the internal conflicts of the young Turks will lead to the disintegration of not only the Khilafah but the entire Islamic world in the future. Since Mr. Abdulhamid Khan's ouster, young Turks in Paris have been adhering to the French rule, "We need freedom first, then France," according to local media.

Turkestan media regularly reported on the uprisings against Turkey in Macedonia, Albania and Arabia. In particular, given Turkey's difficult financial situation in 1912 and the uprisings against it in Macedonia, Albania, and Arabia, Turkey mobilized troops in the Urmia region, which borders Iran, and near Russia's borders in the Caucasus, without consulting leading countries such as Russia and Britain. It is emphasized that the jazm is abstract [5].

In Albania, a war has reportedly broken out between Assad Pasha and Ismail Kemal, with more than 8,000 troops on both sides. Former Turkish Defense Minister Izzat Pasha is reported to have entered Albania. The report says that an army of 6 officers led by Izzat Pasha and several Turkish soldiers entered Albania. However, European countries, especially Austria, were concerned [10].

There were reports of clashes between Arabs in Baghdad and Turkish troops trying to resolve the situation, killing many Arabs [9].

The newspaper "Turkistan Province" published information about the military technical strengthening of the Turkish army in 1914. [9] Turkey has increased the number of weapons in order to technically strengthen its army. In particular, it is said that the navy has allocated more funds for the development of the shipping industry. In recent days, the Turkish army has purchased an extremely powerful warship called the Rio de Janeiro. It has reportedly signed an agreement with Armstrong to purchase weapons needed for other navies in order to strengthen coastal cities and navies. The Turkish government also summoned a general from Germany to develop not only the navy but also the land forces. It is said that the Turkish government, which is developing its naval and land forces, should not leave its army without aircraft. The daily goes on to say that the Turkish government's aim in arming and strengthening its entire army is

unknown. Perhaps there is no risk of war, and if there is a war, with a population of 20 million who are helpless, the Turkish government will be ruined no matter how many weapons it buys. To date, the conflicts caused by the first and second Turkish-Balkan wars have not been resolved. Because the solution to these problems is very important for the Turkish government. The Turkish press has expressed its satisfaction with the Istanbul government's purchase of the Rio de Janeiro warship [10].

In addition, Turkestan newspapers paid great attention to the issues of management personnel in the army. In particular, the Sultan's decree [9] on the appointment of Colonel Anvarbek of Istanbul to the post of Minister of Defense was issued. It is reported that Defense Minister Anwar Pasha was given the rank of general and that some were dissatisfied with his appointment [11]. The daily also covers the dismissal of 280 officers of the Istanbul Command. The report says that Chief of General Staff Hadi Pasha and Edirne Commander Shukri Pasha are among them. Defense Minister Anwar Pasha explained that the Turkish government's move was aimed at developing the economy by reducing military spending [10].

It is reported that German General Otto Liman von Sanders was expelled from the Istanbul Ottoman Command. The report explained that the general's withdrawal was the result of the efforts of the Russian Empire [12].

Newspapers also reported on the ambassadors to Russia. In particular, the Turkestan regional newspaper reports that Tarkhan Pasha, who has been the Turkish government's ambassador to St. Petersburg for many years, has been fired. [9]. Hilmi Pasha, appointed by Turkey as Ambassador to St. Petersburg, is one of the most famous people in Turkey. The report details Ambassador Hilmi Pasha's activities and political views [12].

It is also said that Tawfiq Pasha, the Ottoman ambassador to London, was relieved of his post and replaced by Rifat Pasha, the ambassador of Paris. Instead, Sadri Azam Said Halim Pasha has been appointed ambassador and Interior Minister Talat Bek has been appointed Sadri Azam. The news says that the remaining ministers have remained in their posts and their names have been listed.

Turkestan media also covered the Turkish press. In particular, periodicals published in Turkey report on the spread of "pan-Islamist" ideas. In particular, the articles of the magazine "Surati Mustaqiyim", which changed its name to "Sabili Rashshad", are devoted to the promotion of "pan-Islamic" ideas. It is worth noting that the war between Turkey and Italy also had a great impact on the promotion of these ideas. It is said that the war against Italy was intended to unite the people under the banner of religion in order to turn it into a "war". The article in Turkestanskije Vedomosti says that the Turkish government even sent a representative to meet with the leader of the secret sect, Sheikh Sennusi, in order to unite all forces against Italy. The newspaper draws the attention of its readers to the fact that the senators are against European culture, against all non-Muslims. Calling on the people to unite, the Turkish press emphasizes that each article is supported by excerpts from the Qur'an and Hadith. They also provide information on history, including the disappearance of Muslim states in Spain, India, Turkestan, and Crimea, and the reasons for this [1]. The Russian imperial government is concerned that such ideas will enter the country and affect the local population. They believe it could further fuel hatred for Russia in the hearts of locals.

A correspondent for the Berliner Tageblatt in Constantinople wrote in a letter on June 7 (20) that Turkish journalists were on strike. This was reported in the newspaper Turkestanskije Vedomosti. Journalists did not report on the cabinet meeting that day. In fact, the meeting took place in Porta, but journalists were not allowed to enter. Nonetheless, journalists wait for the meeting to end, ask the ministers to report on the meeting, and receive a very sharp response. So the journalists decided not to write about it [16]. A reporter for the Berliner Tageblatt said the journalists' case had not yielded any results, but instead had been very helpful to the government.

In 1914, the Arabic-language newspaper Nahru-l-Oss, published in Syria, was shut down by the Turkish government and its editor arrested for a month. It states that in the Palestinian city of Jaffa, the Jews published a newspaper called Al-Ahbar without the permission of the government, and the government closed the newspaper and sued its editors. [11]

In 1914, the Turkistan Provincial Newspaper reported that Turkish Defense Minister Anvar Pasha had summoned military commanders to command 60 newly formed warships. [13]. European countries are said to be urging the Turkish government to return the islands taken from Greece, and Sadri Azam is strongly opposed to this. It was even reported that Turkish soldiers were ordered to prepare for war with the Greeks. The daily also writes that a bilateral intergovernmental ceasefire was reached to cover the damage caused by the Turkish-Italian War.

The article says that reports in some newspapers about a war between Russia and Turkey are completely baseless. Turkey's ambassador to St. Petersburg also said the report was unfounded. The article also says that he had talks with the Russian ambassador to Istanbul, Sultan, about the rumors, and that the meeting was held in a very cordial and open atmosphere. [7].

Turkestanskije Vedomosti reports that Britain's plan to separate the Arab countries from Turkey and turn them into its protectorate is based on articles in the Turkish press. [4].

In addition, the war between Turkey and Italy has been regularly reported. [15].

In addition to short stories, the pages of the Turkistan Region newspaper contain analytical articles. In particular, one such article analyzes the situation in the Ottoman state in 1912. In particular, the article reads: "I know from recent reports of unrest from the Ottomans that not only young Turks and Italy's victory in Africa, but also a gradual revolutionary conflict in Albania, all Albanians are slowly and militarily opposed to the Turkish government. making a fuss. The Turkish government was surrounded by two sides, domestic and foreign enemies. The second of these two enemies is likely to do great damage to the Turkish government. The first internal enemy is only leading the Turkish government to ruin, while the second is causing the Ottoman-starved provinces to secede from the Turkish government. [8].

CONCLUSION

In conclusion, it should be noted that the official attitude of the government of the Russian Empire was reflected in the official press of Turkestan. They published messages from the center of Russia on their pages.

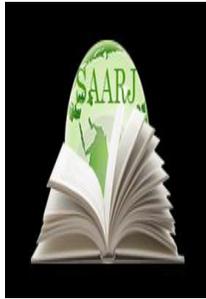
At the same time, analytical articles were published in local newspapers. In addition, articles and reports published in foreign media were also published. The political developments in Turkey have been closely followed. In particular, special attention will be paid to the processes related to the coming to power of young Turks in 1908 and the changes in the Turkish army and various

wars. It is also noted that the spread of ideas of pan-Islamism and pan-Turkism is extremely dangerous for Turkestan.

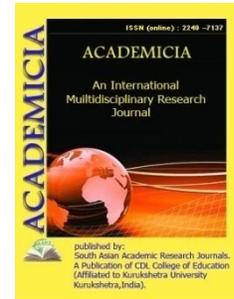
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3. Mladoturetskaya partiya i Yevropa // Turkestanskiye vedomosti. – 1912. – 5 iyun. - №124.
4. Nikitin A. Angliya kak podstrekatel'nitsa Italii k napadeniyu Turtsiyu // Turkestanskiye vedomosti. – 1912. – 12 апрель. - №81.
5. Persiya i Turtsiya // Turkestanskiye vedomosti. – 1912. – 17 mart. - №62.
6. The first Uzbek-language newspaper in Turkestan, Turkestan Province Gazette, was published as an appendix to Turkestanskiye Vedomosti from 1870 to 1883. On January 30, 1883, it began to appear as a separate newspaper in 500 copies. By 1888, 600 copies had been printed, most of which had been converted into compulsory subscriptions and sent to local officials. In the 1910s, the newspaper had a circulation of 1,850 copies. From 1872 to 1883 the newspaper was edited by Shohimardon Ibragimov, who worked as a translator in the Governor-General of Turkestan, Muhammadhasan Chanishev from January 1883 to the end of the year, and N.P. Ostroumov from late 1883 to February 1917. Published until 1917.
7. Newspaper of Turkestan region. – 1908. – №17.
8. Newspaper of Turkestan region. – 1912. – №51.
9. Newspaper of Turkestan region. – 1914. – №2.
10. Newspaper of Turkestan region. – 1914. – №3.
11. Newspaper of Turkestan region. - 1914. – №4.
12. Newspaper of Turkestan region. - 1914. – №5.
13. Newspaper of Turkestan region. - 1914. – №7.
14. Newspaper of Turkestan region. – 1908. – 22 iyul. - №159.

- 15.** Newspaper of Turkestan region. – 1912. – April 7. - №77; April 12. - №81; April 17. - №85; June 1. - №121; June 3. - №123; June 17. - №135 and other numbers.
- 16.** Zabastovka turetskix jurnalistov // Turkestanskiye vedomosti. – 1912. – 23 iyun. - №140.



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ENGLISH AS A MEDIUM OF INSTRUCTION IN HIGHER EDUCATION

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ABSTRACT

This article attempts to analyze the importance of English in global world, the role of using English as a medium of instruction in tertiary education. Special attention is given to the «content and language integrated learning» (CLIL) as the most progressive approach to defining the scope of professional education.

KEYWORDS: *English As Medium Of Instruction; Content And Language Integrated Learning; Context-Based Learning; Content Of Professional Training; Subject-Based Learning; Vocational Training; Language Learning; Englishisation; Culture*

INTRODUCTION

There are many countries in the world, and the languages spoken by their inhabitants are even more numerous. And in this case, we are not talking about a hundred or two, but about several thousand. How can the population of the Earth comprehend each other? But this goal is served by international languages, which allow all of us to communicate with each other, regardless of nationality and place of residence. One of them is English. Moreover, English is the language of international communication for all mankind

The significance of the English language in the modern world can hardly be overestimated. After all, one cannot but reckon with the choice of more than 1 billion people who use it. And if for half of them he is native, then about 600 million chose him as a foreign one. Of course, the range of spread of the English language in the modern world is so great that this language cannot be identical in different areas. Despite its varied variants and the presence of specific features for each nationality, English remains the most popular language in our globe. What role does English play in our lives now?

In general, the political, economic, scientific, sports life of the whole world "flows" in English. English is considered to be the official and working language of the United Nations. All kinds of summits and meetings of heads of state, signing of laws and decrees, negotiations and debates - all this is conducted in English. International trade, the work of the banking system, the activities of the transport system on land, at sea and in the air are carried out in English. This language is a living instrument of communication for academicians, doctors of sciences, scientists from all over the world. After all, international conferences, the study of world experience and the exchange of information of scientific minds occur only with the use of English. But what can I say - the Olympic Games and all kinds of competitions between the countries chose English as the official language.

The importance of the English language in the modern world is so great that its knowledge is not a privilege or luxury. Once upon a time, computers, as well as mobile phones, could only be afforded by people of a certain social stratum. Now such things are essential items. The same can be said for English. It is taught by everyone everywhere: in schools, universities, in courses. And in this digital age, anyone can learn English via Skype without leaving home. It is realized that any educated person is simply obliged to speak English, since it is he who is his key to further self-education and self-improvement. That is why there are so many organizations now offering to teach you English. However, do not think that this is so easy to do. Learning any language is a long process that requires certain costs, both mental and financial.

There is great importance of English in how universities respond to the increasingly global context in which they operate.

The growth in provision of English Medium Education (EME), the use of English to teach and learn academic subjects in countries where it is not the primary language of communication, has been rapid and substantial.

As universities around the world seek to internationalise by introducing or expanding their EME offer, the need for change at the macro (policy) level, meso (institutional) level, and micro (classroom) level, is urgent to enable successful and sustainable language policy and implementation

Today, more and more supporters are gaining the idea that mastering a subject through the English language will greatly stimulate students for whom English is not their first language. The emphasis is on scientific areas, arguing that most important and meaningful research is carried out through the English language. Thus, if students read a large volume of scientific materials on the subject of the course in English, then oral interaction in the classroom or a lecture array should be presented in English and, as a result, the assessment system should be developed in English. This suggests that the turn towards adoption of English as the language of instruction is not accidental, as the course of English for Academic Purposes is insufficient to motivate students to read and write in English. If we assume that the presentation of information (i.e. the lecture array) and interaction in the classroom are carried out in English as the language of instruction, will the learning process be sufficiently high-quality and serious in relation to those subjects that have a clear professional trajectory?

Another argument in favor of introducing English as the language of instruction is that students will have a real opportunity to compete in the global market in the long term, or more effectively build their educational trajectory if they study in another country where the language of

instruction is English. However, the question arises about the level of formation of language competence (graduation qualification) when teaching in English. Currently, there are two widely used linguistic measurement tools for postgraduate education in many English-speaking countries: international exams such as IELTS or TOEFL. They are generally accepted in English-speaking countries and Europe, but the question arises whether IELTS and TOEFL are academically oriented enough to provide a clear linguistic picture at the postgraduate level (Hennebry, Lo and Macaro, 2012). As an alternative to international exams, it makes sense to consider an undergraduate course in English, the successful completion of which might be a better predictor of sufficient qualifications at the postgraduate level than IELTS.

The choice of English as the main language of instruction can be fraught with a number of difficulties, but in practice it unfolds according to three possible scenarios. First, if the study group is dominated by students who speak only their native (not English) language, then the teacher is tempted (which is quite justified) to use the students' native language, which is to the detriment of foreign students who do not speak it. Secondly, if foreign students are the majority, then the use of the native language is excluded, since the teacher must be pedagogically and linguistically competent to meet the needs of all students using English for interaction. Thirdly, if there are foreign students in the group, although most of the students still speak their native language, the teacher is faced with a dilemma - whose interests should be satisfied? Thus, the introduction of English as the main language of instruction is an important aspect for analysis and detailed study.

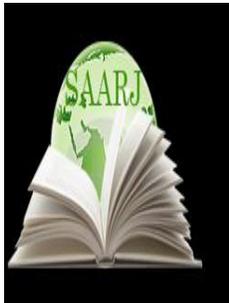
Another argument put forward in favor of English as a language of instruction is that it is an authentic way to learn the language and focus on topics and situations (e.g. travel abroad, communication) that may or may not arise in reality. For decades, foreign language teachers have been arguing about what is authentic in terms of language teaching, what materials for work are considered authentic and what are not. Is studying a subject in English as the primary language of instruction an authentic way to learn a language? In a sense, it is, because the educational material is not processed in order to make it easier for the student to understand, the authenticity of the tasks is also preserved in order to help the student acquire exactly the knowledge, understanding and skills that are necessary for the given subject, and not aimed at training the grammar rule. The student will certainly be motivated to learn English through the subject while improving their English at the same time. This is one of the main provisions of the CLIL methodology (subject and language integrated learning). It is important to make a clear distinction between CLIL and EMI, which are not identical. Unlike CLIL, EMI technology is a vehicle for delivering academic content to the student, and improved language competencies are more a derivative than the goal itself.

The last argument for introducing English as a language of instruction that needs to be considered is the pedagogical component, which reinforces the distinction between subject-language integrated learning (CLIL) and teaching subjects in English as an intermediate language (EMI). Any educational situation that includes the assimilation of some educational content through an intermediary language must, of course, include consideration of those pedagogical techniques that the teacher uses in his daily practice. This postulate is obvious when it comes to teaching in the native language. However, the level of the teacher's qualifications and especially the level of his lexical training when using the EMI is a completely different matter. Thus, the crux of the problem is that with the introduction of EMI, pedagogical techniques

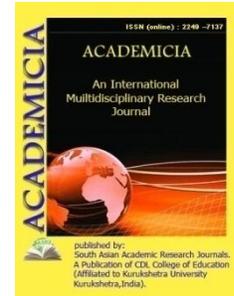
should become more student-centered in the sense that the teacher should take into account the linguistically limited vocabulary of students. It is advisable to use more interactive techniques for presenting material in your work, which is typical for teaching language disciplines.

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STUDY OF OPEN EDUCATIONAL RESOURCES: A SURVEY BASED APPROACH

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ABSTRACT

The main purpose of writing this article is to prevent those who are unfamiliar with educational resources from learning due to this epidemic. Especially students and teachers should be aware that any kind of educational material that permanently, can be used anytime and anywhere, such as books, educational videos, homework, assignments, quizzes and charts etc. Such content falls under the category of registered license or copyright. Their use can enhance learning. Similarly, the traditional method of teaching through teachers and books has been completed in just four walls. Educational content can be published in any digital format. Higher education student's books are expensive, not all students can afford them, and these OER books can be taken anywhere and used forever. Therefore, more or less problems have been solved for getting higher education. Many articles and websites have been mentioned in this article so that the people can get acquainted with them. And use them to enhance their knowledge and shape their future. Teachers can enhance their skills through OER also the Organisation go through OER, any organization can involve students in e-learning. There are very few developed countries. They have all the resources for open education, but it depends on the interest of the people. Therefore, highly educated and qualified individuals are moving towards developed countries for their own betterment. And make developed countries more developed in terms of their capabilities. Backward countries are backward in every way but the OER lighten them. However, OER has been launched in different ways. For example, distance education system, distance education, online education, and tuition etc. OER is very much needed in modern times. Everybody knows that what disease has locked the whole world in one room. Due to which most people are suffering from mental illness, the government and private sectors have launched the

large number of courses through which people can use their time in the right place and avoid anxiety.

KEYWORDS: Education, Resources, Method, Books, Teachers, Student, Digital, Pandemic, Developed countries.

INTRODUCTION

Man is the best CREATION of the Universe, and the whole universe is made for him. Man has an excellent ability to absorb and expel through formal and informal procedures. Due to his immense abilities and talents, he rules over every particle of the universe, using it for his past, present and future. Education is paramount in all spheres of human life. New aspects of education are emerging in modern times. In the near and distant future, Educational needs will continue to create new educational directions, their use will become inevitable, because change is an infallible principle of the universe.

Stability is a change in time

(Translate from Urdu Couplet's line i.e.

"SIBA'ATEkTAGHAIYURKoHaiZAMAANE MEn")

In the traditional teaching method, teachers and students have been facing many problems. In the present age, open education broad the man in the vast field. The modern student is achieving the desired goal with the help of modern means like computer, laptop, tab and mobile etc.

However, it is also important to present lectures, slides and notebooks on a computer when needed. This method never deviates from the centre of learning, as we move forward in the modern method of education, the signs of the destination begin to appear.

Open Education Resources (OER) are readily available but their use is proving to be useful and useful for teaching, research and editing in text, media and other digital forms etc.

➤ **What is open education:**

Educationist Dr. Mohammad Kaleem Zia has defined open education as follows:

"This method of teaching is like water its findout its own way and whatever colour you add in to it, it will be in the same, so this method of teaching chooses its own way.

For example: The combination of formal and informal education can be called open education. While there is scope for formal education in this method, there is also scope for informal education cannot be solved through accessories, then the problem can be solved in the form of a regular class or individually with the help of accessories and a teacher. Otherwise the learner can achieve his desired goal by his own."

➤ **What is OER?** Any kind of educational material that can be used freely, consistently anytime and anywhere, such as books, educational videos, homework (assignment), assignment, quiz and Charts etc. Such content falls under the category of registered licensee and copyright.

➤ **Five R's of Open Education [5 R's of (OER)]:**

There are 5 key points to consider when using open educational resources within licensed boundaries.

I Retain: Content can be reused in its unaltered and original form - the right of use, such as in the classroom, in the study group, on a website and video, etc.

II	Reuse:	Copies of content may be retained for personal archives or for reference.
III	Revise:	Content may be modified according to specific requirements - the right to adapt, adorn, edit or modify, such as transferring material to another language, etc.
IV	Remix:	The right to mix the content with other relevant content and the right to create new content. For example, mix the content and so on.
V	Redistribute:	Exchange the obtained material with others in original or modified form. Copies of original material or revised materials and the right to share your combined material with others: such as providing material to a loved one, etc.

OERs include many types of content: assessments, dissertations, books, articles, curricula, journals, basic media, reference materials, transcripts, tutorials, testimonials and textbooks etc.

➤ **Definition of OER:**

• **The William and Flora Hewlett Foundation**

"OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

• **UNESCO defines OER as follows:**

Open Educational Resources (OER) are teaching, learning and research materials in any medium - digital or otherwise - that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

➤ **Brief history:**

- "Educational Objectives" This theory was first developed by Wade Hudgins in 1994.
- David Valley first coined the term open content in.
- Open educational resources, open distance learning, open distance education system and open source education, etc. have emerged in the twentieth century.
- In 2002, UNESCO first used the term "open educational resources" for open curriculum in higher education in developing countries.
- The term "Open Education Resources" was first coined by UNESCO at the Forum on the Impact of Open Courseware for Higher Curriculum Influence in Developed Countries, as

well as a meeting held in Cape Town in September. There was the "Open Education Declaration" which was issued on January 5.

➤ **Types of OER:**

Types of OER are textbooks, open curricula and online curricula.

Open Educational Resources Books, Complete Curriculum, Textbooks, Videos, Tests, Assignment and Images etc. which are readily licensed (with licenses) are included in all types of Open Educational Resources.

➤ **Differences between traditional and open education:**

Traditional education is like a train. In the same way, the traditional method of teaching has been completed only in four walls, through teachers and books. In it, the student had to pay a certain fee, the same type of books, fixed time constraints and then the rigors of examinations etc. while the method of open education is It is like a ride that can not only run on railway tracks but also walk on the surface of the water, run like a submarine in the sea and river and also in the winds and space. Can reach destination with speed. That is, it can go anywhere and anytime, which means that for this method of education, a person does not have to be in the form of a teacher. And there is no passage of the toughest exams and the attainment of the destination is very easy and in harmony with nature and temperament and it is not that the method will prove to be equally useful and effective in the distant future.

➤ **Sources of OER:**

There are many resources for open education. Some of the resources for seemingly OER are as follows:

* Open Stax, * OER Metafinder, * Library, OER Commons, * YouTube, * Merlot, * Creative Common Search, * Open Text Book Library, * Khan Academy, * Wikipedia, * Saylor.org, Peer 2 peer University, * Rekhta etc.

Apart from all these, all the books of 1st to 12th Grade are openly available by M.S. Board through "balbhartiebook". In addition to these, there are numerous other websites through which higher educational materials are easily available.

The following are the Indian OER Portals and distance learning universities by states.

TABLE NO.: 01

<i>Sr.N</i>	<i>Portal name</i>	<i>Portal website</i>
01.	India Environment Portal	www.indiaenvironmentportal.org.in
02.	e-Shiksha: Collaborative Learning Portal	http://eshikshaindia.in
03.	India Development Gateway (INDG)	www.indg.in
04.	Sakshat: One Stop Education Portal	www.sakshat.ac.in
05.	Teachers of India Portal	www.teachersofindia.org
06.	SKILLS India Portal	www.skillindia.com

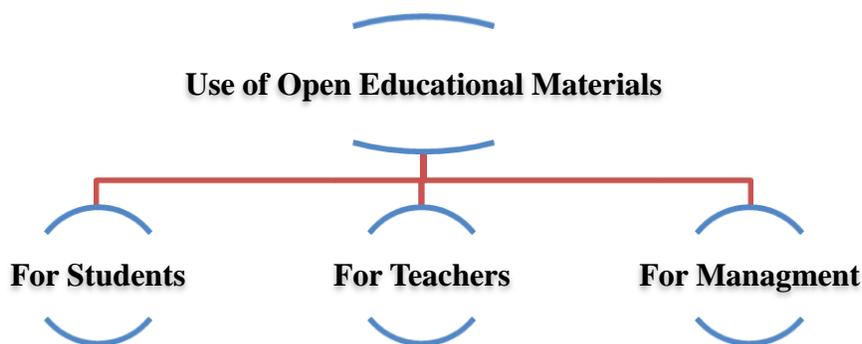
TABLE 2: WEBSITES OF SOME INDIAN UNIVERSITIES

Sr. No	University	State	Website
	Andhra University	Andhra Pradesh	http://andhrauniversity.edu.in/
1.	Maulana Azad National Urdu University	Telangana	http://manuu.edu.in/ur
2.	Rajiv Gandhi University	Arunachal Pradesh	https://www.rgu.ac.in/
3.	Baba Sahib B. R.Ambedkar Bihar University	Bihar	https://brabu.edu.in/
4.	Indira Gandhi National Open University	Delhi	http://www.ignou.ac.in/
5.	Dr. B.R.Ambedkar Open University	Gujarat	http://www.baou.edu.in/
6.	University of Mumbai	Maharashtra	https://mu.ac.in/
7.	Y.R.C. M. Open University	Maharashtra	http://ycmou.digitaluniversity.ac/
8.	The Global Open University	Nagaland	https://nagaland.net.in/
9.	Orissa State Open University	Orissa	http://www.osou.ac.in/
10	Sikkim Manipal University	Sikkim	https://smu.edu.in/s
11	Tamil Nadu Open University	Tamil Nadu	http://www.tnou.ac.in/
12	Uttarakhand Open University	Uttarakhand	http://www.uou.ac.in/
13	Amit University	Uttar Pradesh	https://www.amity.edu/
14	NetajiSubhash C.B. Open University	West Bengal	http://www.wbnsou.ac.in/

➤ **Use of OER materials:**

Library is an important source of OER that can greatly enhance educational resources.

Educational materials can be published through any digital form. For this, first selection, then the choice, arrangement, dissemination and dissemination through which educational materials can be made available openly.



- **For students:** Higher educational books are expensive, all students cannot buy, this OER books can take and keep them forever use any time anywhere. Therefore, problems of getting Higher Education have been solved.
- **For Teachers:** Teachers can enhance their abilities through OER. They can have a wide range of materials through which they can easily understand students under any topic. Teachers can save their time. OER are beneficial for teachers. It's important for the teachers.

- **Management:** Through OER any organisation can equip students with E-Learning. In addition, it can provide numerous educational resources to students and teachers through a computer. This will save money as well space.
- **Behaviour of different countries regarding open education:**



(A): Developed countries:

Developed countries are scanty. They have all the resources for open education, but it depends on the interest of the people. It is an offence not getting Education.

(B): Developing countries:

Developing countries are more than developed countries. They have less resources than the developed countries. Therefore, the highly educated and qualified people move towards developed countries for individual betterment. And make developed countries more developed to the best of their ability. Due to lack of opportunities in their own countries they are not getting the desire education.

(C): Backward countries:

Backward countries are backward by all means. Lives of people here worse than the animal, the pursuit of education becomes meaningless. In this almost fear even getting the traditional education is such a difficult task then how one could think of OER.

➤ **Reasons for open education:**

This method of teaching is new and it is coming into being according to the requirements of the situation. However, the OER has been started in various ways. For example, distance education system, distance education, online education, and tuition, etc. The epidemic that has been unfolding for the last six months has imprisoned human beings in their own homes, which has strengthened of this method of teaching. That is why the process of getting education has not been interrupted.

➤ **Advantages of OER :**

There are so many advantages of OER like helping before and after learning, reducing student costs of books, there is a lot of access, attracting students, teachers, schools, colleges and

universities to better education, providing peace of mind to students and teachers, providing education for all, maximizing the use of open education resources and increasing the availability of educational materials, raising the quality of educational resources, etc. These are just some of the goal setting shareware that you can use.

➤ **Disadvantages of open education and their remediation:**

There are no visible disadvantages to open education. But every coin has two sides. Of course, there are advantages as well as disadvantages to the above-mentioned education under this regulation, which are listed below:

• **Difficulties faced by students:**

Students face particular difficulties in open educational resources. For example, many students are poor that they do not have a digital device through which they can access open educational resources. For example, Android mobile phones, laptops, computers, etc.

- Because man is a social animal and he likes to live in society and live among other people like himself and his relatives so that others can share in his joys and sorrows and also share in the good and bad of others. Separated from human beings and each and every person is shrinking in his own shell, which has started to disintegrate the fabric of relationships in the society, man is running away from man.
- In the traditional style of teaching, there was a strong link between the teacher and the student, which extended the chain of respect and compassion of the teacher to form a better society. The method of open education has deprived the society of this blessing. Due to which many forms of corruption are emerging in the society.
- Relationship between teacher and guardians: In the traditional style of education, there was a kind of relationship between teachers and guardians through their children. This relationship had a profound effect on morality, which is now lacking.
- There may be these and other issues of open education due to which a person can develop individually but by removing the corpse of the society, then consider such an education which increases the chances of disintegration of the society to such an extent that man is not human. What is the use of such an education if human turns in to machine?

➤ **Procurement:**

The above few negative points can create a kind of vibration in sensitive minds. Therefore, the inclusion of ethics in open education should not only be mandatory, but now the world needs love more than ever, so it is necessary to include twenty to twenty-five percent ethics in all curricula.

➤ **The need for OER in modern times:**

There is a great need for OER in modern times. Everyone knows what disease has locked the whole world in one room. Due to which the education system has been completely cut off. OER has proved to be the most useful in this global epidemic or disease. Students, teachers, parents and organizations, etc. have tried to facilitate education through OER. That is why students all over the world are using books openly today. By reading books according to their syllabus. Countless people who have to stay at home are using all the books openly. Teachers are helping

children complete the curriculum through OER. Many online courses have come out, through which many people are spending their time under OER.

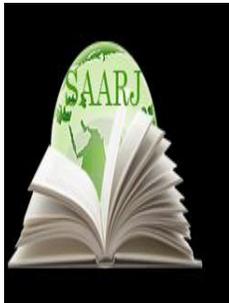
The following are five such government portals that will help you take free online courses.

- ✚ NASSCOM. NASSCOM is offering **free** AI and Data Science **courses**. ...
- ✚ SWAYAM. ...
- ✚ ICT. ...
- ✚ iGOT. ...
- ✚ AICTE ELIS **Portal** Launched. Etc.

OER has become a medium through which education has not only flourished but has opened a new path all over the world.

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THE PROPORTION OF ARABIC ISOPHICAL COMPOUNDS IN THE "BABURNOMA" WITH THE ORIGINAL

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ABSTRACT

The article analyzes the issue of the proportion of Arabic isophical compounds in the work of Zahridin Muhammad Babur "Baburnoma" with the original. Assimilation in the composition of isofic compounds is a lexical-semantic analysis of words. In Uzbek linguistics, Tajik isophal compounds have been studied more deeply. And Arabic isophal compounds are relatively poorly studied. Researcher M.Yusupov's candidacy on the topic "Types of isafet constructions in prose works of Alisher Navai" devoted Chapter 3 to the study of Arabic isopha.

KEYWORDS: "Baburnoma", Arabic isofi compound, originality, degree of application is limited, out of consumption.

INTRODUCTION

In Uzbek linguistics, Tajik isophal compounds have been studied more deeply[1,2]. And Arabic isophal compounds are relatively poorly studied. Researcher M.Yusupov's candidacy on the topic "Types of isafet constructions in prose works of Alisher Navai" devoted Chapter 3 to the study of Arabic isopha[3].

Until Yusupov, professor F. Abdullaev, professor E. Begmatovs touched on this issue in part[4]. Philolog D.Hakimov in his article titled "The system of isopha compounds in the Uzbek language lexicon" draws attention to the Arabic isophas and their spelling in the current Uzbek literature[7, 63-67].

MAIN PART

First of all, Alisher Navoi's works in "Baburnoma" and the majority of Arabic isophical combinations denoting the name of the works of other poets have the same meaning as in the original until today and are now widely used in both languages without changing their meaning:

Arabic and Uzbek: “*Badoiyus-sanoyi*”, “*Badoiyul -vasat*”, “*Mantikut-tayr*”, “*Mahzanul-asror*”, “*Mizonul-avzon*”, “*Navodirush-shabob*”, “*Lisonut-tair*”, “*Favoidul-kibar*” kabi.

Secondly, one of the words in the composition of the Arabic isophical compound in the work is used in the current Uzbek literary language, the other is not used or has a limited degree of conjugation, or the derivative or singular form of this word is used: *doimul-avqot* [8, 357] – *each time, also*. In this combination, the word *avqot* is a plural form of the word of time, which has mastered the Arabic language and is in active consumption in the current Uzbek literary language, and in the current Uzbek literary language *avqot* is completely out of consumption and is only three in historical works. In the current Arabic language of literature, this word is in active consumption.

Also, *dorulkhilofa* in the meaning of the house of khalifas, capital in the work [8, 352] the combination of isophical in Arabic *isopha* is consumed not only in the current Uzbek language, but also in the Arabic language, although many *isopha* compounds are used in the composition *дор* of the present Arabic literature: *دار الآثار Dorul Hazor Museum*, *دارالبريد took medicine – post office*, *دار التمثيل dorul fable – meamp* as. In the classical Arabic language and in the old Uzbek language meant the capital *dorulhilof* (دار الخلافة) *isopha* combination instead of the current Arabic language *عاصمة* (عاصمة) word used. The oral survey experiment with current Arabic literature speakers shows that, *dorulhilof* (دار الخلافة) *isopha* do not understand the meaning of the combination without a dictionary. The *хилофа* of the caliphate in the composition of the compound does not apply at all in the current Uzbek literary language, the Explanatory Dictionary of the Uzbek language also does not contain this word. But in the speech of various extremist groups, which are currently operating, this word is widely used by variants of *хилофа*, *хилофат*, *халифалик*. Compound content *дар дор* word today in uzbek language as *dorulfako*, *dorulfano*, *dorulfunun* met Arabic *isopha* compounds in the composition.

He traveled through the mountains and came to Dar al-Khilafah (BN: p. 352).

In the current Arabic literary language, many isophical compounds are used, in which the structure of which the word *дор* is involved: as *دار الآثار дорул асор-museum*, *даралбарид дорул барид-post*, *дарالتمثيل дорут тамсил-ertaet*. The *хилофа* of the caliphate in the composition of the compound does not apply at all in the current Uzbek literary language, the Explanatory Dictionary of the Uzbek language also does not contain this word. But in the speech of various extremist groups, which are currently operating, this word is widely used by variants of *хилофа*, *хилофат*, *халифалик*. Compound content *дар дор* word today in uzbek language as *дорулбақо*, *дорулфано*, *дорулфунун* met Arabic *isopha* compounds in the composition.

Third, both words in the composition of some Arabic isophic compounds used in the game are used in the current Uzbek literary language, but the meaning of the compound does not meet the current Uzbek language. For example, in the composition in the game means a house, a palace *дар дор* there are a number of isofi compounds with the suffix, both words in the composition of the compound are used in the current Uzbek language of literature: *дорулхараб*[8, 250]- *the abode of the unbelievers, and their country*; *дорул-ислом*[8, 250]- *country of islam*; *азимуш-шаън* [8, 287] –*great*; *каримут-тарафайн*[8, 146]- *two side great, two-sided magnified*; *муддатул-умр* [8, 174] – *throughout life* words in the composition of such combinations are used independently in the current Uzbek literary language, but do not meet in the case of a combination.

From the fourth, one of the words in the composition of the Arabic isophical compound is not used in the current Uzbek literary language, the second is used in the case of a semantic shift, the meaning of which is narrowed: the Babur is eaten in the work, and the flesh of which is understood the meaning *maqulul-lam* [8, 256] used composition Arabian isopha. Eating, meaning of what happens while *маъкул* word is not used in the current Uzbek language, the word in active consumption in the current Arabic language, the word meaning meat, in the current Arabic language, also means meat, but in the current Uzbek literary language, the meaning is narrowed and boneless: as *лаҳм зўит*. Author *лўча* the name says giving the definition to the bird: *Boshidin Kuyruzuzacha besh-olti mukhtalif ranks bor, kabutarning byynidek barroқdur. Uluқluzi kabki dariycha bълai, olibo Хinduston kabki dariysidur ... Ul ajab nima ildilar: қish bълoch, toz domanalariga tushar, agar uchursalarkim, uzum bozidin uchtsa, yana aslarlo Makkulul-lamdur, beads laziz these bordur.* [8, 256]

Umdatulmulk [8, 329], which also means the base, head of the country in the work, the Arabic isophical combination is used both as a free isophical compound and as a phraseological unit in the current Arabic language, while in the Uzbek language it is excluded from consumption. *Umda* word in the composition of the compound is completely out of consumption in the current Uzbek literary language, it is not indicated in the explanatory dictionaries, the meaning of the word *mulk* property in the composition of the compound is narrowed and is used in the current Uzbek language in the meaning of property. In the old Uzbek language this word was widely used in the meaning of the country.

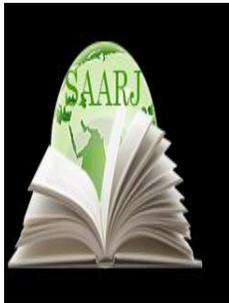
We pulled 16 pieces of analysis from a total of 40 Arabic isophal compounds used in the "Baburnoma". From the results of the analysis, it is known that none of the above Arabic isophalic compounds is not used in the current Uzbek language. Of the 16 compounds, only 7 of them (44%) are used in oral speech in the current Arabic language. And in the current Arabic language, some of these combinations are used in the artistic literature. It was used in the meaning of the capital in "Baburnoma" and in the classical Arabic language it also meant *دار الخلافة* [дорул-хилофа] the combination of isopha has become archaism in the current Arabic language. In the current Arabic language, this word replaces *عاصمة* *asimatun* gave empty to the word. Also in the work, the name of one of the works of the historian Khondamir means *السيار حبيب* [Xabibus-siyar] Arabic is also not used in the Uzbek language. In fact, the full name of this work: "Kabibus-siyar fi akhbori aphrodul-bashar"[9, 573], it means "A friend who reports from the shape of the people of man". *خلاصة الاخبار* [Хулосатул-ахбор] the full name of his work means "Khulosatul akhbor fi avolil akher" – "Summary of the news about the brother situation". And the above abbreviations do not mean anything in Arabic either.

CONCLUSION

Many Arabic isophical compounds in the "Baburnoma" or one of their components is not fully compatible with the original. This situation can be observed in other historical works. In summary, the reason why so many Arabic isophical combinations are used in Babur's own speech is that, first of all, if the tradition of the Turkic literary language of that period, then, nevertheless, Babur, like other creators, sought to make the image solemn, the impact of his speech.

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THE HISTORY OF VISUAL ART AND IT'S IMPORTANCE IN PEOPLE LIFE

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ABSTRACT

There are hundreds of definitions of the art in the history of aesthetics; therefore, it seems hardly possible to propose the only one and ultimate research-based definition. A deep impact on the emotional and intellectual levels of human consciousness that works of art produce is their distinctive feature. In this article highlights of the history of visual art and its importance in people life;

KEYWORDS: *Art, visual art, people life, aesthetics, artistic art, image, symbol.*

INTRODUCTION

In the history of aesthetics, there are hundreds of definitions of art. Therefore, it is simply impossible to give a single and ultimately scientifically sound definition of this concept. Based on my experience as a teacher of aesthetics and author of books on aesthetics and art theory, I can offer my own definition of art, without in any way claiming to be the ultimate truth. In my opinion, art is the professional activity of an artist, which aims to create artistic images that are generalized, often symbolic in nature. The desire for decoration and even for the creation of some of the simplest images exists in the animal world, but no animal is capable of creating symbols. This allowed the German philosopher Ernst Cassirer to call man "an animal that creates symbols". Artistic creativity and art as its highest manifestation are symbol-creating activities.

Visual art has always been and still is of a mimetic nature. In any form, even in the form of abstract art, it is an imitation (mimesis) and a reproduction of reality. This statement is the conclusion of the entire history of aesthetics and art theory, and few people have questioned it. A distinctive feature of works of art is the deep impact on the emotional and intellectual levels of human consciousness. Aristotle, explaining the effect of tragic art on a person, called this process catharsis, that is, the purification of the psyche with the help of fear and compassion. The idea of

catharsis, developed by Aristotle in relation to tragic and comic art, lasted for several millennia. It was actively discussed by the theorists of the Renaissance and Modern Times, and in the twentieth century it was supported by Sigmund Freud and many other art psychologists. We can say that the concept of catharsis is not completely outdated today. There are many topical and controversial issues in the understanding and interpretation of art.

One of them is the problem of authenticity of works of art. It presupposes the existence of a necessary internal connection between a work of art and its author. Without this connection, art loses its aura, originality and uniqueness, connection with the ethnic and national environment. Art becomes so devoid of an individual beginning in the era of mass reproduction, in which the connection of the work of art with the author becomes conditional and often completely lost. This is the basis for some of the ideas of postmodernism, which proclaim the "death of the author", the dissolution of his personality in an anonymous text that needs only a correct reading-a discourse.

Today, the need to understand the authenticity of a work of art is becoming extremely important due to the problems of art forgeries. This is one of the fundamental problems associated with the expansion of the art market and the endless increase in prices for both classical and contemporary art. True, art forgeries have existed throughout the existence of European art. It is known that some major masters of the Renaissance forged the works of contemporaries, which was rather not a borrowing, but a demonstration of the universality of the style and Renaissance versatility. In the subsequent time, the forgery of the art of the masters became a real industry, undermining the real artistic values.

Some art historians believe that the classic works of the XV-XVI centuries. - this is a third of the forgery. It is known that in the world there are eight paintings depicting the "Mona Lisa". Which of them belongs to Leonardo da Vinci, and which are her fakes? Since the 18th century, artists have been fighting the growing plagiarism industry, defending the originality of their work. The rapid growth of the means of replication, especially in such an art form as graphics, made it possible to borrow other people's subjects and to appropriate commercially successful compositions.

The first to oppose this was the English artist William Hogarth, in whose work graphics occupied a greater place. He appealed to the English Parliament with a proposal to pass a law according to which all graphic works had to contain the name of the publisher and the date of manufacture of the graphic work. This proposal was accepted and is still legally valid today as the "Hogarth Act". Hogarth promptly defended the art of graphics, but in the field of painting, the plagiarism industry continued to grow, bringing huge profits to the authors of fakes. Today, many names are known by artists who supplied the art market with quite professional fakes. For example, the Italian Giovanni Bastiniani was engaged in forgery of Renaissance sculptures, the Dane Han van Meegeren skillfully forged paintings by Vermeer, the Frenchman Yves Shadron created fakes of Leonardo's Mona Lisa. The art of the twentieth century has also been the subject of extensive falsification. The German Otto Wacker forged paintings by Van Gogh, the Frenchman Jean-Pierre Shekroun and the Hungarian Elmir de Hory were engaged in forgeries of Picasso's paintings. The subject of falsification was and still is the graphics of Chagall, Miro, and Dali. All this is a small list of underworld figures who falsify art.

To stop the flow of falsified art products, modern science uses various methods, including X-rays, spectrography, atomic analysis, etc. Museums around the world create catalogs with descriptions of paintings by masters and their owners. In the United States, a special act has been passed against the counterfeit industry, and the Federal Trade Commission (FTC) monitors the trade in works of art.

The fine art of Uzbekistan, as an integral part of the world art, makes a worthy contribution to its development. In the art of Uzbekistan, completely new, previously non-existent types and genres of art have developed and achieved significant success. One of them was painting, and within it important compositional problems were solved, and in which particularly noticeable creative successes were achieved. Reflecting the life of the people, the unique nature, the spirit of the time and the images of contemporaries has become the main ideological and artistic task of the painters of Uzbekistan. Artistic achievements have become the object of constant study and analysis. In accordance with the development of fine art, art studies and art criticism were formed and developed. Therefore, the study of the problems of the historical development of the fine arts of Uzbekistan is currently relevant both in theoretical and practical terms

Nevertheless, the number of falsifications of works of art is not decreasing, they fill the modern art market. Due to the huge popularity of the works of Uzbekistan art of the twentieth century, the counterfeit industry has shifted its interest from Western art to Uzbekistan art in recent decades. This industry generates huge revenues and is related to illegal, criminal activities. Uzbekistan does not have a special organization that would control the sale of Uzbekistan art abroad, which gives freedom of action to falsifiers specializing in Uzbekistan art. The creation of such an organization requires the joint efforts of art historians, restorers, art dealers, and representatives of art galleries. Obviously, the Uzbekistan could take appropriate legislative measures to regulate the modern art market and eliminate the trade in art forgeries.

Then, in the continuation of the lesson, pride in the native land, for the ancient culture of its people, quotes statements from the hadiths of the Prophet Muhammad: First bow to your mother, again and again, and then to your father. Anyone who wants to go to heaven must receive the blessing of the mother.

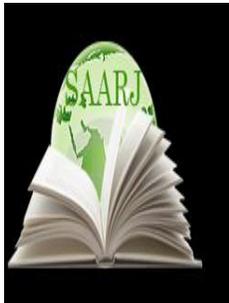
And here they recall the work of Odil Yakubov "Everything will return to normal", which tells that the son who made a pilgrimage to Mecca and returned to his homeland, should first of all come to his mother and worship her.

To open the world of beauty to the child, to make him sensitive to the beautiful and to teach him to appreciate the beautiful and to create the beautiful with his own hands is not easy and not easy, but it is necessary. It should be answered to raise and educate children: familiarization with folk art, the development of pictorial paintings by artists with its imagery are the guides of a living tradition of art.

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KHOJA NASRIDDIN AFANDI AS PEOPLE'S HERO

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ABSTRACT

In this article, the personality and activities of the image of Khoja Nasriddin Afandi, who became the hero of the Uzbek people's laughter culture, are revealed on the basis of the analysis of sources and literature. In the history of the spirituality of the peoples of the East, the unprecedented high development of literature, art, science, philosophy and thinking, there is a special role of the image of Nasriddin Afandi. In the colloquial speech of the people of this space, where memory capacity, soul memory are high, we can listen to the colors of Nasriddin Afandi and the anecdotes associated with him. Who is the master of Khoja Nasriddin Afandi has historical documents on his personality and his? We are thinking about publications about Nasriddin Afandi.

KEYWORDS: Afandi, laughter, Nasriddin, "Mushtum", "Saltuknoma", sayohatlar kitobida", "Manzilnoma", anecdote, "Letdif", story, hero.

INTRODUCTION

In the history of the spirituality of the peoples of the East, the unprecedented high development of literature, art, science, philosophy and thinking, there is a special role of the image of Nasriddin Afandi. In the colloquial speech of the people of this space, where memory capacity, soul memory are high, we can listen to the colors of Nasriddin Afandi and the anecdotes associated with him. Who is the master of Khoja Nasriddin Afandi has historical documents on his personality and his? We are thinking about publications about Nasriddin Afandi.

Afandi word is derived from the Greek word "afendus", which means "Sir"[1]. There are two distinct views on whether or not Nasriddin Khoja was truly a historical person. The inadequacy of the evidence is based on the fact that many researchers are skeptical that he is a real person in history. In addition to stories about Nasriddin Khoja and his life, there are various historical facts

about him. The first of them is an inscription on one of the pillars of his grave; A few lines written by Yoman Mehmed in the Bayazid service in 1393-1394 years: "Nasriddin Khoja's tomb and the date is 683-th year". Footage from the grave of the girls of Nasriddin Khoja, which is still preserved today in the Oqshahar museum, is also taken as an important evidence. These are the articles written by the elder daughter of Nasriddin Khoja Fatima Khatun from the cemetery in Sivrihisar in 1931 and "Duru malak binti Nasriddin Khoja", which was found at the foot of the Nasriddin Khoja grave, between the ages of hijra 727 and 1326-1327. The most important evidence is the information on the income received by the fund "Nasriddin Khoja God-fearing", the care of the Nasriddin Khoja shrine, which is listed in the regional records in 1476. Nasriddin Khoja's name was written in 1480-th year, the finished work is mentioned in two places in the book "Saltuknoma" of Abul Khayr Rumi. In his work, known as "Mad brother", "His book Dafiylul – Gumum Rafiul – Numum", written by Mehmet Gazali of Bursa, samples of the anecdotes of Nasriddin Khoja are presented. There is also valuable information about Nasriddin Khoja in the Guhis pendants, which was written approximately in 1527 year[2]. Another source of 16 century began with anecdotes of Khoja Nasriddin. In his work "Letdif", an unknown poet of the Boyazid period tells about the anecdotes of Nasriddin Khoja, in the same way he brings four anecdotes and one story. Duman Mustafa also published in his work anecdotes of Nasriddin Afandi "No brains", "My fur", "Ready-made money"[3]. Approximately in 1535, the work written by Lamil Chalabi of Bursa, in 1581, the works of bayburt Usman "Cindov-Muriti-Sihan", written by Khoja Nasriddin, also provide important information. When the Polish tourist Simyon arrived to the Oqshahar in 1618 year, visited of tomb Khoja Nasriddin. He wrote about this in the third volume of his book "Northern trips". Saint Chalabi, who came to the evening in 1638, gives information about Nasriddin Khoja in the book of trips. There are also opinions about Nasriddin Khoja in the works "Tuhfatul Haramain" and "Ziyazoz Mehmet Afandi" written by Yusuf Nabiyy (death 1712-th year) written in the 17th century. Written by an unknown author in the XVIII century in the work called "Manzilnoma" there is information about the Oqshahar. Nasriddin Khoja recommends visiting, saying that the mausoleum is in the city. From Ayvonsaroy was written by Huseyn Afandi and was completed in 1675 and stored in the treasury library of Tupqopi Palace there is information about the life of Nasriddin Khoja. Information about Nasriddin Khoja from the second half of the XV century repeats the previously mentioned facts. Since the XVI century, in particular, anecdotes of Nasriddin Khoja began to be transferred from oral culture to written literature and met in many documents. In the same way it is possible to see that the stories of Nasriddin Khoja of the beginning of the XVI century were written by heart in separate records. The "Hikoyati kitobi Nasriddin Xo'ja", written by a person named Hussein in 1571, contains 43 stories. According to Perteve Naili Varatov in the National Library in Paris there are 12 books about Nasriddin Khoja, the oldest of which dates back to the 16th century and the most recent of which dates back to the 19th century. Among the works of Ismail Sahib in the library of the faculty of languages, history and geography of Ankara University (hijra year 1171, mil.1777) there is a book written and number of 1/1838 cataloged with the number 142 page. This name is "Hikoyati kitobi Nasriddin Xo'ja". Turkish literary critic Mustafa Duman composed and completed 68 pieces about Nasriddin Khoja [4]. According to the information, Nasriddin Khoja was engaged in several different jobs, but most of his life passed on as an imam, preacher, theologian, judge or peasant. He died in 1285 at the age of 77 or 78 in the Oqshahar. His grave is open on five sides, one side is raised above six marble columns with a giant locked door and a dome. It is located in the center of the city of Oqshahar from the Great Cemetery – the cemetery

of the Seljuks. The first tomb, written by Nasriddin Khoja, does not exist today. According to some data during the last restoration (hijra 683. mil 1285-y) found in stone.

Russian writers L.Salavev, Victor Vitkovichs wrote about Nasriddin Afandi about 10 works of art, collected and published anecdotes. In 1910-ies, our magazine "Mushtum", "Mullah Nasriddin" from Azerbaijan, was published regularly. We have in our hands the number of 2 and 42 of these magazines taken from the Azerbaijani archive. Samples and quick drawings of the Afandi anecdotes are given in the journal.

Later, Nasriddin Khoja from Kastamonu, Nasriddin Khoja from Oqshahar, Nasriddin Khoja from Zivrihisor, Mullah Nasriddin Tusi from Azerbaijan, Nasriddin Afandi from Bukhara were the same savior and aesthetic people. There is no scientific evidence of this, but this case shows the strength and broad influence of Nasriddin Khoja's conventional intelligence [5].

In almost all works created in Russian literature, the image of Nasriddin Afandi is directly related to Bukhara. A special collection of anecdotes, which are an incredibly public and witty, subtle kidnapping, gently cynical, a small funny story, the study began on steam. In 1223, Muhammad Avfiy Bukhari (1172-1176-1233/1242) collected anecdotes and edited and published them as a separate book under the name "Javomeul hikoyat va lavomeur – rivoyot" (collection of stories and narration). Perhaps the same phenomenon also paved the way for Nasriddin Afandi (anecdote genre) to be regarded as Bukhara [6].

Nasriddin Afandi lived 70 years later, lived with the great Timur and even appeared directly during the reign of several rulers of the Tsar. Nasriddin Afandi lives as a funny image reflecting the feelings of people. As a proof of our thoughts, we note with pride that Zahir Alam's work "Afandining qirq bir pashshasi" is an independent artistic work about Nasriddin Afandi in Uzbek literature. In this place we quote the words of writer's heart: "there are books in different languages about the Nasriddin Afandi. Why should not such a book be written about him now in his native language? The desire to write this work was also born to me in the midst of anxiety" [7]

In contrast to the interpretations of the image of Nasriddin Afandi in world literature, Zahir Alam describes another new facet of Nasriddin Afandi. "The look is simple, the sheep eye, the beard is dark brown, the trick from the middle is high, the coat gets to the pen that this guy's legal literacy" is even higher than a goose or goose. This image, which is aimed at maintaining official legislation and making more effective use of it, evokes aesthetic pleasure in the reader.

-While everyone is afraid of you! When you come from your hands to beat everyone? - heard a strong irony.

It was he who was made of paint. Nasriddin understood that this strange man was pushing the word "all" into the back and horn. Slowly he began to go to the side.

-Do you mean that by saying it makes everyone go crazy, haram? - asked him a suitable sarcastic smile and a threatening tone. - Where do you stand without shaking, it's like sitting on a single poppy on your collar.

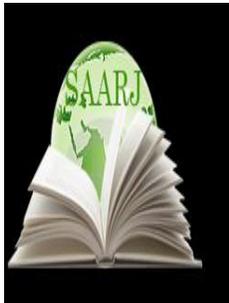
Laughter rose. The eyes of the one who was made began to be dazzled [8]. Yes, our hero was represented as an intelligent and wise, poor businessman. The person who is talking uses the

mouth of the speaker. Then people produce their own voice in the language of Nasriddin Khoja [9].

The image of Nasriddin Afandi and his anecdotes continue to educate the minds of people in different ways. Its traditional pulp is becoming the basis and source of creative activity. The unique anecdotes of Nasriddin Afandi are rich sets of themes that cover different spheres of life. Thoughtful thoughts and ideas in anecdotes, the philosophy of life has the power to surprise our modern people. The image of Nasriddin Afandi is inextricably linked with our spiritual ideals.

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COMMENTS ON UZBEK SCHOOL "MODEL" IN GULJA (PRC)

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ABSTRACT

This article describes the history of the Uzbek Model School in Gulja (PRC), its achievements in the field of education on a scientific basis through numbers and evidence. Turkistan region is a historical fact. For two centuries, the cities and regions of East Turkestan (the present-day Xinjiang Uygur Autonomous Region along the countries of the world), such as Qashgar, Gulja Urumchi, Yorkent, Khotan, Oksu, Uchturfan, Kuchar, Garla, were densely populated areas of the Uzbek communities. The Uzbeks, who got away from their homeland, stood abroad and thought about the future of their children and lived with the desire to return to their original homeland for a long time.

KEYWORDS: *School, Education, educated, East Turkestan, Uzbek language, national - pride, scientific conference, reader, book, example, scientific degree, love Homeland.*

INTRODUCTION

During the years of the colonialism of the Russian Empire (1867-1917) and the historical stage in which Soviet power existed (1917-1991), due to national discrimination, the conduct of the policy of great statehood and radical economic changes, thousands of our nationalities were forced to leave their original homeland and leave for emigration. The historical fact that the emigrant Uzbeks spread through Afghanistan, Iran, East Turkistan (PRC), which borders on the

Turkistan region, is a historical fact. For two centuries, the cities and regions of East Turkestan (the present-day Xinjiang Uygur Autonomous Region along the countries of the world), such as Qashgar, Gulja Urumchi, Yorkent, Khotan, Oksu, Uchturfan, Kuchar, Garla, were densely populated areas of the Uzbek communities.[3.] The Uzbeks, who got away from their homeland, stood abroad and thought about the future of their children and lived with the desire to return to their original homeland for a long time. In the relatively densely populated city of Gulja, the Uzbek nationalities laid the foundation for the school, which was "the greatest of the world's buildings" at the expense of its funds and ions. Our compatriots tried to follow the aphorism of "if the book is oftob, the school is a dun, then a real man is a perfect man". The Uzbeks, who had such desires as their children to grow up as honest and conscientious, educated and educated people, restored the school in Gulzha at their own expense and free of their labor, and later (in 1936) called it the Uzbek school named after Alisher Navoi "Model". The first four rooms of this school were built in 1906 under the leadership of the Uzbek immigrant investor Gayniddinkhoja Fakhriddinkhoja.[4.]

In 1914, the Uzbek school "Model" began to provide students with secular knowledge. Later, the school was built in two floors, with the new four classes, the number of Ja'mi classes reached eight. Having studied at this school, the writer achieved his career either. Yakvalkhozhaev said about the construction of the school: "both women and boys of Ahat Shokir, who wrote poems dedicated to them, such as Tursunoy, who suffered until the second floor in the scorching heat, took part in this work. I do not have a dream that Aqlima, Ovdad, Rovziya sisters, Iminjan afandi, Sunnatilla, Shahabiddin, Nabi, Ubaydulla, Qadir, Hikmet afandi taught him in the construction of the school," he wrote.[5.31.]

About the responsibility of teachers Y.Yakvalkhujaev: "our native language and literature teacher Iminjan afandi (deputy head-Sh.H.) sometimes when we cannot pronounce more difficult words or names well, we slowly come to our side and say: "if not today, then if you go to your house (to Uzbekistan), my child will sit there and say the same, who taught the native language, if they ask, they will remember in the style of "I was a man called what".[5.30.]

The school "Model" has repeatedly won the nomination of the winner in the competitions between secondary schools in the city of Ghulja. At school, children from Uzbek, Kazakh, khoyzu (dungan) studied, and the pupils wore a symbol called the school "pattern".[7.27.]

One of the comrades of the "three regional revolutions" Ahmadjon Kasimiy got acquainted with educational work at the school on October 6, 1946, and concluded that "Uzbek" Model School is a Model School corresponding to the name of the body". In 1946-1947, the Uzbek school "Model" became a seven-year incomplete secondary school. From 1953 year the school was included in the list of schools of educational supervision of the country.[6.101.]

Among the classes of schools in the city of Gulja, the 5 Class A of this school took the first place in the nomination competition "the highest-mastered class" with 100 percent mastery. From the 1952-1953 academic year to the 1957-1958 academic year, Ma'sud Ismail was the head of the school. During his tenure, the school operated botanical, painting, calligraphy, music, language and literature circles. A "living corner" is established, which serves the teaching of zoology and biology. We found it necessary to note the list of persons who used and sponsored it in different years, as well as about them, in the transformation of the school from a 4-room small school to a 24-room modern educational institution. Gayniddinboy Fakhriddinoy (1906); Setivoldiboy

Kyrgyz and Uzbek Mirzahakimboy (1932). Mirzahakimboy, the head of the "help" company, when he died because of the help he provided to the school, the school teachers expressed respect to this person by writing to the plaque hanging on the funeral head of the deceased: "the people will not forget you".[6.97.]

In 1930-1940, Nasriddin boyvachcha, Mullo Ruzi domulla, Tashmuhammed afandi, Asadulla afandi, Abdurauf Maxsum, Abdurakhmanboy Komiljonbot Tukhta Kari etc. provided great material assistance to the school. When they built the club under the umbrella of the school due to their economic support, the modern training building with 2-storey 20 rooms with material collapse of educators such as Gulomboy, Shonigmatboy, Tukhta Kari, Mirhofiz raised to in the 1950s.

In the past historical period in the school, hundreds of teachers taught students different subjects.

Since 1930-ies in the school "Model" taught educated intellectuals. Among these, Hamid Saidi, Hamid Vakiliy, Nasrullo Kari as raised education to a high level. Nasrullo Kari (Farhodi) founded a music lesson and a special theater Circle in the school. Under his leadership, more than 20 pupils became a well-known singer and musician. He himself became a poet, playwright, composer of all works. Under the direction of Nasrullo Kari, drama and comedies such as "Падаркуш", "Лайли ва Мажнун", "Насаб қурбони", "Арзигул", "Тўрт тантик", "Шарлатон" were staged. This event served to raise spiritual consciousness and raise the material condition of the school. Teachers of the Uzbek school "Model" Teyipjon afandi, Iminjan Yusup, Ubaydullo afandi, Tursun afandi and Zaynab Shokirs passed language-literature, Shovudin afandi, Abdukadir Samari, Muhammad Nor, Sabir afandi math lesson, Muhammad Sultan chemistry lesson, Ablakim afandi physics lesson, Ma'sud afandi geography lesson, painting lesson, Jopgrukhan khanzu(Uighur language) lesson; For more than 100 years, the list of teachers working at the Gulja Uzbek "Model" school has been long, and representatives of kazakh, kyrgyz, tatar, dungan, Uighur nationalities can also witness the large number of them. The school is headed by a head, a scientific director, a management consisting of a list of Economic Affairs.[1.115.]

In 1934-1936 Zaynab Jilkibaeva, in 1936-1939 Parikha Aliakbarieva(tatar women) worked as the head. In 1945-1951, Mir Asim of Sunnatillo, in 1952-1958, Ma'sud Ismail was the head of the school. This list can be continued. We would like to give information about some people who studied at the Uzbek School of "Model", later achieved a scientific career, worked in responsible tasks.

Bahodirkhonov Mukhamed Kabir Saidkhonovich-was born on August 17, 1941 in the city of Gulja, the PRC. His father, Muhammad Saydikhon, was an imam for 30 years in Andijan mosque in the Tajiboy neighborhood of Gulja city.

K.Bahodirkhonov was the most diligent and resourceful of the Uzbek school "Model" in Gulja. He graduated from the school with an excellent result in 1957 year. Kabir Saidi is the youngest brother of Hamid Saidi, who was a student of the Uzbek School of samples in the 1930s. In 1958-1959, Kabirjon studied at the Gulja lands full secondary school. On June 14, 1959, from Gulja moved to Tashkent, the capital of Uzbekistan. In 1965 he graduated from the Faculty of physics of Tashkent State University (now NUUz) with excellent grades. He conducted scientific research in the field of electronics and microelectronics and achieved the degree of doctor of physical and mathematical sciences, professor. In 1996-2003 he served as chairman of the

Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan. He is a laureate of the state prize named after Abu Rayhon Beruni (1992), winner of the badge "Independence" (2001), member of several foreign academies of Sciences, honorary professor of Xinjiang University, 35 candidates of sciences and doctors of sciences.[2.]

K.Bahodirkhanov is the author of dozens of books and monographs and more than 300 scientific articles. He also believes that this person, who is a participant of international scientific conferences in the USA, Germany, the PRC, the Russian Federation, Spain, is strong in teaching, giving knowledge in the school "Model" of his achievements, awards, achievements in life. It is recognized by the scientist that the service of teachers of the Uzbek school "Model" is incomparable.

Kabirkhon Saidi is currently a professor of the Department of electronics and microelectronics of Tashkent State Technical University and serves in the field of science. The scientist reiterates the fact that "the knowledge obtained in youth is a stone-carved pattern", the motto "the core of the science accumulated in your youth is the moment of spending in old age is vital.

Yusupov Javdat Boqijonovich- was born on November 8, 1954 in the city of Gulja, Uzbek nation. J.Yusupov received a 7-year and then a secondary full-time education at the Uzbek "Model" school in Gulja. After returning to Uzbekistan, Graduated from the Faculty of physics of M.V. Lomonosov Moscow State University (1972-1977 yy.). He is a junior and senior researcher at the Department of thermal physics of the Academy of Sciences of Uzbekistan (1977-1978; 1982-1988 century.), Tashkent State Aviation Institute (1997-2008), Tashkent State Technical University, Department of "general physics" has been working in the positions of associate professor. Doctor of physical and Mathematical Sciences, professor J.Yusupov is the author of more than 100 scientific articles, 2 monographs, 13 educational-methodical works.

J.Yusupov has been the head of the General Physics Department of Tashkent State Technical University since 2011. This optimistic person passionately tells about the fact that on the ground of his achievements in life and science, the lessons of his teachers and teachers at the Uzbek "Model" school in Gulja are laid.[2.]

Iliev Kholmurot Majidovich- was born on November 1, 1958 in the city of Gulja of the PRC. He received primary education at the Uzbek school "Model" in gulzha. After moving with his family to Uzbekistan, he studied at the Physics Faculty of TashSU (NUUZ) (1977-1982). Kholmurot Majidovich, who started his labor activity at the stake of the Mikond plant, later passed the stage in connection with his work in the positions of a laboratory assistant, an aspirant, a scientific worker, an assistant, a senior teacher, an associate professor, a professor. Doctor of physical and mathematical Sciences, professor X.M.Iliev from 2012 to the present time has been working as the chair of "electronics and microelectronics" of Tashkent State Technical University.

Shorahmetov Shoturgon Shopulatovich- doctor of physical and mathematical sciences, professor. He worked at Tashkent State University of economics for many years. He was born in 1947 year in the city of Gulja. Shoturgun brother studied at the Uzbek school "Model" in 1955-1962 in Gulja city. 1962 year with his parents moved to Tashkent. In 1971 he graduated from the Faculty of mathematics of Tashkent State University (Uzmu). In 1971-1973 he worked at the Institute of mathematics of the Academy of Sciences of Uzbekistan in Tashkent, in 1973-1982, in Tashkent State Economic University since 1982. Sh.Shorahmedov is a well-known scientist in

the field of probability theory and mathematical statistics in mathematics. His more than 60 scientific articles have been published in prestigious journals of countries other than Uzbekistan, such as the USA, Sweden, Germany, France, Russia.

He is a member of the Bernoulli Society of World probability theory and Mathematical Statistics (JSJ).[2.]

Azizov Uzbektura Odiltura ugli - was born in 1941 year in the city of Gulja in the family of a breeder. He graduated from the Uzbek school "Model" in Gulja at excellent prices. After moving to Tashkent, he successfully graduated from the Tashkent automobile Institute and began his labor activity from 1968. He was promoted from simple service to Deputy Director General of the Tashkent regional cargo transportation concert of the Ministry of transport and Chief Specialist of the Republican Association "Uztransanoat".

Uzbektura Azizov was awarded with honorary certificates of the Ministry of Automobile of Uzbekistan, the jubilee medal of the Tashkent regional authority, in addition to the above, the specialist of the trade sphere Ulugkhoja Burakhujayev (was born in 1942 in Gulja). The constructor, technologist Abduvali Abdurashid ugli Abdurakhmanov (born 1942 year 19 January in Gulja). Murodbek Azizov (was born in 1938 in Gulja), a member of China's motospace national team, was a former student of the Uzbek school "Model" in the city of Gulja, Xinjiang Uighur Autonomous District.[3.105.]

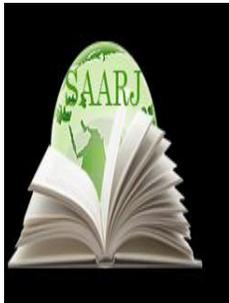
Most of the Uzbeks, who were convicted of emigration in 1900-1930 and spread throughout the cities of East Turkestan, did not give anything for their children to study at the Uzbek "Model" school, if they did not study. The next generations studied at this school moved to the republics of Uzbekistan, Kazakhstan, Kyrgyzstan of the former Union, diligently entered the higher educational institutions. They achieved the status of a scientist, a doctor, an engineer, a skillful entrepreneur. Teachers, who worked at different times in the school "sample", brought up their children wisely and taught them to be kind and willing to give their lives for the homeland of ancestors, if necessary.

A delegation from Uzbekistan also visited the 100th anniversary of the school in Gulja. Members of the delegation were welcomed by the head of Gulja city Turgon Pido, the Permanent Secretary of the people's Congress of Gulja City Tosh Ibrahim, the head former Hasan Ibrahim of the same Permanent Committee, head of school Ahmatjon Ilohun and the chairman of the school party, Shovkat Dovuts. The 100th anniversary of the Uzbek school "Model" was celebrated on September 8, 2006.[6.110-111.]

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SAND THERAPY - ONE OF THE METHODS OF ART THERAPY

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ABSTRACT

Art therapy is a method of treatment through artistic creativity. This method is used in working with both children and adults. Art therapy is one of the most gentle and at the same time profound methods of work of psychologists and psychotherapists. This is the expression of yourself, your feelings through creativity.

KEYWORDS: *Art Therapy, Sand Therapy, Reveals, Conflicts, Depicted.*

INTRODUCTION

Perhaps, each of us has his own positive memories from childhood, associated with games in the sand - sea, river, or that fall asleep in the sandbox at home. However, the sand is not so simple. Elementary, seemingly, games can be very useful for the mental health and development of children. Especially if these games are sand therapy;

Have you noticed that sand for babies has a certain magical power?

At a certain age, they begin to be attracted to it: children want to touch the sand, dig in it with a stick, play with toys, and dig a hole.

First of all, sand therapy for children is a great opportunity for self-expression, the development of creative inclinations in the child, as well as a simple and effective way to learn how to express your feelings, emotions, experiences. Sand therapy classes under the guidance of a psychologist provides answers to many questions of parents concerning the inner emotional world of their child, allows you to reveal and see the true causes of conflicts, fears, and in the future, to make a correction!

The sandbox is an excellent intermediary for establishing contact with the child. And if he does not speak well and cannot tell an adult about his experiences, then in such games with sand, everything becomes possible. Playing an exciting situation with the help of small figures,

creating a picture of sand, the child opens up, and adults get the opportunity to see the inner world of the child at the moment, and in the course of sand therapy, it will definitely "pour out" on the sandy surface.

But this is not the only plus of sand therapy: it perfectly develops fine motor skills (sand due to its structure has a beneficial effect on tactile sensations and stimulates the nerve endings that are located in the fingertips), imagination, creativity, imaginative thinking and much more.

Working with sand is calming (especially for generative children) - it seems to contain life-giving solar energy, which charges us with positive emotions.

Good sand therapy for preschoolers and the fact that when creating certain compositions here do not need artistic skills. This means that there is no place for frustration, mistakes and self-doubt. At the "sand" lesson, children are relaxed, cheerful and inspired: they create their own world, and it is infinitely pleasant to do this.

Sand therapy is akin to a game, and in the game the child learns about the world around him, overcomes difficulties, and learns to solve adult problems. Here it is important to involve a psychologist, who will help the child find a solution and a way out of this situation in time.

Children in the older group can learn to make up stories based on what they have "drawn" in the sand. This teaches them coherent speech, retelling skills, and it is really interesting to them: who does not want to describe what kind of situation is depicted in the sand?

Classes are conducted with the help of a large number of small figures and special sandboxes with dry or wet clean sand.

In the classroom, children love to travel to fairyland with the Sandman-the guardian of the magical sandbox. Each time, sitting around the sandbox, the children listen to the story of the Sandman about a new interesting game.

The classic sand therapy session begins with the psychologist giving the task to create a picture of his mood, and the child chooses the most attractive toys for him.

It is important that they are diverse and allow the child to engage in different aspects of life in their games. These should be figures of people (preferably of different ages, different nationalities, professions, categories), both real and imaginary. Figurines of animals - domestic, wild, mythical, some symbolic objects like mirrors, eggs, butterflies. Toy buildings and furniture: houses, churches, towers, castles. Connecting toys: ladders, ropes, stones, seeds, beans, Cars, planes, trains, boats, Vegetation: trees, twigs, flowers, bushes. Different things: buttons, feathers, coins.

After that, these same figures are placed in random order on one of the trays with sand. You can place them as you like: in one row, in a circle, at different ends of the tray, and so on. The figures can connect the "paths" drawn (connections between objects),"footprints" made with your fingers, or they can connect nothing at all - everything is as the child wants to do.

The therapeutic effect is achieved already at the stage of placing toys. When the picture is complete, the psychologist will be able to interpret what is bothering the child in this period of time, and also help him find a way out of a difficult situation during the game.

In the classroom, quiet music can play, or there can be complete silence—depending on the mood of the group and the age of the children.

It is thanks to independent drawings in the sand that the child learns letters and numbers faster, learns the concepts of "right" and "left", temporary concepts of day and night, seasons. With the help of constructions on the sand, you can develop visual-imaginative thinking, perception and memory. In the sandbox, tactile sensitivity and fine motor skills of the hand develop powerfully.

When playing games on the sand, the child becomes interested, he tries to do it correctly, beautifully, accurately and, importantly, quickly.

Children often cannot clearly articulate or name what is happening to them. Building different stories, the child can play various difficulties in his life. For example, difficulties in communicating with children, indecision or your own fears;

Playing with sand is a kind of self-therapy of the child with the help of a psychologist. The child is the master in the sand box and, experiencing this feeling, he becomes internally stronger, because he can change his pictures, stories, attitudes and moods.

In games on the sand there are wars, the struggle of good and evil, but the child always knows that good will win! And this experience is very important for his future life.

In sand therapy, children gain inner freedom and confidence that no one will judge them and accept them as they are. First on the sand, and then in real life!

The goal of such therapy is not to change and remake the child, not to teach him some special behavioral skills, but to give him the opportunity to be himself.

What are the benefits of playing with sand?

- * Develop perception, thinking, memory, attention, speech, self-control and self-regulation skills, creative thinking, imagination and fantasy;
- * Form the child's ideas about the world around them;
- * Develop fine motor skills, eye sight;
- * Soothe and relax, relieving tension;
- * Foster a sense of success and self-confidence (here's how I can!);
- * Help you learn about the outside and your inner world.

Forms and options of sand therapy

1. Game methods

Didactic game practice with the use of a sandbox is used for the youngest. Scientists have proven that sand absorbs negative energy, calms, fills with harmony. That is why it is so useful for kids to play in the sandbox.

2. For the purpose of diagnosis (individual and group form)

In an individual form, you can diagnose:

- * The presence of internal conflicts (struggle, sand country in a state of destruction);

- * The level and direction of aggression (hetero and autoaggression);
- * conflicts with significant others: In this case, there is a confrontation between the heroes of the sand fairy tale, who play the role of real members of the author's entourage;
- * Potential, resource opportunities (when there are some wonderful objects that bring deliverance and a happy resolution of the situation);
- * Ways to overcome difficulties (mutual assistance, patronage, avoidance);
- * The level of development of the emotional sphere (analysis of feelings, reflection);
- * Analysis of the location of the figures in the sandbox and their meaning.

In the group form of working with the sandbox, you can diagnose:

- * The nature of interaction in the group;
- * Distribution of roles in the group;
- * The style of behavior of each member of the group.

3. The method of psycho corrective influence (for example, if the child has emotional and behavioral disorders of a neurotic nature. In other cases — it is used as an auxiliary tool that allows you to stimulate the child, develop his sensor motor skills, reduce emotional stress, etc.)

4. As a psycho prophylactic, developmental means

Psycho prophylaxis is carried out in order to prevent problematic situations. Having a remarkable property of "grounding" negative psychic energy - sand is an excellent psycho prophylactic agent. Psycho prophylactic and developmental aspects are manifested in the setting of fairy tales and myths in the sandbox. Playing together with your child, you can pass on your own life experience.

5. in psychological counseling of children, adolescents and adults as primary psychological care.

Drawing with sand: This technique called "Sand Art Therapy" is amazing because it offers the use of sand and sand painting techniques as a basis for creativity and self-discovery.

Sand painting, sand animation - all these are the names of the same activity, which has recently become extremely popular. And no wonder.

Sand painting is an unusual art of creating pictures with sand, it is an opportunity to express your feelings and emotions without words.

Sand painting develops and stimulates:

- * Fine motor skills;
- * improves memory;
- * Movement plasticity;
- * Brain function;
- * stress management

It is in this state that stress, internal tension, and problems are best removed... Drawing with sand is especially characteristic of the fact that by manipulating loose materials, a person gets rid of negative emotions. Drawing takes place directly with the fingers on the sand, which contributes to the development of sensory sensations, liberates and harmonizes, and also contributes to the development of two hemispheres (since drawing takes place with two hands).

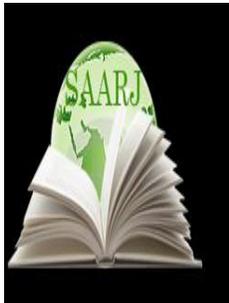
Even very young children can draw on the sand. To develop motor skills, this activity will be no worse than drawing with finger paints, and the mess from it is much less.

Experience with children has shown that the use of sand therapy gives positive results:

- * Children feel more successful;
- * The classes are fun, there is no boredom and monotony;
- * In kindergarten, the child is easier to adapt to the team;
- * Fear and tension disappear.

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PROBLEMS OF FORMATION OF FUTURE MANAGER-TEACHER MANAGEMENT CULTURE IN EDUCATIONAL PROCESSES

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ABSTRACT

The article describes the formation of management culture, management, competencies, organizational forms aimed at improving the education system and its effectiveness, the interaction of leaders and teachers in educational institutions, the study of management culture, management organization and the formation of a management culture. Talent means dealing with life and performing professional duties in a particular field. The ability is based on the knowledge of the ways of activity, existence, when thinking about the ability to act in pedagogical experience conditions, the ambiguity of goals, as well as the existence of a professional strategy are among the activities that depend on the teacher's activity or behavior strategy, that is, on the competence.

KEYWORDS: *Professional competence, management, behavior, management culture, personnel potential, culture formation.*

INTRODUCTION

In accordance with the state educational standards in higher educational institutions, qualified personnel are trained on the basis of modern educational and professional programs. Based on the development in the future that meets the requirements of society, the economic and social development of the country, the achievements of modern science, technology and culture, the training of managers is organized and regularly improves it. Also, education of young people in the spirit of national ideology of independence, loyalty to the ideals of independence on the basis of knowledge of universal values, love of the motherland, family, surrounding nature; maintenance and enrichment of moral, cultural and scientific values; satisfaction of the

individual's social, cultural and moral development requirements; introduction of new pedagogical and information technologies, integration of science and; the tasks of science, technology, technology development, scientific pedagogical personnel and the development of creative activity and effectiveness of scientific research of Education recipients, the use of the obtained results in the educational process are carried out.

In this regard, from the point of view of pedagogical science, the formation of professional culture remains one of the urgent tasks in the educational process. This is especially noticeable in the preparation of future manager-teachers for management activities. Information about the meaning of culture allows to determine the established humanistic methodology of education, setting the main goal in the context. Due to this, the formed future manager-educators are valued as leaders in the future, their approaches and the degree of manifestation in life are determined, the choice of personal and professional methods, directions is carried out, self-awareness processes are organized.

Talent means dealing with life and performing professional duties in a particular field. The ability is based on the knowledge of the ways of activity, existence, when thinking about the ability to act in pedagogical experience conditions, the ambiguity of goals, as well as the existence of a professional strategy are among the activities that depend on the teacher's activity or behavior strategy, that is, on the competence. External and internal requirements are imposed on the activity. External requirements-at the influence of the relative external environment, the idea of pedagogical activity and on its basis the competence of pedagogical activity is formed. In modern conditions, society promotes new requirements, such as education, that is, the principles of education, built on an anthropological basis. Therefore, today, the main criterion is the professional competence and culture of the future manager-teacher of existence[1].

A competency-based approach to the organization of educational processes education lies in the culture of self-determination (ability and readiness). Self-determination of fate, self-development, self-education). In order to determine the content of education, it is necessary to plan the preparation of future manager-educators, to determine the professional competence, the skills of which a specialist capable of solving professional problems should know the following:

- Ability to analyze, interpret and apply, pedagogical concepts and theories;
- Ability to reflect oneself in a system of values;
- The ability to combine theory and practice (that is, activity) is an approach that can manifest competence;
- The ability of the manager-educator to evaluate the results intermediate stages of the interaction of the subject-subject;
- Ability to work in a team and in a group;
- Availability of appropriate extracurricular competences modern social outcomes in education.

It is known that the effect of self-determination of a person is determined by his choice. Values are the same determinants individual and collective choice, the determination of prospects ensures the development of both the individual and the whole society. In conditions of choice of values, the analysis of the managerial role of professional competence in a rapidly changing socio-economic environment gives new results in the life of society and pedagogical science.

The future manager-educator is that when a student is able to identify the humanistic values of life as a future leader and solve problems, not only personal and corporate-based professional tasks, professional interests and tendencies, experience and priorities, but also success is guaranteed, because he or she is able to overcome the existing dependence, professional and pedagogical competence, the culture in management, Such an approach provided an opportunity to determine the functions of comparative analysis of modern pedagogical activity.

In order to ensure a culture of management, which should be formed in the branch manager-educators, serious attention should be paid to the formation of the following skills and skills in educational processes, in particular:

1. Monitor the diagnostics of the development of teachers in the process of their activities in the educational institution; formulate their needs for changes.
2. To examine whether the activities of the educational institution towards the achievement of the objectives are properly organized which will ensure further innovation development.
3. The fact that an educational institution has established effective interaction with all suicides, ensuring relations on a contractual basis.
4. The fact that a comfortable educational environment is created, changes are taken into account.
5. The systematic design of personal professional development, as well as the organization of self-training of employees.

These components are of particular importance in the practice of the content of teacher-teacher training, since the available scientific sources indicate this. For example, researchers emphasize that modern organizations are becoming more and more highly skilled and the sense of lack of initiative leaders is felt at all levels of management. Lack of growth in social and professional requirements, lack of personnel, inadequate analysis of competences in the field of management of managers with talent and good knowledge, qualifications and skills at all levels causes the need for effective forms izlash modern management. These changes are necessary to find solutions to a variety of problems, the formation of a culture of management of future manager-educators in educational processes means the urgency of finding solutions to the problems.

Analysis of the research in the field of management showed that the requirements, the formation of the educational process, the perception of the need for the development of the personality's ideas and qualities of a personal management culture about the future management activity, indicates the necessity of organizational activities. For this purpose, the solution to the problems of shaping the future manager-educators management culture in the educational process is determined by the fact that their training is directed to the future, the manager for effective activities in the future:

- Reduce time costs and "eliminate paperwork when working with documents";
- Focus on the specific needs and objectives of the organization;
- Focus on the skills and abilities of employees;
- Employees' experience in minimizing impact, honesty in employee appraisal, and transparency in career growth;

- The desire to attract a variety of employees from outside, depending on their current situation in the organization;
- Develop strategic skills and skills focus on staff planning;
- Greater involvement in staff planning work, personal and organizational development;
- To take into account the maximum number of employees' opportunities;
- Striving to maintain the talented leaders of the organization, middle and senior management, expanding and improving their professional competence.

The content of the disciplines that ensure the formation of the culture of management of managers-teachers includes materials for the implementation of management competences, rules as the basis for effective management. Any strategy can be implemented only when it is available. In order to develop the skills necessary for the organization of effective and experienced leadership, decisions on the exchange of personnel among the employees of the organization, effective systems for ensuring continuity of management, the mechanism for the growth of the talents of the personnel choir and the method of maintaining the most qualified and creative personnel, the leadership ability and talent of all

The student should know that in his / her activities it is necessary to pay special attention to a high level of cooperation with teachers with leading positions and highly qualified self-potential. That is why managers at any level always strive to operate effectively. If the relationship with such individuals is an impetus to the formation and development of a culture of management, as a result of the necessary resources and support, the student will be able to achieve the intended goal, change the behavior patterns of the student and achieve the formation of a competitive specialist. At the same time, teachers(employees) with high potential should take care of the future manager-educators about the formation and development of a culture of management. The development of future manager-educators management cultures is not a single action, but a continuous process, which requires significant efforts, new practical tasks and more impact on the target experience, such as the implementation or direct participation of work tasks, an effective result is obtained during training.

From this point of view, B.Shleder's concept is very close to the issue we are researching, and in terms of simple operation and survival of the society, the individual's competence is not taken into account, but a relatively well-functioning society and a successful life for all will be considered. The importance of the component presented plays a crucial role in the formation and development of management competents of undergraduate students and in the preparation of them for practice. Also, a number of other studies have been carried out within the framework of the topic:

- Ideas about the general subject of activity (K.A.Abulkhanova Slavskaya, B.G. Ananiev, A.V.Brushlinsky, A.L.Zhuravlev, I.A.Zimnyaya, V.S.Merlin, A.Robinshteyn, V.A.Slasten and others);
- To reveal the creative potential of a person and the essence of his existence as a corrective property of ideas about the subject (K. A. Abulkhanova-Slavskaya, O. A. Konopkov, A. N. Leontiev, S.L.Rubinshteyn);

- Qualification, cultural, dialogic, personality-activity approaches (Y.K.Babansky, L.S.Vygosky, B.G.Gershonsky, V.V.Kraevsky, V.Krichevsky, A.N.Leontiev, L.M.Mitina, A.A.Orlov, N.F.Radionova, S.Selevka, A.P.Tryapisyna, T.I.Shamova, B.G.Shadrikov and others);
- pedagogical design ideas (V.N.Vinogradov, E.S.Zairbek, I.A.Kolesnikova, V.A.Kozyrev, A.G.Prikot, V.E.Radionov);
- The idea of preparing students for management within the framework of specific characteristics is a skill-based approach (A.A.Andreeva, A.V.Barannikova, L.N.Y.Bogolyubova, E.B.Volodarskaya, B.S.Gershonsky, S.Z.Goncharova, E.Zeer, I.A.Zimney, V.Zygina, I.Kalinikava, Z.M.Makasheva, A.K. Markova, E.Symanyoke, Y.G.Tatura, Y.Frolova).

Russian scientists L.N.Zakharova, V.V.Sokolova, V.M.Sokolovs believe that understanding the ability to effectively solve practical issues under professional competence it is recommended to socialize a developing person, to ensure internal conditions, to actively integrate into society due to his development value trends, Nature, Society, spiritual orientation experience of people, formation of practical skills self-awareness of activities that are socially necessary or at least acceptable[3:64]. I.A. Kolesnikova believes that the initial indicator of professional competence is "attitude to man, the work of the teacher - this is the activity in the system" person - to-person". It is for this reason that such a component as the personal-humanistic direction is the professional and personal characteristics that are presented today as an integrated indicator in the composition of professional competence. The sphere of real professional education is also characterized by the ability to regularly perceive the pedagogical process and as a result of regular action in IT, professional competence is formed and developed[2:46].

When we consider the training of future managers-educators from the point of view of their preparation for the management of pedagogical processes, the educational activity remains relevant in the first place, the ability of the future teacher to have a dialogue with the world determines the level of formality and development of the world(socio-cultural context), other people(interaction) and the culture The object of considering pedagogical activity as socio-cultural is dialogue, during which the exchange of information and enrichment of the teacher's subjects with elements of management culture becomes the goal of the educational process. The ability of the teacher to carry out educational functions is determined by the fact that in this case he is inclined to change himself qualitatively. In the structure of professional compensation N.N.Lobanova distinguishes between management tasks and professional and personal component at the level of social responsibility, in which the qualities that provide the solution as a component of the formation of the system are emphasized. Psychological and pedagogical and socio-cultural knowledge of the teacher is a priority in the main component.

Thus, we consider the formation and development of the management culture of the manager-educator as the main element of management activity. Self-education in pedagogical activity is an integral part of this professional development. S.G.Vershlovsky, A.P.Vladislavlev, S.I.Zmiev, Y.N.Kuliutkin, E.I.Stepanova, S.G.Vershlovsky, Y.N.Kuliutkin, L.N.Lesoxina, G.S.Sukhobskaya the works of show the importance of an active approach to adults. The importance of an active approach subjects and decision-making independently in accordance with them internal motivations, values and attitudes are developed in the process of professional activity. On the problems of promotion of professional activity (T.L.Badoev, V.D.Bregin,

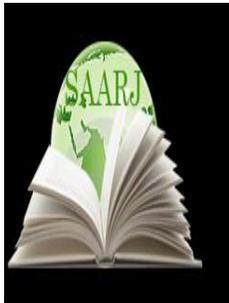
R.S.Veisman, M.V.Vovchik-Blakitnaya, V.I.Kovalev, S.V.Kovalev) has studied the improvement of management competences through the formation of management motivations.

A certain level of motivation formation has been shown that the professional activity and vocational training of the subject determine the effectiveness of their professional development in the context of competence, growth motivation management competence and their dynamics in the learning process have been studied. According to the analysis of V.I.Drujin, S.V.Kovalev, V.I.Klemeshova, M.M.Lapkina, A.V.Filippova, N.V.Yakovleva and others, the factors determining the formation of professional motivations, shaxsiyat structures, the impact of their characteristics were revealed. To encourage vocational training, Y.N.Kuliutkin and G.S.Sukhobskaya characterizes the nature of the subject and the current situation[4:32].

In conclusion, the analysis of the above interpretations makes it possible to confirm that the future manager-educators are the highlighted components of the teaching tasks. In the study of management sciences from a pedagogical point of view, it is one of the relevant directions in the formation and development of management culture of future manager-teachers.

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CAUSES OF DEVIATION FROM THE SOCIAL NORM

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ABSTRACT

In this article, the non-compliance of some individuals with the social norms established in the society, which is one of the painful issues inherent in every society, the so-called deviation in sociology has been studied. The concepts of social norms, values and social institutions that cause the individual to be a deviant-minded or educated person have been studied and their attachment to them and the resulting form of behavior have been analyzed.

KEYWORDS: *Social norm, value, social institution, deviant behavior, crime, suicide, drug addiction, alcoholism.*

INTRODUCTION

Thanks to social norms, the society creates stability and order in the relations between people and their associations. At the same time, the content of social norms is constantly changing, depending on a variety of subjective and objective factors. Therefore, it is impossible to fully understand this category, to fully determine its role in social development. That is why social norms have always been and will always be the focus of attention of both scientists and practitioners.

In the scientific literature, a fair opinion is expressed that the very wording of the definition of a social norm is important only for methodological reasons. From the point of view of its research, it is more important to develop the concept of social norms. Apparently, this is why many textbooks on the theory of law do not formulate a definition of the concept of a social norm.

The German scientist Conrad Laurens, who lived in the twentieth century, came to such a conclusion by studying the comparative behavior of humans and animals. The behavior of animals depends on innate instincts, and in each problematic case there will be a pre-

programmed solution in animals. Therefore, if any emergency does not occur, they will not have difficulty living in this world, they will continue to move with the help of instincts. This regulation mechanism Lorenz called "natural morality". And man, in the course of his development, sought to subjugate nature to himself, developed his intelligence, and along this path he also moved away from his instincts. As a result, a modern man has become a creature that, if he does not work with the mind, will have difficulty living in life. That's how we are different from other creatures. We cannot live with the help of instinct, neither relations between people, nor instincts do not regulate, in a word we are no longer animals. For millennia, humanity, along with the development of its own mind, developed "artificial morality", which was the product of this mind, serving to regulate human relations. Relations today in sociology are regulated with the help of generalized rules under the term "social norm".

The concept of "social norm" was first studied by thinkers of antiquity. In particular, Plato states that in the work of "laws" people cannot live like animals, but are guided by laws developed with the mind. The great thinker, referring to all the manifestations of the social norm under the term "law", proved at that time that in the life of society they occupy an important place. Later, he developed his views on the work of Aristotle "morally". The great thinker considered maintaining moderation and normality in all actions as a virtue. He noted that "virtue is a situation between an anti-dependent character and inclinations." Even in the views of medieval Eastern thinkers, we can observe close views on the approach of Plato and Aristotle. They were one of the manifestations of social norms in the regulation of human relations – recognizing the place of morality, focusing on the issues of educating more perfect morality.

Later, European scientists also followed in the footsteps of Eastern thinkers and continued to look at morality and its place in human relations with high importance. In particular, the great German philosopher I.Kant talks about universal morality, which is reflected in every person, the scientist explains that morality is a high human understanding. He says that the laws that regulate behavior and behavior must be formed as a result of human morality, that is, morality is the basis for all manifestations of social norm.

In the work of Kant and pre-thinkers, it was emphasized that morality is for all, although it does not have to be fulfilled, is a general rule, and those who studied it as a universal, abstract concept. And representatives of "utilitarianism", which appeared in the XVIII-XIX century, considered "more happiness of a person "moral. That is, if the kantists talked about the fact that a person should limit himself to the total morality, then I.Bentham and his followers consider the morality itself also a changing phenomenon.

The division in the methodology of Science and philosophical approaches also divided the approaches to social norms from the nineteenth century into two great directions. The first direction – supporters of the metaphysical approach, like other social phenomena, characterize the social norm as a concept that has hardened itself separately from society. In their eyes, the social norm is the starting point, the specific base program. Each individual moves out of it. The second direction – supporters of dialectical methodology, however, consider the social norm as an element of a complex structure of society that changes.

In sociology, "social norms" are widely studied as a factor that greatly affects the relationship between people. Initially this is about E. Durkheim widely touched on the work of "suicide". Later T. Parsons and R. Merthonsin his works, the analyzed the issues of social norm, its role in

the life of society, its structure, its validity; Representatives of the school of classical sociology interpret the social norm as a behavior that must be recognized and fulfilled by society.

Today in sociology, the social norm is the patterns of behavior that arise on the basis of the experiences of these people who have lived together for a long time, and as a result of joint activity, forms and windfalls of proper behavior are created that are acceptable to all. Social norms indicate what a person should do, how he should do it, and, finally, how he should be.

Social norms govern the behavior of a person, although sometimes it goes against the will of a person. That is, some of our lives are led by something we “do not like”-events, too, we are forced to subordinate them to our own will. If it is not done so, it is difficult for mankind to survive. All social norms are created according to the norms of international law, primarily based on this need.

As noted above, "social norms" regulate human relations. By performing this task, it affects human behavior. However, this is not the only factor that controls behavior. Man moves in two or more rounds within the framework of one norm, Without Borders. In particular, building a family without marriage is a social norm. If you follow it, you do not violate the order established in society. However, when choosing a marriage couple, everyone has their own opinion, and this is a huge variety. Someone is looking for a rich bride, someone appreciates beauty. For whom else training is important. So one more factor that drives our behavior is social values; That is, what is dear to us, we strive accordingly.

A person lives by striving for events-something that is dear to him, and when two situations that are dear to him contradict each other, he strives, depending on what is of paramount importance to him. The values that drive a person are what we call the purposes of his values. In addition to the variety of values in these purposes, it will also have a sequence according to its priority. That is, each person will have placed all the cases that he considers valuable in a row in the style of hierarchy, both according to their importance. This complex system is largely absorbed through the knowledge obtained in youth, and some can also be acquired through later life experiences. Therefore, along with education in youth, special attention is required to be paid to upbringing, in particular to teaching what is valuable in society, and to determine the priority value in the diversity of existing values and to be taught to follow it in activities. But what if the educational institutions and social institutions in general have different problems in themselves? It is of course necessary to come up with various problems and to study in-depth the undesirable situations in social institutions.

The concept of “social institute” in sociology was originally conceived by the English scientist by G.Spencer it was used as a concept that represented a stable structure of social behavior. The founder of the organist School of sociology says that society at certain stages of its development creates devices that ensure its survival, and such devices as biological organism-like nutrition system (such as the nutrition system), system (such as the circulatory system), regulation system (such as the nervous system) as an example. That is, the structural element that society has created as a device to facilitate the satisfaction of its needs is the social institution. In modern sociology, the social institution is understood as relatively stable types and norms of social practice that make up the life of society, ensure stable relations and relationships within its social structure. Sociology is primarily aimed at meeting the basic needs of members of society (family and education), aimed at ensuring material living (economic), uniting social groups and

communities (political, legal) and preserving spiritual values (culture) institutions are more interesting.

It is possible to distinguish the following types of social institutions:

- 1) House institutions (family, marriage, upbringing), which characterize various forms of relations between the Indians;
- 2) ritual institutions, which provide for the regulation of the daily life of people by means of customs, labels, fashion, etc., which are mandatory established or supported by the majority;
- 3) Political institutions (central authority, army, police, Court, law), which regulate;
- 4) Religious institutions, uniting society on the basis of single beliefs and traditions;
- 5) Professional institutions (professional associations, trade associations), formed on the basis of division of labor, uniting people on the basis of professional signs;
- 6) Industrial institutions, they also appeared on the basis of division of labor and constitute the production structure of society.

The scan of human life takes place in various social institutions. We are born and raised in the family institute, we build a family ourselves. In addition to obtaining knowledge in educational institutions, training is also conducted. Failure of the family and marriage institutions to perform their duties properly will lead to an increase in the number of children born without marriage in the society or to absurd situations such as childless families, same-sex families, as in today's Europe. Or, seeing the collection of money for repairs, gifts and other things in the kindergarten and school, the grown-up child will grow up, accepting corruption as a "normative condition".

In this way, violations in social norms, values, as well as in social institutions eventually undermine social relations. The correct formation and accurate functioning of relations in this triangle will help to ensure that the deviant circumstances associated with young people in our country – crime, alcoholics, drug addiction, suicide, family conflicts, all-help us to overcome and prevent what concerns us today regarding the upbringing of young people. Therefore, in order to prevent the deviance of youth today, special attention should be paid to the following:

- In the era of reforms, deviantities of different views on the scale of society abound, and in sociology it is considered a natural state;
- The fight against extrovert deviants (actions directed at the external environment, for example, crime directed against another person or his property) does not bring up a deviant-minded person, but rather develops introvert behavior (deviancy directed at the person himself, for example, suicide, and alcoholism or drug addiction). In our country, the decline in youth crime can naturally lead to an increase in suicidality, drunkenness or drug addiction. Therefore, the fight against deviant situations should be taken into account, in order to prevent it, a wider attention should be paid to the family education, the educational environment in the kindergarten and the school;
- Scientists of the social sphere, educators should develop the values that are important in the education of young people and their sequence according to their priority;

- Globalization and the liberalization of information exchange, the process of liberalization in society can lead to the emergence of some manifestations of immorality as the norm in the population, especially in young people.

In order to prevent these cases, the normative requirements corresponding to the values that have traditionally prevailed in our country should be developed strictly and the barge should be interpreted equally by representatives of social institutions – family, educational institutions, media, state and public organizations. In this regard, especially youth organizations are required to take the initiative into their own hands.

It should be borne in mind that social norms are only one of the means of regulating social relations. In addition, there are non-normative regulators of social activity. Unlike normative institutions, they do not have the qualities of generality and general obligation.

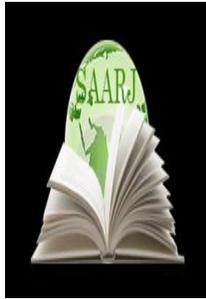
So, taking into account all of the above, we believe that a social norm is a generally binding social establishment (rule of behavior) of a general nature, aimed at regulating the socially significant behavior of an individual in his relationships with other people.

On the basis of all the above-mentioned healthy and unhealthy social norms, human upbringing lies, and its yield is manifested in the behavior of a person. So it turns out that our health would also depend on our own behavior in all respects. As a rule, people become good and bad-natured, and the worldview should be exactly the same, when their specific behavior is formed, of course, good and bad-natured, at the same time, there should be middle-aged children who have not yet grown up with an acute form, and in those children there is a strong probability of being bad-natured. So, as we mentioned earlier, bad plants grow quickly and a lot. The prevalence of a bad factor has a strong impact on children with exactly the same moderate upbringing as on the factors of good upbringing, and the risk of deviation on their side becomes stronger. I would have called those good ones a completely non-formed merit even on the side of being bad-natured, on the side of being good-natured, on the characteristics of children with middle behavior, which cannot be included in the bad either. When you say why, dignity is considered a talent that has not yet fully awakened and formed. If any excitation factor is not affected by it, it can stay in this state for a long time, which is dormant. However, this condition does not stay in one lifetime anyway, when it is treated either by good-natured people, or otherwise, by affecting bad-natured people, it turns out to be a necessary skill. If it turns out to be a good talent, it will serve the formation of healthy social norms in a person. If the public allows him to commit, know that to this person, of course, by analyzing in our entire booklet above, unhealthy social norms are formed, which look for the reasons for his formation. This is when, first of all, it creates an unhealthy environment for itself, second and most importantly, it becomes a source of unhealthy environment for society and for many.

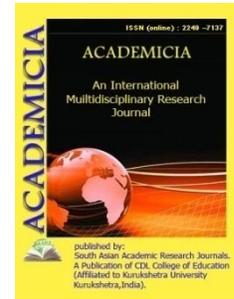
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PHYSICAL EDUCATION OF STUDENT YOUTH IN MODERN CONDITIONS

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ABSTRACT

Today, a significant number of studies are devoted to the problems of physical education of students and the formation of a healthy lifestyle for modern youth. Most authors agree on the need to make structural changes in the process of physical education of students in order to improve their health and development of physical qualities. The article discusses various structural forms of organizing the process of physical education of students in modern conditions.

KEYWORDS: *Students, Physical Education, Modular Training, Specialization, Physical Activity.*

INTRODUCTION

Currently, a significant number of scientific studies are devoted to solving urgent problems of physical education of student youth. One of the most important problems is the state of physical health of modern young people. According to special monitoring data, only about 10% of young people have a level of physical development and health close to normal. A sharp increase in cardiovascular and musculoskeletal diseases was recorded, which is largely due to the insufficient level of physical activity of young people. In general, about 50% of young people with 2 - 3 different diagnoses of diseases come to higher educational institutions, and only about 15% of graduates can be conditionally considered healthy people [4, p. 15]. Another problem is the decrease in the effectiveness of educational technologies in the system of physical education

of students of higher education. Scientific research carried out in educational institutions shows an unsightly picture of a sharp deterioration in the level of health and physical fitness of students to the loads that they may encounter in their subsequent work [1, p. 91]. It is noted that today teachers of the departments of physical education orient students only towards passing the test in the subject, and not towards the need for the formation of special knowledge, skills, competencies, norms of a healthy lifestyle, strengthening the level of their health, etc., therefore, qualitative changes are needed in structure and methods of conducting physical education lessons in universities in order to correct the current situation [7, p. 116]. All of the above forms the relevance of this work.

MATERIALS AND METHODS

One of the ways of introducing qualitative and structural transformations into the educational process of physical education of students is to change the form and methodology of the classes in order to increase the level of development of physical qualities, strengthen health, and prepare for the upcoming labor and social activities. Such (modified) modern forms of conducting training sessions in the discipline "Physical culture" include: specialized classes in selected sports (sports specializations), modular training of students, individual programs. A comparative analysis of the effectiveness of conducting training sessions on these forms in the context of increasing the level of development of physical qualities and functional readiness among students forms the scientific novelty of the research.

The methodology of conducting classes with students in the form of specializations is based on a sports-specific approach - the pedagogical direction of physical education of students at a university based on classes in one or several sports using modern technologies for training athletes, adapted to the educational process and contributing to the realization of individual motor needs, the formation of sports culture, improving the physical and special training of young people in their student years [2, p. 135]. It assumes the conversion of sports technologies into the process of physical education of students.

Modular training programs are based on the sequential development of students' basic motor skills: walking, running, skiing, swimming, etc. Classes with students are held in different, sequentially following one after another, modules. As a rule, 1 semester includes: athletics, gymnastics, sports games (football), 2 semesters: athletics, swimming, sports games (volleyball, basketball). The modular training system includes blocks of training sessions (the number of classes is 18 for each block), theoretical, methodology, practical training and mandatory acceptance of control and technical standards. Today, this form of study prevails in most of the higher educational institutions of our country.

The practice of physical education shows that the effectiveness of physical training will be high only if physical activity is individually dosed, taking into account the level of health and physical fitness of a person. [5, p. 186]. Individual programs of physical education of students are designed for young people who, for health reasons, belong to the main and preparatory group, but for any reason (recovery of post-illness, insufficient level of physical development, etc.) cannot perform physical activity in full... These programs are based on the methods of intensive physical and functional training of young people with mandatory control over the level of students' health. Thus, the total volume and intensity of physical exercises is limited by the

functional state of the trainees, and does not depend on the subjective opinion of the teacher [6, p. 133].

In the light of the above, the authors of the article decided to conduct studies that determine the quality of the level of physical and functional training of young people attending various forms of physical education classes in universities. The aim of the research was to identify the most effective, in terms of increasing physical qualities, forms of training. The research was carried out at the Samarkand State University named after A.Navai (sports specialization) and Samarkand Medical Institute (modular training and individual programs). The research involved 300 young men - students of the 1st year of study (100 people selectively from each form of education). The choice of the studied students was carried out arbitrarily using computer programs.

When conducting research on the effectiveness of modern forms of the educational process in the discipline "Physical education and sports", the authors used a set of control tests and tests that are widely used to assess the level of physical and functional state of students. The following were investigated: the level of strength development (the number of pull-ups on the bar), the level of speed development (time to overcome 100 m distance), the level of flexibility development (forward bends in a sitting position), functional readiness (time to overcome 3000 m distance, squat test). It is believed that the results of these tests will most fully and accurately indicate the physical form of a person.

The squat test should be discussed separately. This test is widespread in the practice of pedagogical observations and sports medicine to assess the level of functional readiness of subjects. The essence of the test is to perform 30 squats

Results. In the course of the research, data were obtained on the increase in the level of development of physical qualities and functional readiness of students. Students engaged in sports specialization programs and students of the modular form of education slightly (according to the Student's t-criterion) improved their level of training. The level of functional training among students studying according to individual programs increased (according to the Student's t criterion) statistically reliably. The full results of the research are presented in the table.

The level of development of physical qualities of functional readiness among students of various forms of education

Forms of learning Physical qualities Beginning of experiment End of experiment Significance of differences

Sports specializations strength 10 + 3 14 + 3 unreliable

speed 14 + 4 12 + 2 unreliable

flexibility 7 + 2 10 + 4 unreliable

endurance 15 + 4 13 + 2 unreliable

functional readiness 5.3 ± 0.6 5.1 ± 0.4 unreliable

Modular learning strength 8 + 4 12 + 3 unreliable

speed 16 + 3 13 + 2 unreliable

flexibility $8 + 3$ $11 + 2$ unreliable

endurance $15 + 2$ $14 + 2$ unreliable

functional readiness 5.5 ± 0.3 5.2 ± 0.5 unreliable

Individual training programs strength $7 + 2$ $10 + 2$ unreliable

speed $17 + 4$ $14 + 3$ unreliable

flexibility $6 + 3$ $10 + 3$ unreliable

endurance $18 + 2$ $14 + 3$ unreliable

functional readiness 5.6 ± 0.4 4.8 ± 0.2 $P < 0.01$

DISCUSSION OF THE RESULTS

The data obtained by the authors indicate that the teachers of the departments of physical education can choose the most suitable form for them (from the climatic, material-technical and other aspects) of conducting training sessions with students. An increase in the level of development of physical qualities and motor abilities is demonstrated by students of all studied forms of education. However, according to research data, there is no significant increase. According to the authors, this fact can be explained by the fact that students attending modular training classes spend a significant part of their time learning technical actions and techniques to the detriment of the development of physical qualities. Students attending classes in the form of sports specializations, on the contrary, concentrate their time on the development of any one quality (swimmer - endurance, athletes - speed, etc.). When selectively determining the indicators of other physical qualities, the development of which has not been given due attention, it can be found that the increase may be small. An increase in the level of functional readiness for physical activity was also recorded in students of all forms of education, but a statistically significant increase in the Student's t-test ($P < 0.01$) was recorded in students studying according to individual programs.

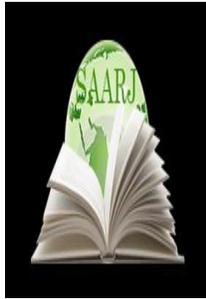
Findings. The research carried out by the authors of the effectiveness of various structural forms of physical culture lessons among university students show:

1. No reliable significant advantage of any one structural form of conducting classes over others in the development of students' physical qualities has been revealed. An increase in the level of development of physical qualities is demonstrated both by students pursuing programs of various sports specializations and pursuing modular training programs, as well as students pursuing individual programs. Consequently, for the effective development of students' physical qualities, teachers of the departments of physical education can use various forms of conducting training sessions or combine them.
2. An increase in the level of functional readiness is also demonstrated by all the studied students, but reliably significant changes occurred among students of the individual form of education. If the differences were unreliable for students studying in specialization programs and modules, then for students of the individual form the reliability was $P < 0.01$. Consequently, from the point of view of efficiency, the individual form of training is most suitable for increasing the level of functional training of students.

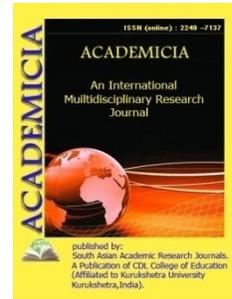
In conclusion, the authors want to note that the most promising form of organizing the process of physical education, they consider the individualization of the educational process, taking into account the level of the physical and functional state of young people. This form allows (in contrast to specializations and modular training) to involve students with different levels of physical and technical training, as well as students of special medical groups, in practical classes.

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IMAGE OF MAGICAL ITEMS IN ENGLISH AND UZBEK FAIRY TALES

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ABSTRACT

The existence of magic items in fairy tales plays an important role in defining the nature of fairy tales. This article discusses magic items that are used in similar functions in both English and Uzbek fairy tales.

KEYWORDS: *Folklore, Fairy Tales, Magic Items, Magic Sword, Magic Ring, Magic Cap, Magic Fruits, Magic Plants, Magic Animals, Magic Coat.*

INTRODUCTION

Fairy tales form a special kind of folk tales. In particular, the involvement of magical objects plays an important role in determining the nature of such tales. Examples of magical objects include a magic ring, an open tablecloth, a hot pot, a hammer, a flying carpet, a hat or cloak that makes you invisible, and an apple, that can rejuvenate or heal, or even kill, a magic sword, etc..

Main part. It is interesting that, such magic objects can be observed in English and Uzbek fairy tales, written in different systematic languages and produced by the people living in different parts of the world. These include swords, rings, hammers, and hats. While some of these objects form similar function in English and Uzbek fairy tales, some of the above-mentioned magical objects are found and used in English and Uzbek folk tales based on their national mentality.

For example, in the Uzbek fairy tales, when magic tablecloth (ochil dasturkhon) is spread out, it creates a variety of delicious dishes in the blink of an eye, while in the English fairy tales, this feature is reflected in the magic table. Apparently, although the ochil dasturkhon and the magic table are interpreted in the same function in fairy tales, their shape and name are different.

There is no word for *dasturkhon* in English. In this language, the word table cloth is used instead of the word dasturkhon. Because tablecloth and dasturkhon are different objects that are spread and food and drinks are put on them. Therefore, they often use one of these words instead of the

other in the process of translating from English into Uzbek or from Uzbek into English. In fact, they differ from each other in terms of shape and preparation. For example, in the "Explanatory Dictionary of the Uzbek language" the following explanation is given for the word "dastarkhan":

Овқат қўйиладиган мато; унга қўйиладиган таомлар.

1. Ўртага ёзиб устига овқат қўйиладиган махсус мато, рўзгор буюми.¹

1. A special cloth, a household item, on which food is written.

The word "table cloth" is defined in the Oxford English Dictionary as follows:

A cloth for covering a table, especially at meals.

It is clear from the comments that the words "tablecloth" and "dasturkhon" are close only in terms of function.

With this in mind, the researcher R. Kasimova considers the word "tablecloth" as one of the ethnographisms in the Uzbek language, noting that it does not fully correspond to the English word table cloth.

However, in English and Uzbek folklore, the presence of magical objects with similar names and functions can be observed. In particular, the image of the magic sword is one of them. In Uzbek fairy tales, it is often said that a magic sword extends to 40 gases in one swipe, emphasizing that it is magical, or that the soul of the hero is in his magic sword. Also in English fairy tales and legends, too, the magic sword is interpreted as a close helper of the hero in destroying his enemies.

In English folklore, the image of weapons with magical properties attracts special attention. The most famous of these is the magic sword. True, it is found in the folklore of every nation that has used the sword. But in the folklore of the peoples being compared, it is noticeable that the image of the magic sword is interpreted not in one, but in several functions on the basis of ancient animistic, magical and fetishistic views, so that they acquire originality.

For example, in English folklore, the plot of the legends and fairy tales about King Arthur has a wide range of battle scenes, so the image of the sword, which was one of the main weapons of the time, plays a central role in them.

In the beginning, Arthur's sword is stuck in the stone. Only Arthur can pull him out of the stone and become the owner of the magic sword. This seems to point to the ancient animistic views that the weapon of war is spiritually connected to the spirit of its owner. Traces of such views are embodied in the fairy tales of the Uzbek people, such as "Kilichbotir", "Kilichqora", as well as in the plot of the epic "Alpomish".

In the epic "Alpomish", the most ancient and perfect example of the Uzbek heroic epic poem, the protagonist Hakimbek is named Alpomish with the help of fourteen bowed bows left by his grandfather Alpinbiy. Only Alpomish could lift this bow.

Arthur himself pulls out a sword that no one can pull out of a rock, Alpomish lifts a fourteen-foot-long bow from his grandfather that no one else can lift, and Homer's epic poem Odyssey raises a bow that no one can hold in his hand.

Some versions of Arthurian legends say that the sword was broken and that Arthur received a new Excalibur sword from the Lady of the Lake. Sometimes again Excalibur is also mentioned as a sword in the same stone. The sword is described as always protecting its owner from physical harm.

Some variants of Arthurian legends say that there were five magic weapons belonging to Arthur. These are:

- 1) Excalibur - King Arthur's magic sword;
- 2) Clarent - King Arthur's sword of peace (also known as the "Coward's Blade". This sword is later stolen by Mordred and thereby kills Arthur);
- 3) Carnwennan - King Arthur's dagger;
- 4) Rhongomiant - the spear of King Arthur;
- 5) Caliburn - A sword drawn by Arthur from a stone.

Another rare gem of English folklore, the epic Beowulf, also features a magical sword. This sword is called Hrunting. With his help, Beowulf defeats Grendel's mother in a fight.

Another English folk tale, Molly Whoopi, also features a magic sword. This sword belongs to a giant. The power of the giant was concentrated in three things - a sword, a wallet and a ring. So if the giant seemed to lose any of them, it would also damage his power. This motif is directly related to the fact that in the Uzbek folk tales "Kilichqora" and "Kilichbotir" the soul of the hero is similar to the motif of his connection with the sword.

In the tale of Molly Whoopi, there is a passage about a magic sword belonging to a giant: "The king said: 'Well, Molly you are a clever girl, and you have managed well, but if you would manage better and go back and steal the giant's sword that hangs on the back of his bed, I would give your eldest sister my eldest son to marry. '"

After that, Molly Whoopi manages to grab the sword from the giant.

In general, in Uzbek folklore, the image of sharp objects such as knives, daggers, swords, arrows, scissors, axes has a special place. For example, in both fairy tales "Kilichbotir" and "Kilichkora" it is said that the souls of the protagonists are in the sword that belongs to them, the enemy tries to defeat them by capturing this sword. This motif can be seen in the English folk tale "Molly Whoopi".

The image of the magic sword is also found in the English folk tale "Jack the giant killer". Jack destroys the two-headed giants in battle with his magic sword. In the fairy tale, this sword is described as "sword of sharpness". Because it was never defeated and conquered any enemy.

The sword, which is embodied as a magical object in the fairy tale "Child Rowland", is Child Rowland's father's sword. As his mother holds it in the hero's arms, she first says a magic word. This also further enhances the magic power of the sword. An important mysterious feature of the sword was that it always led its owner to victory, and the one who fought with it in his hand was never defeated. Using this magic sword, Child Rowland fights the King of Elfland and defeats him, rescuing his sister.

In the fairy tale "St. George of Merry England", the protagonist uses a magic sword called Ascalon, which is able to cut what it touches, defeats the giant dragon that holds the Egyptian queen Sabia in captivity and saves the girl. He takes this sword from the evil sorcerer.

The Uzbek folk tales "Olov Polvon" and "Zaharli Kilich" also depict the sword. In the tale of the "Olov Polvon", the sword, which was pulled from its scabbard at the request of the hero, stretches forty gazes, moves spontaneously, and beheads the rival forces. In the tale of the "Zaharli Kilich", in the blink of an eye, the sword stretches forty gazes, knocking down the enemy and trapping him. The features of the magic sword in these tales differ in that their power is more exaggerated compared to English folk tales.

In fairy tales involving the image of a magic knife, special emphasis is placed on the fact that it was inherited from the father to the youngest son. When the protagonist addresses him with magical words, he appears in human form and instantly does any difficult task in the blink of an eye. For example, in the tale of Ernazar and Kimonazar, the knife says, "I am the slave of whoever takes me," and he instantly fulfills the wishes of the protagonist. This motif is also found in the tale of Mulla Panqush. In the English fairy tale Child Rowland, we saw that the sword was inherited from the father. So, although there are different types of strangely sharp objects in English and Uzbek fairy tales, the motives are very close to each other.

The image of the magic ring can also be seen in the plot of English and Uzbek fairy tales. Uzbek folklorist Z. Rasulova groups the functions of the magic ring as follows: 1) a means of giving happiness to the epic hero; 2) evolution, that is, a means of transforming a fairy-tale protagonist from one form to another; 3) a means of transport from one place to another, that is, a long-distance approach; 4) a magical object that informs, warns or has the ability to reflect reality from distant realities; 5) a generous material supplier; 6) a companion and miraculous helper to those who set out on a journey in search of happiness; 7) creator, builder and creator; 8) enchanting or enchanting means.²

The image of a magic ring is also common in English folk tales and legends. For example, in the aforementioned Molly Whoopi fairy tale, the "magic ring" belongs to the giant. It is described as the source of all the power of the giant. If the giant seems to lose this ring, it will also lose its power. Knowing this, the protagonist Molly Whoopi tries to snatch this magic ring from the giant, and succeeds. She thus manages to deprive the giant of his power and destroy it.

There are two English folk tales called "Magis ring", which depict the image of a magic ring. A good deed done by a hero will have a magic ring as a reward for good deeds. More precisely, in one fairy tale the protagonist receives a magic ring as a gift for rescuing a snake, and in another for rescuing the king's daughter. Then, with the help of this magic ring, they reach a luxurious palace, full of life.

Another magical object is a magic hat, which in Uzbek folk tales is often said to make the wearer invisible. In English folk tales, however, this task is performed by a magic coat. For example, in the fairy tale "Jack the giant killer", the protagonist Jack achieves his goals with the help of a magic coat that makes him invisible. The same fairy tale also features the image of a magic cap, which serves as a source of knowledge and information, i.e. it can tell the protagonist the information he is asking for.

According to the role of the magic pot in the Uzbek folk tale "Ur tukmoq", it is close to the role of the magic donkey in the English folk tale "The Ass, the table and the stick". Because when you pull this donkey's ear, gold and silver coins spill out. The donkey is a source of endless wealth, just like a magic pot.

In the same fairy tale, the stick comes in the same function as the stick in the Uzbek fairy tale, that is, in the function of punishing bad people.

The English fairy tale Nix Nought Nothing depicts a mysterious object used to block an opponent's path. In it, a "magic flask" creates water, a "magic comb" forms a thick bush, and a "hair dagger" forms sharp-edged barriers. There are similar motives in Uzbek folk tales. In Uzbek fairy tales, for example, the path of a rival character chasing back and forth with a magic comb is blocked by creating a thick forest. But in Uzbeks, the water barrier is created through a magic mirror.

Magical objects used in English and Uzbek fairy tales can be divided into the following types:

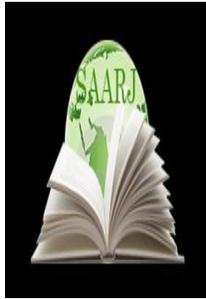
1. Magic household items: a tablecloth, a magic table, a chair, a door, a window, an oven, a pipe, a hammer, a pot or a hot pot, a magic knife, a magic spoon, a magic pot, a magic glass pot, a magic carpet, a broom.
2. Magic clothes: magic hat, boots, shoes, magic coat.
3. Magic foods and drinks: bread, cake, water, etc.
4. Magic fruits and vegetables: apples, peaches, plums, etc.
5. Magic plants: trees (apple tree, orange tree, walnut tree, briar bush, flowers, beans....
6. Magic place names: gardens, palaces, forests, hills, kingdoms, cities.
7. Magic animals and creatures: shell, deer, lion, bear, wolf, fox, bull, cow, horse, donkey, frog, worm, dragon.
8. Magic birds and birds: golden goose, golden-crowned rooster, hen laying golden eggs, pigeon, nightingale.
9. Magic jewelry and ornaments: rings, hairdaggers, amulets, mirrors, combs, magic snuffbox, magic wallet.
10. Magical weapons: sword, knife, helmet.
11. Magic musical instruments: nay, rubob, doira, dudka, harp, trumpet, pipe.
12. Magic tools: mill, saw, wheel, scissors, saw, ax.

CONCLUSION

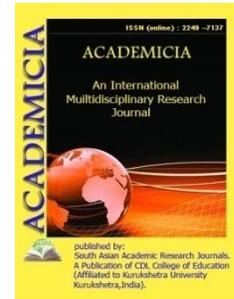
In fairy tales, there is often a description of the future, that is, the dreams and aspirations of the people for the future. Therefore, the magical objects in it artistically express people's dreams and desires. For example, flying shoes, flying carpets, magical slippers are formed on the basis of people's desire to get to their destination easier, while the magic pot, magic ring, etc. show their dreams of prosperous life. Magical items in English and Uzbek folklore have many similarities in terms of their function, even though they are called by different words in their language.

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THE VIEWPOINT TO THE STUDY OF EUPHEMISMS IN DIFFERENT LANGUAGES AND EPOCHS

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ABSTRACT

This article devoted to the analysis of scientific research and shows the role of euphemisms in the speech of two non-related languages, which are English and Uzbek. The task of the euphemisms is to soften the awkward and rude words in the language, a cultural enrichment of the language, as well as the development of the branches of linguistics, such as sociolinguistics, linguoculturology, and cognitive linguistics.

KEYWORDS: *Euphemism, Linguistics, Sociolinguistics, Linguoculturology, Cognitive Linguistics, Research.*

INTRODUCTION

It is better to start covering the history of the study of euphemisms in domestic and foreign linguistics from the time, when linguistics had not yet taken shape as a science and the term "euphemism" had not yet emerged, however, the concept of euphemism (as an expression, that softens and replaces an inappropriate, rude word) has already appeared and underwent the first comprehension. These are the days of antiquity - the heyday of the schools of the art of rhetoric.

From the 5th century BC, appear the texts and treatises, that speak of the euphemisms as the words, with the help of which, the speaker can avoid an evil word and remain silent.

During the Middle Ages, the euphemisms appear in three main forms, which can be designated as three types: 1) the words, that replace other words due to superstition; 2) the words, which are used instead of other words out of modesty; 3) the words, that replace other words for the reasons of decency.

The former were used to replace words and expressions, which denoted a bad omen, i.e. such words, which were believed to have a certain power and which could have brought a trouble.

Such euphemisms included figurative replacements of the word "to die" with "to take the last breath", "the soul has passed to God", as well as the figurative name of Satan - the Evil One. The euphemisms of the second type expressed the ideas, that were forbidden by morality, and, as a rule, were associated with sexuality and illness. Such euphemisms could be considered as a form of showing respect and delicacy in the interpersonal communication of people. The euphemisms of the third type started emerging from the 11th century - their emergence is associated with a "poetic glut", with the time of the troubadours, when it was necessary to "circumvent" a number of social and religious prohibitions with the skill of words.

A new milestone in the history of the study of euphemisms became the end of the 19th century, because it was then that the works of the German researcher Hermann Paul were published, in which he singled out the euphemisms in the "scheme of semantic changes along with the metaphor and the metonymy".

One of the essential features of studies of euphemisms in the West - is the applied nature of these studies. First of all, this applies to British and American linguistics. This explains why many foreign linguists, who have studied the problems of euphemis or euphemisms, are fairly well-known lexicographers.

Charles Caney, one of the prominent American linguists, was among the first, who has compiled a bilingual dictionary of euphemisms (English versus Spanish), has substantiated the relation of euphemis to language phenomena, while interpreting this concept through the term "indirect name". This fact also underlines the fidelity of the tradition of broad interpretation of euphemisms in American linguistics.

Such a broad interpretation is also manifested in the fact, that in the British and American dictionaries of euphemisms, a certain percentage is occupied by technical and professional terms, slangisms, jargonisms and vulgarisms.

The reason for this is that the words of this kind are understandable only to a limited group of people, who are united by a specific social or professional characteristic. The absence of clear criteria for the selection of euphemisms, of course, is also indicated by Western researchers K. Silver, J. Niemann, J. Ayto, B. Warren, R. Holder, who recognize a high degree of subjectivity in classifying this or that word or expression as a euphemism.

At the present stage in foreign linguistics, the euphemisms are actively studied not only and not so much from the point of view of lexicography as *from the point of view of linguopragmatics* (A. Horak, M. Cordoba Rodriguez).

A lot of works are devoted to the targeted study of individual *thematic groups of euphemisms*, for example, political euphemisms, economical euphemisms, etc.

It is noteworthy, that in the 21st century, the scientific interest in studying of *connections of euphemism and taboo hasn't disappeared* - thus the continuity of research traditions, a continuous development of scientific thought is ensured (B. Brown Gfrorer).

From such a short historical passage, it is clear that the euphemisms have been interpreted and studied abroad for many centuries; while the range of views approaches to the consideration of theoretical problems are expanding. And the more multifaceted the linguists study euphemisms, the more significant and unresolved issues are revealed.

How the things with the study of euphemisms in Russia stood and still stand, is presented in an overview below.

It is generally accepted, that the first mention of the euphemisms in Russian linguistics refers to the middle of the 20th century and is associated with the publication in 1961 of a B.A. Larin's work "About euphemisms", which was published in the collection "The problems of linguistics", dedicated to the 75th anniversary of the Academician I.I. Meshchaninov.

However, to be more precise, it is important to remember, that twenty years earlier - in 1935-1940 - an article on euphemism was published in the "Explanatory Dictionary of the Russian Language" under the editorship of D.N. Ushakov. In this article, the euphemism was defined as follows: "Euphemism (from" Greek. " *euphemeo*- I say politely) (ling.) - a word (or expression), used for an indirect, veiled designation of some object or phenomenon, when calling it by its direct name in a given setting is inconvenient, indecent or is not accepted (for example, "in a delicate situation", instead of "pregnant"; "if nothing happens to the patient"

instead of "if the patient does not die)". And here is an interesting fact: the definition of this term has not undergone changes in subsequent reprints of the dictionary by D.N.Ushakov.

Returning to the work of B.A.Larin, it is worth noting its main message, related to the need to study the euphemisms, and the main provisions, which in many ways became programmatic for further research of the problem of the euphemisms:

- the connection between euphemism and taboos with the proviso of the need to differentiate the vestigially preserved substitute words according to the prohibitions of ancient religions (taboos) from the modern euphemisms, whilst "direct historical connections with the euphemisms of the new time have only those renamings according to the prohibition, the purpose of which is to embellish their subject, in order to avert its bad influence";
- the highlighting of the spheres of use of euphemisms (on the one hand, diplomacy, journalism, oratory, where euphemisms are conditionally obligatory, and, on the other hand, colloquial speech, in which the euphemisms are optional and are often used for fun);
- the fragility of the euphemisms: "as soon as the implied unpronounceable expression goes out of use, the euphemism loses its "ennobling" properties, as it goes into the category of direct names, and then requires a new substitution";
- the perspectiveness of the classification of the euphemisms according to their social nature, in contrast to the classifications of euphemisms according to purely formal indicators (in terms of the parts of speech, the composition, and the origin);
- an identification of euphemism and figures of speech (a metaphor, a metonymy, a synecdoche) according to the semantic structure and their delimitation according to the scope and functional orientation (the figures of speech are used to represent reality, (while) the euphemisms - to "obscure, cover up the unsightly phenomena of life or immodest thoughts, intentions".

The ideas, presented by B.A.Larin have played a significant role in Russian linguistics, have outlined another circle of linguistic issues, have outlined the trajectory for the study of the euphemisms, and have provoked new scientific discussions.

In Russian linguistics of the 20th century, as in foreign linguistics, a wide interpretation of euphemisms prevailed, in connection with which the euphemisms and substitutes for taboo names were mixed. However, a narrow approach to understanding the euphemisms was also indicated in the scientific literature. "The supporters of a narrow approach have attributed to euphemisms only words and expressions, that are used by the speaker instead of the forbidden (taboo) ones (L.A. Bulakhovsky, J.J. Warbot, A.A. Reformatsky); or the substitutes for obscene words (V. Bui)".

The problem of identifying the criteria, by which a linguistic unit can be attributed to euphemisms, is also very very relevant for domestic linguistics, as well as for a foreign one. One of the attempts to resolve this problem is presented in the work "The euphemisms of the Russian language" by E.P. Senichkina. Despite this, the relevance of the problem of finding clear criteria remains up until these days.

In Russian linguistics, the euphemisms are studied mainly on the material of the Russian language, however, quite a lot of research has already been carried out on the material of other languages: of English (A.M. Katsev, E.K. Temirbaeva, T.S. Bushueva, Yu.S. Baskova, T.A. Kovaleva, Yu.S. Arsentieva, etc.), of French (L.S. Turganbaeva, E.Yu. Golovanova), of German (N.M. Berdova, A.N. Prudyvus), of Spanish (A.V. Rodchenko], K.V. Yakushkina), simultaneously on the material of all the above languages (L.V. Porokhnitskaya).

At the present stage of development of the theory of linguistics, the euphemisms are actively analyzed from the positions of:

- *sociolinguistics* (G.A. Vildanova, E.O. Miloenko);
- *cultural linguistics* (N.V. Tishina, L.V. Porokhnitskaya);
- *cognitive linguistics* (N.V. Tereshchenko, O.S. Tsydendambaeva);
- *linguopragmatists* (E.V. Kiprskaya, L.V. Savvateeva).

In Uzbek linguistics, this issue was first covered by Nemat[smatullaev's scientific research [6]. Anvar Omnturdiyev's doctoral dissertation examines the problems of professional speech euphemisms [14]. B. Urinbaev also expressed his valuable views on the phenomenon of euphemism in speech in a number of his works [25]. Linguist H. Shamsiddinov comments on the euphemistic functional-semantic synonyms of words [23]. Particularly, Z. Kholmanova, who studied the lexicon of "Boburnoma" in a special monograph, expressed her valuable views on the euphemisms used in it [22]. Scholar - euphemistic expressions in "Boburnoma" emphasize the semantic structure of the lexicon of the old Uzbek literary language, emotional-expressive features, the author's linguistic skills, the method of artistic description. The research analyzes the euphemistic units of the concept of "death" and describes its forms used for specific semantic and methodological purposes.

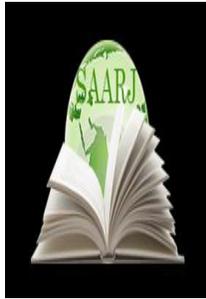
By the XXI century, the field of study of the concept of euphemism has expanded significantly, and in recent years, scientific research has studied its gender characteristics, its application in a particular field, in medicine - medical euphemisms [24]. When studying the evolution of euphemisms, it becomes clear that many terms become obsolete over time and can no longer be a casual, pleasant expression of those concepts. As a result, a new, more audible euphemism emerges in place of the first euphemistic engine. In this case, the original euphemistic means are

re-tabulated, new euphemisms are formed. It is because of this need that many euphemisms arise from a single concept. For example, the “**gajdum**” and “**kajdum**” euphemisms used instead of “**scorpion**” were tabooed when they did not meet the requirements of speech, “**donkey**”, “**nameless**”, “**benom**” (**without name**) (because people were afraid of saying its name, that’s why they used euphemism to soften the meaning) euphemisms were used instead. The word “**birth**” was used only as a metaphor for mankind and later for animals. As a result of the development of language, the concept of birth is “**to turn a blind eye**” to man, to be saved; in the case of animals, it has been used interchangeably with euphemistic means such as “**calving**”.

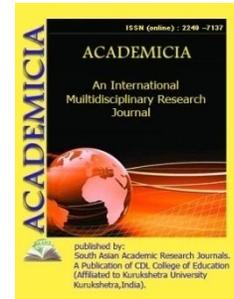
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THEORETICAL FUNDAMENTALS OF DESIGNING CERTAINING CLASSES FOR STUDENTS CARTOGRAPHIC COMPETENCE

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ABSTRACT

This scientific article describes the results of research on the theoretical foundations of the design of lessons aimed at the formation of cartographic competence in students majoring in "Geography", the control and evaluation phase, selection and justification of teaching methods, forms, tools.

KEYWORDS: *Lesson Design, Control And Evaluation Phase, Teaching Methods, Teaching Forms, Teaching Aids, Design.*

INTRODUCTION

The teaching technology developed for the formation of cartographic competence of students through the study of cartographic disciplines in higher education is a specially developed educational process.

As a type of design-pedagogical activity, it means the development of an appropriate project of teaching technology-a didactic description of the pedagogical system, the implementation of which is carried out within the educational process.

By design, we mean a set and sequence of procedures, as a result of which the teacher develops a model of the future process of teaching cartographic subjects in higher education. It follows from the above that the teacher needs to develop a learning process that involves the selection, comparison, and development of teaching material, i.e., it is necessary to create this project and fill it with real content.

The technology of teaching cartographic sciences aimed at the formation of cartographic competence of students of higher education institutions includes the following stages:

1. The stage of defining educational goals - provides the definition of goals and objectives of education.

2. The stage of selection and structure of the content of the study material. The components of this phase in the technology under consideration are a set of knowledge, skills and competencies in cartography, topography and the main sections of the GIS needed to carry out certain types of learning activities.

1. The stage of selection and justification of teaching methods, forms and tools.

2. Monitoring and evaluation phase - is associated with the need to establish feedback between teachers and students, which allows to monitor the progress of the pedagogical process at all stages of the implementation of teaching technology, evaluate and correct its results.

Based on the fact that the process of teaching cartography, topography and GIS is a system with stages, we conclude that one of them cannot be changed, corrected or missing to ensure that the teacher achieves the set learning objectives. Otherwise, the achievement of the goals and objectives set in the learning process will occur partially or not at all. Therefore, the creation and application of the above steps is the most important condition for the successful implementation of the technology of teaching cartographic sciences.

A similar learning process can be presented in the form of a diagram. We will consider the main stages of designing a person-centered technology of teaching cartographic subjects aimed at the formation of cartographic competence of students of higher education institutions.

The subject "Fundamentals of Topography, Cartography and GIS" belongs to the general professional sciences .

The stage of defining learning objectives is the first stage in the design of person-centered learning technology aimed at forming the cartographic competence of university students.

According to the proposed approach [1], didactic goals can be divided into the following levels: the systemic level ensures the formation of common goals in accordance with the state education standard. the level of science involves the formation of didactic goals in accordance with the teaching profile of a particular specialist. at the module level, as well as at the level of a particular course of study, the objectives of the study of the topic according to the section or topic of a particular course of study are described in detail.

It would be legitimate to use this approach to define learning objectives in the context of this study.

Given that this teaching technology is developed in accordance with the requirements of the state educational standard, we will focus on the formation of goals for the study of these subjects at the science level.

Analysis of the curriculum of the subject "Fundamentals of topography, cartography and GIS " showed that the current objectives of teaching cartography are: to teach students about maps, atlases, plans, photographs, topographic maps and other cartographic works; to get acquainted with the main types and types, to master the skills of working with them, to compare, to analyze maps, aerial photographs; to master the main types of topographic and geodetic surveys of the region; to solve problems of topographic maps and plans; to create cartographic works.

The objectives of the study of cartography and topography at the science level are formulated as follows:

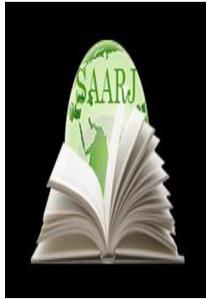
1. To form in students the correct understanding of cartography and topography as a profession of professional significance, which provides the formation of cartographic competence.
2. To treat the chosen profession with respect, to develop the need for cartographic knowledge, skills and competencies for geographical education.
3. To form the knowledge and skills of students in the field of cartography and topography, as well as the ability and readiness to use their generality to carry out educational and professional activities.

The main and ultimate goal of education is to provide the necessary cartographic competence of graduates in the field of education "Geography". The description of these goals has a very wide range, so it is very difficult to check the level of achievement of three goals in a limited time (during one lesson). In our opinion, it is necessary to analyze in detail the objectives of the study of "Fundamentals of topography", "Cartography" and GIS at the modular level, as well as the level of a particular course.

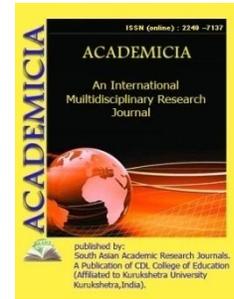
The content of teaching in these subjects is presented as a set of what students need to learn in the learning process in order for the quality and level of knowledge of cartographic knowledge to meet the requirements of their future professional activities and the goals and objectives of teaching.

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HISTORICAL INVERSION ON THE EXAMPLE OF THE GREAT UZBEK WRITER ISAJON SULTON'S WORK "BOQIY DARBADAR"

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ABSTRACT

In this article we have focused on understanding the essence of the content of historical inversion, its specific types of directions. We have also witnessed very different images of the chronotope from the past and the future. The time and space phases of the chronotope were analyzed using each sample.

KEYWORDS: *Historical Inversion, Chronotope, Future, Past, Gene, Euthanasia.*

INTRODUCTION

We know that literature is a huge ocean, its diversity, its charm, its visual qualities attract people. Literature is a means of helping him to understand and feel in a special world, concepts and imaginations that have never been seen or heard, different kinds of things that have not yet been completely identified by new scientists for humanity. It is so powerful that it allows the reader to discover worlds and planets other than Earth, new research and techniques that the human brain cannot yet comprehend, advances in science, a completely different vision than the human child, and a few brains. It creates an understanding by feeling creatures that work equally hard and have their own natural diversity. When a writer creates a certain literary work, he adds to it the colors of emotion and richness, so that the reader can read it and feel like a pedestrian in this country. The brilliance of these colors brings it back to the past a few years ago, and in some cases, the reader is able to imagine himself in the future several hundred years ago and become acquainted with the research of scientists. Such travels about the past and the future are one of the features of historical inversion, and this is its peculiarity. According to several researchers, the basis of inversion is the chronotope. That is, the word chronotope is Greek, meaning chronos-time, and topos means place, a term very close to psychology in science. The term was first used in science by Professor Ukhtomsky, a skilled psychologist in his field, through physiological laboratory research. The term began to be used by many literary creators, scientists and

researchers in the twentieth century, and its original use is due to the close interdependence and commonality of the units of space and time. In the literature, the term was first coined by the Russian scholar M.M. Bakhtin introduces the units of time and space in a chronotope in a single literary work and says that literary criticism is included in works of art of different genres, in different historical periods, in different authors to define specific ways of describing time and space relations. . In his view, the chronotope has a very important genre in the literature, so the genre and genre varieties are determined by the chronotope, and the leading principle in the chronotope is time.¹

MAIN PART

In fact, this tradition dates back to antiquity, when Aristotle and Leibniz, geniuses with a deep knowledge of the genre, argued that the understanding of time and space are contradictory concepts, and Gegel linked such categories with each other. that is, the interdependent coordinates of a four-dimensional constant context. Another idea was put forward by Vernatsky, and based on his research, the same shape of the nosphere is explained by a single time and space, which is associated with the spiritual dimension of life. These two terms, which are radically different from psychology, consist of two concepts in perception, that is, in the phase of perception, such as coloring and coloring, and they have their own semantic features. In the same way, if we recall the example of M. Bakhtin, within the framework of these concepts it is possible to understand both material and spiritual reality, but at its center is man. That is, time and space help us to grasp the essence of a particular work. In this case, space and time are considered abstract, through which it is possible to create an image of a single space, a single and ordered universe. It depends only on the place and time of the writer's desire, and determines the development of the movement and the behavior of the characters. This imaginary time and space is not like any other writer's abstract chronotope in a work of art, nor is time and space in real reality. In general, the chronotope in the pearl of literature is the similarity of these spatial and temporal relations. Thus, the writer introduces the reader to the world of his imagination, forming an associative connection between the reader's consciousness and the new world.

Centuries later, there was a lot of debate among researchers about the specifics of historical inversion. Behind this debate, scholars have repeatedly debated whether the categories of space and time are mutually exclusive or contradictory, and these debates have shown their development as an integral unit of the two-component historical genre. . We can see the features of the genre in Isajon Sultan's work "Eternal Wanderer", which was chosen as the main object of our article. In this work, the author was able to show the unique brilliance of society as a whole, with the invention of an unusual-looking human child, forcing the reader into a special situation.

First of all, we can take the desert worm as an example to prove our point: *u o'zidan juda kuchli elektr quvvati chiqarib, yon-veridagi har qanday jonzotni ko'mirga aylantiradigan ulkan to'mtoq sahro qurti – olg'oy-xorxoy haqidagi xabarlar keldi Professorning xayoliga. Olg'oy-xorxoy faqat Gobida yashaydi. Tana tuzilishini shaffof holga keltiraoladi, goh ko'rinib-goh ko'rinmasligining sababi shunda...*²

It would not be a mistake to say that the first study above was a specific type of creature, a worm, which has its own characteristics, more precisely, the fact that it emits electricity from the body, which gives it transparency. The research in this example is a type of worm that appears a few years after our era, but in this case, the invisibility of the body of this man-made creature is

its novelty, and it emits some kind of fire. At first glance, some of the features are similar to those of dinosaurs that lived a few years ago. The general technique of fire is the same, but this worm burns everything around it and turns it into charcoal, and its body becomes transparent. its arrival is its peculiar novelty. This means that the existence of this timeless animal in the Gobi Desert is a testament to the writer's chronotopic creativity.

Monitorda shisha xona ichida ko'zlari katta-katta bir odam ko'rindi. U tevarakka olazarak alanglar, nimadandir juda bezovta edi.

– Bu – olti yuz oltmishinchi raqamli odam, – qorong'ilik ichidan ovozi keldi olimning. – To'rtinchi halqa DNA o'ramlariga o'tkazilgan ta'sirlar natijasida u nurlanishlarga chidamli bo'lib dunyoga keldi. Bu genomning nuqsoni – u ko'r. Chunki oddiy sharoitda yashay olmaydi, quyosh nurlari vujudiga halokatli ta'sir ko'rsatadi.³

In this example, the author surprised us with another invention on the trip. More precisely, it is astonishing that this invention is a human being: scientists have created this human-like creature due to the influence of the fourth ring of DNA bundles. Scientists who have shown great interest in this invention have shown that it is resistant to radiation, but his eyes can not see, and his resistance to strong rays of the sun is his minus. In general, the fact that such beings do not correspond to our time, both in terms of time and space, is a masterful depiction of historical inversion, which is the invention of the human child, designed to live in a different world. The uniqueness of this invention is that its body can withstand radiation, and the effects of summer radiation on humans are very dangerous. For example, a few years ago, when the United States dropped its atomic bombs on the Japanese cities of Hiroshima and Nagasaki, history has shown that several innocent people and their future generations will suffer from a number of incurable and serious diseases. It is no exaggeration to say that the cause of such diseases is the radiation caused by atomic bombs, which has affected seven generations of the Japanese people.

Every researcher who took part in this conference would have lost his inventions due to various future goals of someone, and if he did not give the expected result, he would have lost them in the same way. It seems that even a tiny creature, which is considered to be an object in a glass room, was created to perform very important functions in operations performed by various rays, but like the back of a coin, this invention can withstand the effects of radiation, but God He was also intolerant of the rays of the sun, which is one of the great blessings of God. This also proved to be a failure as a miracle of nature, or as an event that shows the oneness of God.

– Mazkur jonzot favqulodda qobiliyatlarga ega holda dunyoga kelishi ko'zlangan edi. Darhaqiqat, uning suyaklari g'oyat egiluvchan, lekin vujudi bunday egiluvchanlik uchun lozim bo'lgan katta miqdordagi ma'danlarni yetkazib berolmagani uchun halokatga mahkum.⁴

This means that the next invention is a creature belonging to another world in the form of a human being, which has different properties, ie the flexibility of its bones. The names of such inventions are called by a combination of numbers consisting of a combination of several numbers, and their inherent qualities are not compatible with the globe. This indicates that the chronotope in our article is a sharp pen of the writer through very strong images. That is, no human body on our planet is very flexible.

If we look at this extraordinary talent in the example of the chronotope's unit of time, this creature is not typical of the XXI century, that is, maybe a few centuries later it will have many

relatives and clans. In addition, such extraordinary abilities are not typical of our time, that is, a period long before the age in which such creatures live and reproduce. This also shows that humanity has a very strong imagination and can serve as an example of the future image of historical inversion.

If we now turn our attention to the spatial part of the chronotope, the bony organs of this creature must be distinguished by the highly flexible body of minerals. But it does not have the feature of producing such mines. This means that scientists have not been able to determine the reasons for the inability to deliver these minerals, and this again indicates that the location in the chronotope is not suitable. Probably, the reason for the survival and development of this creature is an alien planet, which contains biovitamins, air, water and other similar substances, which are suitable for the body to produce minerals at the desired pace. In general, the environment on our planet is not specific to this creature, and this indicates that the object of space is completely different from the current state.

– *Mana bunisi esa barhayot jonzot, – deb davom etdi olim. – Avstraliya toshbaqasining genlari bilan chatishtirish orqali dunyoga kelgan bu odam juda uzoq yashaydi. Afsuski, teskari qonuniyatlar yana pand berdi – harchand uzoq yashasa-da, unda aql nishonasi yo ‘q.*⁵

The next new and different discoveries are the most unique of all, and one of the greatest dreams of every scientist is to create a life-long human being. However, this described the longevity of the human-like creature. The reason why it survives at this level is that it is crossed with the genes of the Australian tortoise, which is said to live a very long time, and this peculiarity is inherited from this creature. However, it was once again emphasized that the discoveries of these scientists could not be compared to the miracles of Allah, no matter how hard they tried, that is, no matter how long this unique creature lived, it did not have the ability to think. Although the appearance was human, it was an example of an animal or a tortoise with mixed genes.

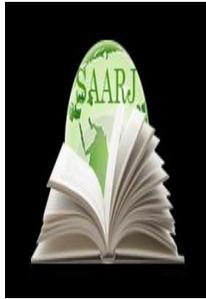
So, we have considered the characteristics of this discovery, and now we will focus on whether such creatures are relevant to our time and space in terms of time and space. First of all, in terms of time, there are many difficulties in creating such creatures. For such a very difficult laboratory training, it is necessary to have a variety of very complex tools and equipment, to successfully complete a number of procedural operations. Here the writer was able to see similar future discoveries with a very beautiful and sharp look, and was able to show it to the reader in such a realistic way. In this case, we see the brightest and most influential point of the science fiction genre. When we measure Xtonotop on a time scale, we see that such unseen and unheard discoveries must have taken place centuries later. The spatial category of inversion also leads to chronotopic inconsistencies in the fact that the same situation occurs in this region.

CONCLUSION

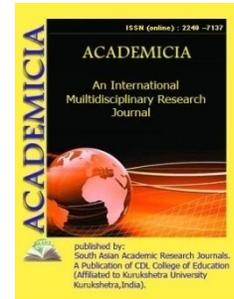
In this article, we have focused on understanding the essence of the historical inversion, its specific types of directions. We have also witnessed very different images of the chronotope from the past and the future. We have tried to study this scientific work in the framework of a well-known work of Isajon Sultan, and among his works we have found and analyzed many examples of the subject of our subject. Most of the examples are about the future depictions of the chronotope, which the author tried to show under a very strong lie - the truth.

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SOME CONSIDERATIONS ABOUT PERIPHRASES

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ABSTRACT

The article deals with the scientific importance of periphrasis. The article analyzes the universally accepted periphrasis (phraseologies, wise sayings) and the situational periphrasis (some of which, as a result of consistent use, are related to a particular text), figurative and logical periphrases. The article also discusses metonymic periphrases, euphemistic periphrases, traditional periphrases, and author's periphrases through examples.

KEYWORD: *Periphrasis, Language, Linguistics, Stylistics, Figurative Periphrases, Logical Periphrases, Original Periphrases, Traditional Periphrases, Metonymic Periphrases, Euphemistic Periphrases, Traditional Periphrases.*

INTRODUCTION

Journalism is a type of literary work devoted to the coverage of the most important and topical socio-political issues of our time, news, articles, essays, feuilletons, pamphlets, reports, announcements that appear in the media around us, and cover journalistic elements such as news. In doing so, the publicist not only uses his or her skills to think about an event or problem but also influences the thinking, emotions of the reader or viewer. The main task of journalism is to arouse public opinion, shape it, direct it to a specific goal, and create a picture of reality based on concrete facts.

Main part

It is known that the most striking feature of the journalistic genre is the brevity and conciseness of the image in the text, which is characterized by its sharpness, richness of images, and expressiveness. In some forms, this trait plays a leading role. They make extensive use of figurative and adjective-based imagery. The active use of metaphorical units is especially characteristic of this genre. In a speech situation, there is a need to describe the events of the

society in a way that suits the situation and to choose the right methods of expression. In such cases, the speech refers to ready-made, common expressions, such as phrases, periphrases, idioms, euphemisms, and dysphemisms. We often encounter such examples in everyday communication as well as in artistic discourse. Among them are periphrases, or figurative expressions, which are one of the devices that make speech beautiful, figurative, and uplifting.

Periphrases are a compound that describes an object, an event, not by its name, but by describing an important feature: *white gold* - cotton, *silver fiber* - cocoon, "*Northern capital, a city in Neva*" - Saint Petersburg, etc. Periphrases enrich the vocabulary as society evolves. It avoids repetition in the speech, encourages the speaker to speak and the listener to observe. Besides, periphrases are used not only to appeal to the imagery, to enrich the speech, to enhance its content, but also to expose, ridicule, and challenge the flaws that hinder society's progress [5, 2]. In particular, periphrases are an important speech tool in describing, exaggerating, interpreting, and supplementing an important feature of an event that does not occur in its name [2, 104].

"Periphrasis" in Greek means "*a detailed, broad explanation of a compressed speech, expressing a word with another word, changing words to interpret one word*" [1, 14]. This includes replacing a word with a broader expression or expressing a concept more broadly using other concepts [4, 8162]. In other words, it's like naming a word with a different combination of artistic colors. The use of *desert ships* for camels and *white gold* compounds for cotton is a periphrasis phenomenon.

Periphrasis is found mainly in the language of fiction, in journalistic and oral discourse, and in scientific discourse, it is devoid of imagery and is used as a term. Functionally, there are two types of periphrasis: the universally accepted periphrasis (phraseologies, wise sayings) and the situational periphrasis (some of which, as a result of consistent use, are related to a particular text). At the same time, there are artistic, figurative periphrases (such as *white gold* - cotton, *blue fire* - gas, *steel bird* - airplane) and mantle-like periphrases (example, euphemisms, taboos). Most periphrases are equestrian compounds based on metaphors, metonymy, and synecdoche.

L.N. Sinelnikova points out that, periphrases are formed in four different ways: [6, 304]

1. In a logical way: "*the queen of the field*" - corn "*Instruments of obstruction*" - pistols. "*The most pardonable of human weakness*" - love.
2. In the synecdoche method: *the horned commander* - Alexander the Great "*Furry paddle tailed mammal*" - the beaver.
3. In the method of authorship: "*American inventor*" - Christopher Columbus "*A disturber of the piano key*" - pianist (O. Henry) "*Creator of Macbeth*" - Shakespeare.
4. Naming with a way to increase expressiveness: blonde-haired child - full moon "Thief"! Pilon shouted. "*Dirty pig of an untrue friend!*" (Steinbeck)

Also in linguistics, there are the **metonymic periphrases**: *white-collar* nurses, "Send me a steel knife tied to a bottle-turned head, that is, a chariot, using Delilian's language" (a letter to Pushkin's brother); **euphemistic periphrases**: (die) - to go to the eternal world, a toilet - a washroom, public convenience); **traditional periphrases**: ("*better half*" - husband or wife), and etc.

According to Moskvina, periphrases should consist of at least two components. Accordingly, it is also divided into two or three (or more) component periphrases [3, 376]. Periphrases can be divided into genuine and contextual periphrases, depending on how they occur in speech as a unit of speech. Well-known scientist Galperin calls genuine periphrases traditional and contextual periphrases original periphrases [1, 161]. In this case, genuine periphrases express a certain meaning, a concept without any context, and, most importantly, can be understood by the public without text. For example: “*guardians of our health*” - doctors, “*owner*” - Amir Temur, “*white gold*” - cotton, “*silver fiber*” - cocoons. Contextual paraphrases, on the other hand, are descriptive expressions that are created only in a particular text and live for that text. They cannot be taken separately from the text. More precisely, they are a figurative expression of a particular language unit only in the text, surrounded by other words. For example, the periphrasis “*medicine of kings*”.

Periphrasis is a stylistic term to describe an object. Such a description occurs based on any bright and significant character or quality distinction. An example of periphrasis in English can also be found in ordinary speech. Often the periphrasis is so vividly expressed that it is stable and many people use it in everyday communication. Often we use different phrases, but we don't know if they are periphrasis. As a child, while watching cartoons and reading books about different animals, every child hears the phrase “*king of beasts*” and we know that he is a lion because he looks so important and wonderful, so powerful and scary. Or we watch movies about most space exploration and hear how the Earth is called the “*blue planet*”. Much of it is occupied by the surface of blue water.

There are many such examples of periphrases in English. They are used by many people in different fields. For example, “*bovine milk factory*” - a cow, “*vitamin - laden liquid*” - milk, “*passed away*” - died, or when it comes to Margaret Thatcher, “*Iron Woman*”. Such periphrases are present in every language. Some of them are logically universal, while others have a specific nation and its speech. For example, Lady Margaret Thatcher. The motivation for this periphrasis can be explained by the following: The little girl, the daughter of a grocery store owner, had many nicknames, but she became known around the world by the nickname *Iron Lady*. The nickname given to her after she became prime minister in 1979 justified itself again.

Where did these figurative expressions come from and why are they so popular? Periphrases often come to us as a result of their authors being read, loved, and discussed by many well-known writers, publicists, poets, and their works. They can be taken from live newspaper headlines, commercials, media, movies, TV shows. Anyone can be the author of a periphrasis. These can be some phrases that convey an image that is understandable in the family or among friends. Such periphrases are unlikely to be popular, but they can be used among humans. The periphrasis retains the meaning of the concept or event, in other words, for example, “*Blue planet*” - The Earth; “*Black gold*” - oil; “*Second bread*” - potato; “*King of mushrooms*” - porcini; “*Ship of a desert*” - Camel; “*Eternal city*” - Rome; “*Twilight of life*” - old age; “*The leader of the country*” - president; “*Precious adornment of the night*” - the moon and stars; “*Our little friends*” - animal.

In works of fiction, journalism, and public speaking, it is used as a stylistic device to increase the clarity of the statement, to have a stronger impact on the reader or listener. In many cases, people unfamiliar with artistic ways are often confused by paraphrasing - a word that sounds very similar but has a completely different meaning, and the term refers to different types of text

interpretation: detailed, abbreviated, adapted, from poem to prose and vice versa. Various commentaries, including scientific texts, are examples.

Periphrasis has a completely different purpose. Examples of this in speech are in many ways similar to the role of rhymes in grammar. Both linguistic phenomena do not call objects, signs, but refer to them: "an armed bandit" instead of "he", instead of "man" and "slot machine". Periphrasis is the replacement of a group of words with a descriptive or metaphorical equivalent equal to its source. In other words, a periphrasis is an indirect, longer way of expressing a concept.

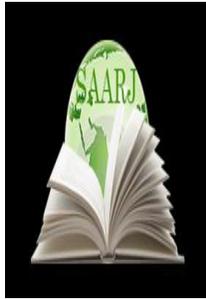
Periphrases include euphemisms or dramatic vulgar phrases, as mentioned above. For example, "I will kick you where your back loses its noble name" or Winston Churchill's phrase "he is economical in telling the truth" is a periphrasis of a liar. In the early days, periphrases were used to eliminate dictionaries from poetry that were used over and over again in everyday life. Over time, periphrasis has spread to other areas of language, especially medicine, and many have become commonplace.

CONCLUSION

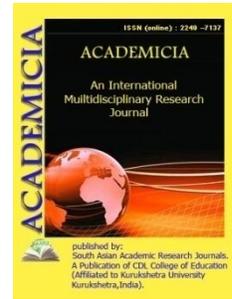
To sum up, periphrasis is one of the devices that serve to enrich speech, make it attractive, figurative, effective, and enhance the content of speech. In stylistics, the term is understood as a lexically indivisible expression of descriptive meaning. He explains another phrase or word allegorically. Periphrases are often used in fiction. Authors can use examples of periphrasis, knowingly or unknowingly, and professional writers tend to be short. Periphrases are one of the most important stylistic devices associated with the speech process, giving speech a glorious, uplifting, expressive.

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ENGLISH PHRASEOLOGY AND ITS INTEGRATION WITH TERMINOLOGY

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ABSTRACT

The article is devoted to the study of English semi-idioms (a term suggested by A. Kunin), units with both terminological and metaphorical meanings. These units were studied from different angles but here their dual nature is viewed through the possibility of providing an experiment. The paper shows how a linguistic experiment can reveal not only the meaning of some unit, but the peoples' attitude towards the use of these phrases, their individual level of understanding, interpreting and realising. As cognition is very important in the understanding of semantics, as well as a new perspective in the study of phraseology, a synergetic approach as well as a cognitive one is becoming one of the ways to scrutinising the nature of terminological phraseological units. The paper focuses on the possible ways of showing that terms can develop metaphorical meanings though sometimes people have no ideas of the etymology of some units. An experiment to show the dual nature of such units as terminological phraseologisms was provided on the bases of a specially created questionnaire. The result of the experiment proved that some terms can acquire new metaphorical meanings and function in the language and speech as phraseological units. The results of the experiment as well as various references to the matter of the study – semi-idioms – may turn to be useful in language studies, learning English as a second language, investigating English Terminology and Phraseology.

KEYWORDS: *Semi-Idioms, Terminological Phraseological Units, Metaphor, Meaning, Experiment.*

INTRODUCTION

It is well known that the term phraseology itself was proposed by Charles Bally, who studied French stylistics and considered phraseology to be a part of this science. Since his book *Precis de*

stylistique (1905) was published and translated into various languages, there have been many studies of phraseological units. In the Russian school of thought of academician V. Vinogradov described phraseology in his book "Russian language" [19,4]. After that, phraseological units were studied in terms of their semantics, structure and complexity. Kunin wrote: "a phraseological unit is a stable connection. It is well known that the term phraseology itself was proposed by Charles Bally, who studied French stylistics and considered phraseology to be a part of this science. Since his book *Precis de stylistique* was published and translated into various languages, there have been many studies of phraseological units. In the Russian school of thought of an academician.

V. Vinogradov described phraseology in his book "Russian language" [19,4]. After that, phraseological units were studied in terms of their semantics, structure and complexity. Kunin wrote: "a phraseological unit is a stable combination of words with a fully or partially figurative meaning" [3,210]. In the late 90s, cognitive research emerged. This new study is in fact an interdisciplinary study of how people perceive learning and how words are learned through learning. Thus, phraseology became a new direction for those linguists who were fond of cognitive approaches. As Nacicsione writes in his book, "The use of metaphors has been recognized as an integral part of cognition, an uncovering cognitive mechanism" [3,1].

The purpose of this article is to show a modern approach to both English terminology and English phraseology, since some units with a special meaning may undergo certain changes: they acquire a new metaphorical meaning and begin to function in the language as phraseological units. The first linguist to point out some of the features of these dual units was Professor A. Kunin, who compiled the first English-Russian phraseological dictionary, which, along with phraseological units and phraseological units, included the so-called semi-idioms. and described. As Kunin said in the preface to the dictionary, "semi-idioms have both literal and transmitted meanings, the first meaning being usually terminological or professional, and the second being figurative" [5,14]. Examples of these semi-idioms are: chain reaction is a chemical term and an idiom meaning a chain of quarrels, or say too close to the wind is a nautical term and an idiom meaning "to take risks." There are many more examples of semi-idioms, and I intend to reveal their nature by showing the results of research and experiments conducted on the basis of such units. In other words, the synergistic nature of the units under study is the subject of research.

It should be mentioned here that the terminological system does not simply reflect the field of knowledge or activity, but represent the theory underlying it, so that two or more theories appear and are present simultaneously in the same field (for example, in physics and linguistics). Moreover, the terminology is integrative: sometimes the terms of some sciences can function in different terminological systems or even penetrate the language for general purposes (LGP) [6, 14].

In the case of semi-idioms, a rather complex process can be observed: the sphere of LSP (language for specific purposes) penetrates into LGP (language for general purposes), but "mutates" into units with metaphorical meaning.

Material and research methods. The research findings presented in this article are drawn from an experiment conducted in the United States using interviews with people of different ages, social status and gender. The experiment was based on the hypothesis that native speakers cannot confidently assert that the same phrase can be both a term (a word with a special meaning that is

used in a special context) and an idiom. Along with the experiment, a number of other methods were used, such as synthesis and analysis, the method of phraseological identification, the method of contextual analysis, and also some contexts from literary works were used. It was very important to apply the statistical method. The results of the study show that the nature of the so-called semi-idioms, or terminological phraseological units [8,3], is really complex and deserves to be studied from different points of view. The analysis was carried out in several stages: first, a questionnaire was drawn up, including about 33 semi-idioms, taken at random from about 20 dictionaries, and a place to mark whether this unit is a term, an idiom, or both; secondly, each participant had to put a word or phrase related to the unit; thirdly, the method of statistical analysis was used.

RESULTS AND DISCUSSION

According to Seliverstova, the sciences in which we use the experiment include, first of all, physics, chemistry, biology and linguistics [9,432]. The experiment in linguistics originates from the published works of Professor L.S. Shcherba, 1933 Seliverstova and her students developed a theory of linguistic experiment, which is based on the method of testing specific hypotheses with the involvement of native speakers. Seliverstova pointed out that for language learning “a detailed system of qualitative representations is needed, which would be a conceptual apparatus of description ...; linguistic semantics is intended to reveal the picture of the world reflected in the language” [9, 431].

To solve the problem of the so-called "definition of a semi-idioma", a questionnaire was developed, including 33 phrases, the sources of which were the terminology of the military sphere, sports, physics, chemistry, botany and marine science. terms, terms of art and mathematics. The experiment involved teachers and students from the universities of South Arkansas, North Dakota, Wisconsin and Maryland (USA). It is noteworthy that all semi-idioms and their definitions were verified in various terminological and phraseological dictionaries, so that the author had no doubts that the units under study have both terminological and metaphorical meaning.

Participants' work: The person who received the questionnaire had to fill out the table in about 45 minutes. It was quite important to indicate nationality, age, gender and occupation; the following recommendations were given in the questionnaire: Read the phrases below. First, put any word that arises as an association with the word combination, then mark (x) in the appropriate column if you consider this unit a term of any field of knowledge (chemistry, sports, culture, art, military). term, nautical term, etc.) or just an idiom, or both.

So, initially the table looked like this: To prove that all units selected for analysis have both direct, literary and indirect, metaphorical meaning, here are some definitions from special dictionaries: acid test: a method of proving value, truth, etc. anything. The original acid test was the nitric acid test for gold. If it was genuine and pure, it was not touched; if they are false or mixed with other metals, they will corrode [2,1], or else: sail close to the wind: violate the rules of acceptable behavior, etc. [10,4220].

Thus, as shown, all semi-idioms used for analysis have a synergistic, dual nature: being originally a term, they can undergo some specific process. Thus, metaphorization takes on a metaphorical meaning.

However, the whole experiment just shows how people immediately understand some idioms: units can not only come from terms, but also function as terms in the terminological realm. As Koveches writes in his book, “metaphor plays a role in human thinking, understanding and reasoning, and, in addition, in the creation of our social, cultural and psychological reality” [6.13].

CONCLUSION: The research results presented in this article clearly show that one of the promising ways of studying linguistic phenomena is their combined study: the semantics of some units can expand and give way to some new meanings, which, in turn, will develop further and further combinations ... On the other hand, it is important to emphasize that all registers overlap, they can diverge in different areas, giving way to such complex units as semi-idioms. Studying them is not only an expansion of vocabulary or a deepening of knowledge, it is an opportunity to reveal the laws of the formation of new words and phrases, to find universal features and to be able to trace the patterns of the formation of new meanings. A good way to learn more about language and cognition is to do an experiment, compare the results, and find out some of the features. It is also important for our brain to work to understand how new associations and metaphors emerge and overlap. When conducting a linguistic experiment, it becomes possible to investigate the issue of inference - to obtain a certain result in the process of information processing, that is, to study terminological phraseological units from a cognitive point of view. Phraseology is an area for deeper study, and there are many approaches that reveal the complex nature of phraseological units. One of them was presented in the article, and the experiment contributes to a better understanding of our metaphorical competence. The prospect of studying the semantic features of semi-idioms is quite difficult and may give way to new discoveries in the field of terminology and phraseology, their core and periphery.

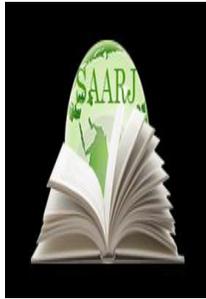
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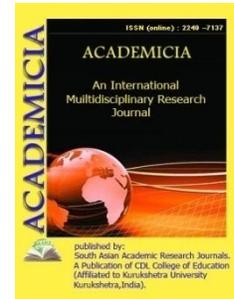
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SPEECH ETIQUETTE AND SPEECH ACT IN INTERCULTURAL COMMUNICATION

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ABSTRACT

The article discusses speech etiquette as an integral part of the national language and English speech etiquette is a set of special words and expressions. It also deals with the purpose of the speech act, focus act, pronounced psychological state of the speaker, the power of striving to achieve the goal, differences in the status of the speaker and the addressee, expression of interests of the speaker and listener.

KEYWORDS: *Speech Etiquette, Intercultural Communication, Society, Extra-Linguistic Goal*

INTRODUCTION:

It is obvious that speech etiquette is an integral part of the national language and culture of every country. It is impossible to talk about a high level of proficiency in a foreign language if this proficiency does not include knowledge of the rules of verbal and non-verbal communication and the ability to apply these rules in practice. It is especially significant to be aware of the discrepancies in national speech etiquette. The norms of speech etiquette are very diverse; each country has its own traditions and characteristics of the culture of communication. English speech etiquette is a set of special words and expressions that give a polite form to English speech, as well as the rules according to which these words and expressions are used in practice in various communication situations. English speech etiquette is important not only for the English themselves, but for all learners of English as a foreign language.

A speech act is a purposeful speech action performed with the principles and rules of speech behavior adopted in a given society. The speech act has such features as intention, purposefulness and conventionality.

The speaker and the addressee participate in the speech act, acting as carriers of certain, mutually agreed social roles, or functions. Participants in a speech act have a fund of general speech skills,

knowledge and ideas about the world. The product and at the same time the instrument for achieving a certain goal of the speech act is the statement. A speech act can achieve a set goal and thus be successful, or not achieve it, it depends on the circumstances in which it is performed. To be successful, the speech act must be appropriate. Otherwise, the speaker will have a communicative failure, or a communicative failure.

RESULTS AND DISCUSSION: As we have already understood, a speech act is speaking of something. And therefore, in this aspect, it acts as a locative act (from the Latin locutio "speaking"). In the process of speaking, a person simultaneously performs some action that has some kind of non-linguistic purpose: he asks or answers, informs, assures or warns, appoints someone as someone, criticizes someone for something, etc. A speech act, considered from the point of view of its extra-linguistic goal, acts as an illocutionary act [10,51].

According to John Austin, these very functions of the speech act are usually called illocutionary forces, and the corresponding verbs - illocutionary ("promise", "notice", "apologize", etc.). The concept of illocutionary force, along with the illocutionary goal: intensity, method of achieving the goal, features of the dependent proposition and other individual conditions for the use of specific speech acts: (acts motives, demands, advice, etc.) [1, 85]. Some illocutionary goals can be achieved with facial expressions or gestures. The classification of speech acts is based on various criteria associated with one or another aspect of the speech act itself. One of the fundamental classifications of speech acts belongs to John Searle. The researcher builds a typological system based on the following parameters: 1.) the purpose of the speech act; 2.) focus act; 3.) pronounced psychological state of the speaker; 4.) the power of striving to achieve the goal; 5.) differences in the status of the speaker and the addressee; 6.) expression of interests of the speaker and listener; 7.) attitude to the speech context; 8.) difference in propositional content; 9.) the difference between acts that have only verbal realization and acts that can be carried out both verbally and non-verbally; 10.) the difference between speech acts, the success of which is due to certain extralinguistic factors and those acts, the success of which does not depend on social institutions; 11.) distinction between acts in which he does not belong to the category of performatives; 12.) the style of the speech act. The most important of those listed by J. Searl is the first three.

Based on the named parameters, J. Searl singles out [3, 48]:

- 1.) Representatives - speech acts that represent a certain state of affairs (statement, prediction, explanations, classifications, descriptions, etc.). Example: I predict it will rain;
- 2.) Directives - speech acts used by the speaker to induce the listener to perform some action (request, advice, etc.). Example: I predict you will leave;
- 3.) Commissions - speech acts imposing on the speaker an obligation to perform a certain act (a promise, vows, offers, etc.). Example: I promise to pay you;
- 4.) Expressive - speech acts that convey the psychological state caused by some event (expression of gratitude, congratulations, condolences, etc.). Example: Congratulations on your victory;
- 5.) Declarations are speech acts, the success of which guarantees the establishment of a correspondence between their propositional content and a certain state of affairs. I would like to draw your attention to one of the listed groups of speech acts, namely, directives. All directive

speech acts fall into three large classes: prescriptive (prescriptive); advice (suggestions); requests (requester speech acts). Within these classes, various functional variants of directives are distinguished.

1. Prescribing speech acts include: order, order, prohibition, demand, etc.

2. Tips include: proposal, appeal, warning.

3. Requests. The pragmatic characteristics of this speech act are the optionality of performing an action for the addressee, his right to make a decision to perform or not perform an action, and the profitability of an action for the speaker. These include: a *request for permission, supplication, and an invitation. Here are some examples:*

1. - *May I ask you? - May I go out? (Can I get out?).*

2. - *I beg you, do not shout, please!;*

- *I appeal to you, to let me alone. (Please leave me alone)*

3. - *I ask everyone to the table!;*

- *Shall we go for a walk? (Shouldn't we go for a walk?).*

The success of a speech act depends not only on the psychological state of the speaker, but also on his sincerity and correct presentation.

When considering the issue of politeness in an intercultural aspect, it should be assumed that the understanding of politeness in different cultures is different. For example, some peoples may associate politeness with reverence, with modesty, and still others with demonstrative attention to others. The most standard definition of politeness as a manifestation of respect, attention to others, also does not seem to be acceptable for intercultural communication, since even such universal concepts as respect, attention have different content (*compare, for example, attention in an unfamiliar woman in Arab countries and Latin America, respect for elders in the East and in Europe*). Every culture has its own concept of politeness. The different content of this concept is reflected in language and speech and is manifested in lexical-grammatical, functional, pragmatic, discourse features. Since politeness is understood differently in different cultures, it is incorrect to say that one nation is impolite or more polite than another, since there is no "culturally free" basis for determining the degree of politeness.

It is possible to understand and explain what politeness is only with an integrated sociocultural approach at an interdisciplinary level - through consideration of culture and the characteristics of social relations characteristic of its representatives, that is, first of all, through cultural anthropology. Supporting Fraser's assertion that politeness is a dynamic concept that changes in time [2,220]. We consider it necessary to add that it is also a variable concept that changes depending on territorial and cultural affiliation. In addition to the time vector, the spatial vector also affects the content of politeness. It seems that politeness should be viewed as a communicative category. Communicative categories mean the most general communicative concepts that order a person's knowledge of communication and the norms for its implementation.

Communicative categories reflect the communicative consciousness of a person, they contain certain conceptual knowledge about communication, as well as norms and rules of

communication. Among the communicative categories that regulate communicative activity, researchers distinguish communication, tolerance, communicative immunity, communicative evaluativeness, communicative pressure, etc. [7, 60].

In our opinion, the category of politeness is one of the most important communicative categories, since it has a cross-cutting nature for the communicative consciousness and integrates a number of more private categories. She plays an important role in ensuring and organizing harmonious communication.

Like the communicative consciousness in general, the category of politeness has a national and cultural specificity, and it can be considered, moving from the type of culture and structure of social relations to the basic cultural values and accepted norms, and then to the rules of communication [9, 95]. This path has great explanatory power and allows you to understand the reason for the differences in communicative behavior, to see, to trace a certain logic in the actions of representatives of another culture. As E.S. Markaryan wrote, "ethnic cultures are historically developed ways of activity, thanks to which the adaptation of various peoples to the conditions of the natural and social environment surrounding them was ensured" [6, 88].

Politeness, in our opinion, is, first of all, adherence to the norms of communication through the use of culturally specific communication strategies that reflect socio-cultural values and correspond to the communicative expectations of a partner. Politeness is about etiquette. However, these two phenomena, important for communication, do not completely coincide. Politeness is broader than etiquette. Etiquette is a set of communication norms and rules. Politeness is a system of communication strategies and tactics used in real communication and aimed at achieving harmony and mutual understanding. Politeness includes everything that contributes to harmonious, conflict-free communication, despite the fact that some of its elements may not be (at a certain stage or in a specific communicative situation) the norm enshrined in etiquette. We offer the following definition of politeness: Politeness is a nationally-specific communicative category, the content of which is a system of ritualized strategies of communicative behavior (linguistic and non-linguistic) aimed at harmonious, conflict-free communication and adherence to socially accepted norms in interactional communication (establishing, maintaining and ending interpersonal contact). Communication strategy is the correlation of communicative actions with the purpose of communication [8, 97]. At the speech level, a communicative strategy is the correlation of speech actions with the purpose of communication and the conventional linguistic means with which it is realized. Thus, verbal (speech) politeness is a system of communicative strategies and conventional linguistic means serving them. The communicative strategy is determined by "the macrointention of the participant in the dialogue, conditioned by social and psychological situations" [5, 73]. Speaking about intercultural communication, obviously, it should be added that the strategy is also determined by the communicative consciousness of the participant in the dialogue, which largely determines the choice of means of achieving a particular communicative goal in a particular communicative culture. The main purpose of being polite is to show your partner a friendly attitude. This goal is achieved using a variety of communication strategies and tactics, the choice of which depends on many communicative factors - situational, psychological, social-cultural.

So, for example, when making an invitation, Uzbek communicants, in order to have a greater pragmatic effect, allow an increase in the impact on the interlocutor (*Come to my birthday party. I will definitely, I will wait very much*), the British, on the contrary, prefer to minimize the

pressure, make the invitation in the most indirect form (*I'm just wondering whether you would like to come to my birthday party*); in response to the invitation, Uzbek communicants like as a rule, they thank and promise to come (*Thank you, I will definitely come*), the British give an emotional assessment (*Great, That would be lovely*).

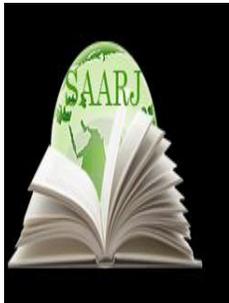
CONCLUSION:

Politeness as a whole is a flexible system of strategies, since in the process of communication in connection with the changing communicative context, communicants are forced to adjust their communicative behavior, trying to make the most optimal choice of strategies and language means in order to make the most favorable impression on their partner. Since the strategies of politeness, the corresponding goals and conditions of communication are assigned to certain roles, as well as conventional speech means, we can say that they are ritualized.

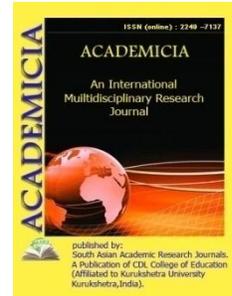
Thus, we proceed from the premise that politeness, despite its universality, has a relational character, its specific content is nationally specific. This specificity is manifested not only through the peculiarities of the use of different etiquette formulas, but primarily through different communication strategies, communicative actions, the focus of which is determined by socio-cultural parameters: the type of social relations and dominant cultural values.

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ACCEPTABILITY AND CHALLENGES OF ONLINE HIGHER EDUCATION IN THE COVID-19 ERA IN ZAMBIA

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ABSTRACT

The aim of this study was to evaluate the acceptability of online education to students in higher learning institutions in Zambia. The emergence of coronavirus disease 2019 (COVID-19) forced the education system world-wide to adopt online education immediately. An online survey was conducted amongst the students at ZCAS and ZCAS University in Lusaka, Zambia. A randomly selected sample of 542 students participated in the online survey. Firstly, a descriptive statistical analysis of the responses was conducted in which frequencies were tabulated; thereafter, cross tabulations which produced chi-square value testing for significance and analysis of variances were run. The main findings of the study are that female students were more receptive of online education than their male counterparts, while postgraduate students embraced online education better than undergraduate students. However, the mode of study i.e. whether full time, part time or distance education, and the type of programme i.e. whether academic or professional had no significant influence on acceptability of online education. With respect to the challenges associated with online education, the study found that cost of data bundles and internet speed were the most significant hindrances to learners' accessibility to online education. These and several other factors resulted in learners' overall dissatisfaction with online education. The findings of this study can be used in designing strategies for online education in Zambia and across the world. The main recommendations are that universities should implement initiatives to motivate male learners to adopt online education, and reduce students' cost of access to their online learning platforms.

KEYWORDS: *COVID-19, Higher Education, Lockdown, Online Education, ZCAS University.*

1. INTRODUCTION

The aim of this study was to evaluate the acceptability of online education to students in higher learning institutions in Zambia. Accordingly, we conducted an online survey of students studying professional courses at the Zambia Centre for Accountancy Studies (ZCAS) and their ZCAS University academic counterparts. Although Mukwena and Sinkala (2020) investigated the impact of COVID-19 on universities in Zambia, their study focused on public universities. By carrying out a comparative study of ZCAS University (a private university) and ZCAS (a public institution that offers tuition for professional programmes), our study is significant because we address two main issues. Firstly, we evaluate whether there are differences in students' perception of online education between private and public higher education institutions and, secondly how students studying academic degrees perceive online education compared to those undertaking professional courses.

In order to enhance teaching and learning in online education, universities need to tailor their offerings to address specific attitudes of students. This requires a detailed understanding of students' preferences. Therefore, the overarching question we set ourselves to guide this study was: *To what extent do gender, mode of study, type of learning programme and level of study affect acceptability of online education in higher education in Zambia?* For example, do female students respond the same way to online learning as their male counterparts? How about students studying on different modes of study such as full time, part time and distance education? Is online education equally acceptable to students taking degree programmes as those studying professional courses? Similarly, is online education more attractive to undergraduate students compared to postgraduate students?

ZCAS was established by an Act of Parliament, ZCAS Act No. 1 of 1989, to train professional accountants, improve the standing of the accountancy profession in Zambia, and provide advisory and consulting services in finance, accountancy as well as related matters (*ZCAS Act, 1989*). ZCAS offers tuition to students undertaking courses in professional programmes such as the Association of Business Executives (ABE), Association of Chartered Certified Accountants (ACCA), Chartered Institute of Management Accountants (CIMA), Chartered Institute of Marketing (CIM), Chartered Institute of Procurement and Supply (CIPS), NCC Education and the Zambia Institute of Chartered Accountants (ZICA) (Zambia Centre for Accountancy Studies, 2020).

In 2016, ZCAS registered a wholly owned private university, ZCAS University, with the Higher Education Authority in order to award degree qualifications (Higher Education Authority, 2021). The University offers undergraduate and postgraduate degree programmes in accountancy, finance, ICT, marketing, business administration, supply chain management and other business-related fields (ZCAS University, 2020).

On 18th March 2020 the Government of the Republic of Zambia closed all schools, colleges and universities in the country to prevent the further spread of the coronavirus disease 2019 (COVID-19). The closure was indefinite and with effect from 20th March 2020. In response to the closure of learning institutions, ZCAS and ZCAS University decided to switch all full time, part time and distance education students to online teaching and learning. The main platforms used for online learning included Zoom and WizIq. A training session for lecturers, most of whom were

already familiar with these platforms, was immediately carried out and the institutions commenced online classes within one week of the official closure of learning institutions.

In order to determine students' experiences with online education at ZCAS and ZCAS University during the COVID-19 pandemic, we conducted an online survey at the end of the first semester of 2020 i.e. in June and July 2020. Our findings indicate that female learners had a higher uptake of online education than male students, while postgraduate students embraced online education better than undergraduate students. However, the mode of study i.e. whether full time, part time or distance education, and the type of programme i.e. whether academic or professional had no significant influence on acceptability of online education.

With respect to engagement in online education, the cost of data bundles and internet speed adversely affected learners' ability to participate. These factors, together with several others, could have contributed to the overall student dissatisfaction with online education.

We organise the remainder of the paper as follows. Section 2 provides a brief review of the prior literature, while a description of the methodology and dataset is provided in Section 3. We discuss our empirical results in Section 4 and offer concluding remarks in Section 5.

2. LITERATURE SURVEY

Abdullah and Ward (2016) developed a General Extended Technology Acceptance Model for E-Learning (GETAMEL) which suggests external factors that affect students' adoption of e-learning. The five factors they identified as having a significant effect on students' perceived ease of use (PEOU) and perceived usefulness (PU) of e-learning are Self-Efficacy, Subjective Norm, Perceived Enjoyment, Computer Anxiety and Experience. PEOU and PU of e-learning affect students' attitude towards online education, and subsequently their intention to use and actual use of e-learning. We have used the GETAMEL model in our review of the literature to identify challenges of adopting online education in higher education.

2.1 CHALLENGES OF ONLINE EDUCATION

In a study of 424 universities from around the world, Marinoni *et al.* (2020) found that only 29% of the African universities that responded to the survey had replaced classroom teaching by online education at the time. The other regions in the world had performed far much better in this area with 85% of European respondents having switched to online education, the Americans were at 72% and, Asia and Pacific at 60%. The most common hindrances to switching to online teaching and learning were inadequate technical infrastructure, lack of skills in delivering online education, and the overbearing demands in specific fields of study, particularly those that require students to undertake practical activities in laboratories or workshops as part of their training.

Elsewhere in Africa, internet connectivity and inadequate infrastructure have been identified as the prominent hindrances to online education, particularly in rural settings (Kajiita, Nomngcoyiya and Kang'ethe, 2020; Mukwena and Sinkala, 2020; Okereke *et al.*, 2020; Rahali *et al.*, 2020). Other deterrents to online education in Africa include lack of electricity (Kajiita, Nomngcoyiya and Kang'ethe, 2020), absence of student-student interaction and student-teacher engagement (Okereke *et al.*, 2020), lack of self-discipline (Mukwena and Sinkala, 2020; Rahali *et al.*, 2020), high cost of data bundles (Agormedah *et al.*, 2020; Kajiita, Nomngcoyiya and Kang'ethe, 2020; Motala and Menon, 2020), living conditions unsuitable for studying (Kajiita,

Nomngcoyiya and Kang'ethe, 2020; Motala and Menon, 2020), lack of online pedagogical skills (Agormedah *et al.*, 2020; Kajiita, Nomngcoyiya and Kang'ethe, 2020; Marinoni, Land and Jensen, 2020) and inadequate orientation of students in the use of online learning platforms (Agormedah *et al.*, 2020).

Most of the challenges that adversely affect online education as outlined above are also evident in other parts of the world, particularly in the less developed countries. For example, internet connectivity for online education is problematic in India (Bisht, Jasola and Bisht, 2020; Mishra, Gupta and Shree, 2020), Austria (Ebner *et al.*, 2020), China (Chang and Fang, 2020; Xiong, Mok and Jiang, 2020), Malaysia (Chung, Mohamed Noor and Mathew, 2020a; Chung, Subramaniam and Dass, 2020b), Indonesia (Ginting *et al.*, 2020) and Nepal (Gautam & Gautam, 2021; Gupta *et al.*, 2020). Other deterrents to online education around the globe include inadequate interaction with fellow students and faculty members (Chung, Subramaniam and Dass, 2020b; Bisht, Jasola and Bisht, 2020; Ebner *et al.*, 2020; Gupta *et al.*, 2020; Mishra, Gupta and Shree, 2020), passive student participation in learning (Chang & Fang, 2020; Chung *et al.*, 2020b), and the home environment not being conducive for online learning (Gupta *et al.*, 2020; Mishra, Gupta and Shree, 2020; Wu *et al.*, 2020; Xiong, Mok and Jiang, 2020).

2.2 ENABLERS OF ONLINE EDUCATION

Alshaher (2013) adapted the McKinsey 7S model framework for e-learning system readiness assessment in higher education. The model has since been used in empirical research (Ebner *et al.*, 2020). We use this model (which presents the seven "S"s as strategy, structure, systems, style/culture, staff, skills, and shared value) to identify factors that facilitate online education in higher education.

Bhowmik and Bhattacharya (2021) categorized factors that influence online education in higher education into three groups namely, student related, lecturer related and institutional related factors. Boredom and frustration were the most influential students' related factors, whereas lack of immediate feedback was the most profound lecturer related factor. With respect to institutional related factors, infrastructure and suitable online examination design were the prominent factors that affect online learning.

The student related factors seem to hinge on attitude and motivation of students (Lukong *et al.*, 2020; Zia, 2020) and degree of interaction with peers and lecturers (Lukong *et al.*, 2020; Xiong *et al.*, 2020). Lecturer related factors hinge on teaching strategy/style (Chang & Fang, 2020; Kajiita *et al.*, 2020; Zia, 2020), training for online delivery (Chang & Fang, 2020; Chung *et al.*, 2020a; Xiong *et al.*, 2020), curriculum tailored for online delivery (Zia, 2020), and attitude towards online education (Kajiita *et al.*, 2020; Zia, 2020). Institutional factors are characterized by virtual platform functionality (Chang & Fang, 2020; Gupta *et al.*, 2020; Marinoni *et al.*, 2020), institutional policy for online delivery (Chang and Fang, 2020), and software and hardware support (Chang & Fang, 2020; Gautam & Gautam, 2021; Kajiita *et al.*, 2020; Marinoni *et al.*, 2020; Xiong *et al.*, 2020; Zia, 2020)

2.3 SATISFACTION WITH ONLINE EDUCATION

Our survey of the literature has revealed that gender plays a significant role in satisfaction with online education. Most of the studies reviewed suggest that female students accepted online education more easily than male students. Studies carried out by Bisht *et al.* (2020), Chung *et al.*

(2020b) and Shahzad *et al.* (2020) that involved a total of 1,110 students in India and Malaysia, for example, found that female students embraced online education more readily than their male counterparts. On the other hand, Rakhmanov and Dane (2020) found that female students recorded higher depression and alexithymia scores than male students. In terms of readiness for online learning, Chung *et al.* (2020b) concluded that female students were readier for online education than males. Bhowmik and Bhattacharya (2021) and Chung *et al.* (2020a) did not find gender as a significant factor in students' perception of online learning and readiness for online education respectively.

With respect to the level of study, degree students reported greater satisfaction with online learning and had better learning experiences compared to diploma students (Chung, Subramaniam and Dass, 2020b). Similarly, Gautam and Gautam (2021) found that postgraduate students had more effective online learning experiences than undergraduate students.

Bhowmik and Bhattacharya (2021) investigated the role of locality (i.e. whether dwelling in rural or urban settings) on students' perception of online learning. Their study found no significant difference in perception of online learning among rural, semi-urban and urban students.

Despite the differences in acceptability of online education described above, most of the studies carried out in the COVID-19 era indicate low levels of satisfaction with online education. For example, Xiong *et al.* (2020) concluded that only 27% of the surveyed students were satisfied with online learning, while Gupta *et al.* (2020) found that 76.9% of the surveyed students felt that the online class was distracting. Similarly, Slamet *et al.* (2021) concluded that students and lecturers found online learning materials less effective, student participation average, participants bored with online learning, and online lecture implementation less effective. This study also found that online dissertation supervision was not effective, while online assessment was less effective. On the same hand, a survey of 399 students in Malaysia revealed that more than half of the respondents did not want to continue with online learning in the next semester (Chung *et al.*, 2020b), suggesting high levels of dissatisfaction.

However, in Bangladesh, Biswas *et al.* (2020) found that students had positive perception of mobile learning. Gautam and Gautam (2021) also reached similar conclusions in their study of Nepal students' perception of online education in the COVID-19 era.

3. DATA AND METHODOLOGY

We collected data for this study from a Google Docs online questionnaire that was availed to all students at ZCAS and ZCAS University through the virtual learning environment (VLE). A message was sent to all students through the VLE urging them to provide feedback about their experiences with online education since the COVID-19 induced lockdown that prevented in-person learning and teaching. 688 students out of a population of about 2,700 completed the online questionnaire. We consider this response to be adequate because using Yamane's (1967, 886) highly recognised formula for determining sample size, an appropriate sample, n , would be

$$n = \frac{2,700}{1+2,700(0.05)^2} = 348.$$

The main research question we set out to answer in this study was: *To what extent do gender, mode of study, type of learning programme and level of study affect acceptability of online education in higher education in Zambia?* To answer this question, we used SPSS's cross tabulations, chi-square tests and analysis of variance (ANOVA) to analyse the data.

4. EMPIRICAL RESULTS

We imported the questionnaire responses from Google Docs into an Excel spreadsheet for data cleaning. After data cleaning, we remained with 542 usable questionnaire responses, that is, 472 for ZCAS University students (student population: 2,174) and 70 for ZCAS professional students (student population: 547).

4.1 DESCRIPTIVE STATISTICS

In order to determine internal consistency of the survey questionnaire, we generated the Cronbach's alpha coefficient after importing the data into SPSS. The Cronbach's alpha coefficient obtained for the data was 0.733 as can be seen from Table 1 below. The coefficient is higher than the recommended minimum of 0.7, suggesting that our data collection instrument was reliable.

TABLE 1 CRONBACH RESULTS FROM SPSS
Scale: ALL VARIABLES

		N	%
Cases	Valid	542	100.0
	Excluded ^a	0	.0
	Total	542	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.733	7

We present descriptive statistics in Tables 1 – 4 below. Table 2 below shows that majority of students (87.1%) who responded to the questionnaire are enrolled on academic programmes. This reflects the overall student population in the two institutions as the ratio of academic to professional students from the Student Information System is 85:15 (Edurole, 2021).

TABLE 2 STUDENTS BY TYPE OF LEARNING PROGRAMME

		Type of Programme			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic programme	472	87.1	87.1	87.1
	Profesional Programme	70	12.9	12.9	100.0
	Total	542	100.0	100.0	

In terms of gender, there was an equal number of respondents. As can be seen from Table 3 below, 50% (271) of the respondents were female and exactly the same number were male. This statistic mirrors the population statistics as information from the Student Information Systems shows that the split between male and female students is roughly 50:50 (Edurole, 2021).

With regard to mode of study, learning programmes are offered on three modes of study. Some students study on a full-time basis, which means they engage with their lecturers during normal working hours from 08:00 hrs to 17:00 hrs. Part time or evening students have classes from 17:30 hrs to 20:00 hrs. The third mode of study is referred to as distance learning, where in-person classes were available for two weeks within the semester.

TABLE 3 SEX OF RESPONDENTS**Sex**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	271	50.0	50.0	50.0
	Male	271	50.0	50.0	100.0
	Total	542	100.0	100.0	

From our survey, it can be noted from Table 4 below that most of the respondents were full time students (55.4%), followed by distance learning students (31%). Part time students accounted for the remainder.

TABLE 4 MODE OF STUDY

Mode of study					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	300	55.4	55.8	55.8
	Part time	70	12.9	13.0	68.8
	Distance	168	31.0	31.2	100.0
	Total	538	99.3	100.0	
Missing	4	4	.7		
Total		542	100.0		

The above scenario basically depicted the structure of the institutions as regards mode of study. Statistics from the Student Information System show that most of the students were full-time, quite a good number were on Distance and fewer were on part time (Edurole, 2021).

4.2 GENDER AND ONLINE EDUCATION

A cross tabulation was undertaken to ascertain whether there was any significant relationship between gender and acceptability of online education as per research question. Results from the cross-tabulation analysis are shown in the Table 5 below.

With respect to the question on how often the respondents attended live online lectures, 63.8% of female student always attended the live online lectures while 55.6% did so most of the time. On the other hand, only 36.3% of the male students always attended live online lectures, while 44.4% did so most of the time. There was a higher proportion of males (66.7%) who never attended the live online classes compared to only 33.3% of females. From these results, we can safely conclude that there was a significant relationship between gender and live online class attendance.

TABLE 5 SEX VERSUS LIVE ONLINE LECTURE ATTENDANCE CROSS TABULATION

Sex * Live Online Lecture Attendance Crosstabulation

			Live Online Lecture Attendance					Total
			Always	Most of the time	Often	Rarely	Never	
Sex	Female	Count	51	85	66	60	9	271
		Expected Count	40.0	76.5	67.0	74.0	13.5	271.0
		% within Live Online Lecture Attendance	63.8%	55.6%	49.3%	40.5%	33.3%	50.0%
Male	Count	29	68	68	88	18	271	
	Expected Count	40.0	76.5	67.0	74.0	13.5	271.0	
	% within Live Online Lecture Attendance	36.3%	44.4%	50.7%	59.5%	66.7%	50.0%	
Total	Count	80	153	134	148	27	542	
	Expected Count	80.0	153.0	134.0	148.0	27.0	542.0	
	% within Live Online Lecture Attendance	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.266 ^a	4	.003
Likelihood Ratio	16.439	4	.002
Linear-by-Linear Association	16.181	1	.000
N of Valid Cases	542		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.50.

Furthermore, the chi-square p-value of 0.03 associated with the cross tabulation, is less than 0.05, which means that gender is significant. This finding is in line with many other studies which have revealed that female students accepted online education more readily than their male counterparts (Chung, Subramaniam and Dass, 2020b; Bisht, Jasola and Bisht, 2020; Shahzad *et al.*, 2020). A possible explanation for this finding is that in general, women spend more time on social media than males (Comscore Inc., 2021). They are therefore, more tech-savvy and readier to use their time online for studies than male students.

4.3 MODE OF STUDY AND ONLINE EDUCATION

The other research question was to assess whether the mode of study the students were enrolled on (i.e. full time, part time or distance learning) had any significant relationship with adoption of online learning. We ran a cross tabulation between mode of study and online lecturer engagement. It can be noted from Table 6 below that there was no significant difference between the expected values and the observed values within a cross tabulation of mode of study and online lecturer engagement. This suggests a normal tendency with regards to online lecturer engagement and mode of study. It really did not matter what mode of study a student was enrolled on; the way learners studying on full time, part time and distance education engaged with their lecturers online was the similar.

TABLE 6 MODE OF STUDY VERSUS ONLINE LECTURER ENGAGEMENT CROSS TABULATION

Mode of study * Online lecturer engagement Crosstabulation

			Online lecturer engagement					Total
			Always	Most of the time	Often	Rarely	Never	
Mode of study	Full time	Count	15	60	83	104	38	300
		Expected Count	15.1	54.6	89.2	107.6	33.5	300.0
		% within Online lecturer engagement	55.6%	61.2%	51.9%	53.9%	63.3%	55.8%
	Part time	Count	3	12	20	28	7	70
		Expected Count	3.5	12.8	20.8	25.1	7.8	70.0
		% within Online lecturer engagement	11.1%	12.2%	12.5%	14.5%	11.7%	13.0%
	Distance	Count	9	26	57	61	15	168
		Expected Count	8.4	30.6	50.0	60.3	18.7	168.0
		% within Online lecturer engagement	33.3%	26.5%	35.6%	31.6%	25.0%	31.2%
Total	Count	27	98	160	193	60	538	
	Expected Count	27.0	98.0	160.0	193.0	60.0	538.0	
	% within Online lecturer engagement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.739 ^a	8	.785
Likelihood Ratio	4.753	8	.784
Linear-by-Linear Association	.026	1	.873
N of Valid Cases	538		

a. 1 cells (6.7%) have expected count less than 5. The minimum expected count is 3.51.

The chi-square p-value of 0.785 associated with the cross tabulation confirms that there was no significant relationship between mode of study and online lecturer engagement as it was greater than 0.05. This could be attributed to the fact that all students at ZCAS and ZCAS University have equal access to online resources and facilities regardless of their mode of study.

4.4 TYPE OF PROGRAMME AND ONLINE EDUCATION

The third research question was to establish whether the type of programme pursued (i.e. academic or professional) had a significant relationship with acceptability of online education. Academic programmes lead to the award of a degree from a university, while professional qualifications are awarded by professional bodies such as ACCA, CIMA, CIPS etc. We ran a cross tabulation between type of programme and online lecture attendance. The results in Table 7 below show no major differences between the expected values and the observed values. This implies that the responses obtained were as expected, signifying no significant relationship. It really did not matter what type of programme the respondents were doing – their online lecture attendance was basically the same. The chi-square p-value of 0.289 which is above 0.05 confirms no significant relationship between type of programme and live online lecture attendance.

Furthermore, we ran an analysis of variance (ANOVA) test on whether there was any significant difference in the means of professional and academic students who were attending online classes. The results are shown in Table 8 below.

TABLE 7 TYPE OF PROGRAMME VERSUS LIVE ONLINE LECTURE ATTENDANCE

Type of Programme * Live Online Lecture Attendance Crosstabulation

			Live Online Lecture Attendance					Total
			Always	Most of the time	Often	Rarely	Never	
Type of Programme	Academic programme	Count	66	135	121	129	21	472
		Expected Count	69.7	133.2	116.7	128.9	23.5	472.0
		% within Live Online Lecture Attendance	82.5%	88.2%	90.3%	87.2%	77.8%	87.1%
	Profesional Programme	Count	14	18	13	19	6	70
		Expected Count	10.3	19.8	17.3	19.1	3.5	70.0
		% within Live Online Lecture Attendance	17.5%	11.8%	9.7%	12.8%	22.2%	12.9%
Total		Count	80	153	134	148	27	542
		Expected Count	80.0	153.0	134.0	148.0	27.0	542.0
		% within Live Online Lecture Attendance	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.986 ^a	4	.289
Likelihood Ratio	4.648	4	.325
Linear-by-Linear Association	.006	1	.941
N of Valid Cases	542		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.49.

As can be seen above, the means of online class attendance for academic programme was 2.80 and that of professional program was 2.79, implying that there no significant difference between the two groups of students, and the ANOVA significance value of 0.941 confirms this. This result is as expected because ZCAS and ZCAS University do not segregate access to online resources and facilities between the two groups of students.

TABLE 8 ANOVA

Report				ANOVA					
Onlineattendance				Onlineattendance					
Type of Programme	Mean	N	Std. Deviation		Sum of Squares	df	Mean Square	F	Sig.
Academic programme	2.80	472	1.122	Between Groups	.007	1	.007	.006	.941
Profesional Programme	2.79	70	1.284	Within Groups	706.260	540	1.308		
Total	2.80	542	1.143	Total	706.268	541			

4.5 PROGRAMME LEVEL AND ONLINE EDUCATION

We further investigated whether there was a significant difference in acceptability of online education between undergraduate and postgraduate students. Accordingly, we compared the two group means based on their attendance of live online classes. A total of 472 students from

academic programmes responded to the questionnaire, out of which 419 were undergraduate students and 53 were postgraduate students as can be seen from Table 9 below.

Table 9 shows the mean against each programme level of online class attendance as 2.84 and 2.49 for undergraduate and postgraduate students respectively. As can be seen, the means were different; we therefore set out to analyse the levels of association which can be noted in the cross tabulation in Table 10 below.

TABLE 9 MEAN OF PROGRAMME LEVEL AGAINST ONLINE CLASS ATTENDANCE Report

Onlineattendance			
Programme level	Mean	N	Std. Deviation
Undergraduate	2.84	419	1.130
Postgraduate	2.49	53	1.012
Total	2.80	472	1.122

We note from Table 10 below that, proportionately, more postgraduate students (58.5%) attended live online classes either all the time or most of the time, compared to 40.5% of undergraduate students who did so.

TABLE 10 CROSS TABULATION OF PROGRAMME LEVEL AND LIVE ONLINE CLASS ATTENDANCE

Programme level * Live Online Lecture Attendance Crosstabulation

			Live Online Lecture Attendance					Total
			Always	Most of the time	Often	Rarely	Never	
Programme level	Undergraduate	Count	58	112	111	117	21	419
		Expected Count	58.6	119.8	107.4	114.5	18.6	419.0
		% within Programme level	13.8%	26.7%	26.5%	27.9%	5.0%	100.0%
Postgraduate	Count	8	23	10	12	0	53	
	Expected Count	7.4	15.2	13.6	14.5	2.4	53.0	
	% within Programme level	15.1%	43.4%	18.9%	22.6%	0.0%	100.0%	
Total	Count	66	135	121	129	21	472	
	Expected Count	66.0	135.0	121.0	129.0	21.0	472.0	
	% within Programme level	14.0%	28.6%	25.6%	27.3%	4.4%	100.0%	

We further carried out an ANOVA test, results of which are shown in Table 11 below. The significance value of 0.035, which is less than 0.05, denotes that there is a significant relationship between programme level and online education. Postgraduate students engaged more in online education than undergraduate students. This finding buttress other studies such as Chung, Subramaniam and Dass (2020b) and Gautam and Gautam (2021) in which researchers concluded that students pursuing higher level learning programmes accepted online education readier that their counterparts on lower level programmes. We attribute our study's finding to the

fact that postgraduate students, most of whom are in employment, have more resources and greater access to the internet than undergraduate students, and can therefore easily adopt online education.

TABLE 11 ANOVA TABLE FOR ONLINE CLASS ATTENDANCE AND PROGRAMME LEVEL

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Onlineattendance * Programme level	Between Groups (Combined)	5.592	1	5.592	4.478	.035
	Within Groups	586.883	470	1.249		
	Total	592.475	471			

4.6 FACTORS THAT INFLUENCED PROVISION OF ONLINE EDUCATION

The study also went further to ascertain to what extent certain suggested variables impacted on online education. Respondents were required to rate how factors such as internet speed, cost of bundles, platform unavailability, how user friendly the platforms were, delayed feedback, outdated materials, lack of training to use platform and lack of interaction with lecturers impacted acceptability of online education. A 5-point Likert scale statement analysis was conducted based on the standard interval table shown in Table 12 below.

TABLE 12 INTERVAL SCALE TABLE FOR 5 RESPONSE LIKERT STATEMENTS

	Scale	Interval Length	Lower Limit	Upper Limit
Always	1	0.8	1	1.8
Most of the time	2	0.8	1.8	2.6
Often	3	0.8	2.6	3.4
Rarely	4	0.8	3.4	4.2
Never	5	0.8	4.2	5

TABLE 13 DESCRIPTIVE STATISTICS ON LIKERT STATEMENTS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Internet speed	542	1	5	2.47	1.128
Cost of bundles	542	1	5	2.29	1.336
Platform unavailability	542	1	5	3.36	1.149
Platform not user friendly	542	1	5	3.55	1.222
Delayed feedback	542	1	5	3.15	1.162
Outdated materials	542	1	5	3.85	1.155
Not trained to use the platform	542	1	5	3.61	1.330
Lack of interaction with lecturers	542	1	5	3.14	1.312
Valid N (listwise)	542				

From Table 13, our interest was to determine how the mean against each statement compared with the standard interval table given in Table 12. From this comparison, we note that internet speed and cost of data bundles adversely affected students' online education most of the time. Platform not being available, delayed feedback and lack of engagement with lecturers online often adversely affected students also. Out-dated materials on the platforms, lack of training to use the platform and platform not being user friendly rarely affected students' online education.

Table 14 below indicates percentage responses on the given statements. We can conclude from the responses that 60.7% of the respondents indicated that cost of data bundles adversely affected their online education either always or most of the time, while 56.1% of the respondents said the same regarding internet speed. Therefore, cost of data bundles and internet speed were the major factors that adversely affected students' engagement in online education. This finding is in line with what the literature suggested. Lack of financial resources (Agormedah *et al.*, 2020; Kajiita, Nomngcoyiya and Kang'ethe, 2020; Motala and Menon, 2020) and unstable internet (Kajiita, Nomngcoyiya and Kang'ethe, 2020; Mukwena and Sinkala, 2020; Okereke *et al.*, 2020; Rahali *et al.*, 2020) have been identified as hindrances to online education elsewhere, particularly in less developed countries.

TABLE 14 RESPONSES ON FACTORS THAT AFFECTED LEARNER ONLINE EDUCATION

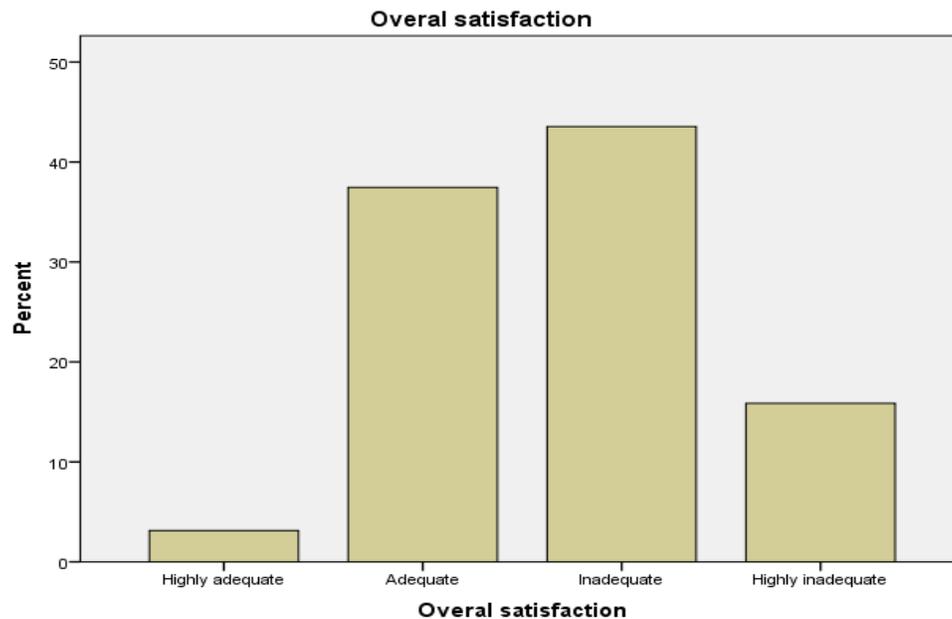
	Always (%)	Most of the time (%)	Often (%)	Rarely (%)	Never (%)	Total (%)
Cost of Bundles	40.6	20.1	16.6	14.9	7.7	100
Internet Speed	22.5	33.6	22.0	18.6	3.3	100
Platform Unavailable	7.2	17.9	21.8	38.2	14.9	100
Platform not user friendly	7.9	13.1	19.9	33.8	25.3	100
Delayed Feedback	10.1	18.5	29.2	30.3	12	100
Out-dated Materials	5.4	10.0	13.5	37.1	34.1	100
Not trained to use the platform	10.9	10.7	17.5	27.9	33.0	100

4.7 OVERALL SATISFACTION WITH ONLINE EDUCATION

Lastly, respondents were asked to rate how satisfied they were with online education overall. The majority of the respondents (59.4%) indicated that they were not satisfied with online education as shown in Table 15 and Figure 1 below.

TABLE 12 OVERALL SATISFACTION WITH ONLINE PLATFORMS

		Overall satisfaction			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly adequate	17	3.1	3.1	3.1
	Adequate	203	37.5	37.5	40.6
	Inadequate	236	43.5	43.5	84.1
	Highly inadequate	86	15.9	15.9	100.0
	Total	542	100.0	100.0	

Figure 1 Overall Satisfaction of online platforms

This finding echoes many other studies on student satisfaction with online education. As our literature review has revealed, many researchers have found that overall, majority of the students are dissatisfied with online education (Chung, Subramaniam and Dass, 2020b; Gupta *et al.*, 2020; Xiong, Mok and Jiang, 2020; Slamet *et al.*, 2021). The overall lack of satisfaction with online education can be attributed to inability to participate in online classes due to financial constraints and poor internet speed.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The conclusions from this study were that gender was significant in influencing acceptability of online education. Results indicated that majority of the female learners (63.8%) always attended online classes compared to only 36.3% of the males. Mode of study had no significant relationship with online lecturer engagement as indicated by a Pearson chi-square p-value of 0.785 which is way above 0.05.

This study further set to ascertain whether the type of program i.e. academic or professional had any significant relationship with online education. Going by the ANOVA test that was conducted, there was no significant difference in the mean of academic respondents who attended online classes (2.80) and that of professional students which was 2.79. Both academic and professional students engaged in online classes in the same way.

With respect to the level of study, we found, like many other researchers, that postgraduate students adopted online education better than undergraduate students. We think that postgraduate students adopt online education easier than their undergraduate counterparts because they have greater access to resources.

In terms of factors which influenced students' acceptability of online education, the Likert scale showed that cost of data bundles and internet speed were the greatest hindrances to student's online education. Overall, majority of the students were dissatisfied with online education.

5.2 RECOMMENDATIONS

The first recommendation from this study is that universities should implement strategies to motivate male students to embrace online education. For example, faculties could offer tutorials to male students on how to use online platforms.

Secondly, higher education institutions (HEIs) should facilitate student access to online teaching and learning in ways that are affordable to their students. For example, HEIs could negotiate with internet service providers to zero-rate student access to their learning platforms to reduce the prohibitive cost of data bundles for students.

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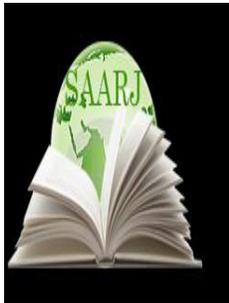
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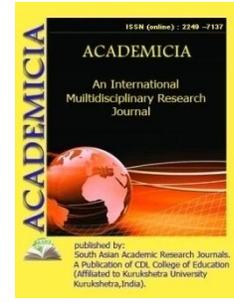
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FEATURES OF FORMATION OF NATIONAL ETIQUETTE SKILLS IN PRIMARY SCHOOL CHILDREN: A STUDY

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ABSTRACT

This article gives an idea of the features and stages of formation of National etiquette skills in primary school children. It will be helpful during the whole educating system. If the interests are fair and just, if they meet the needs of the majority, if the means of education in this field are effective, and if the educators are active and selfless, the goal of ideological education will be achieved. The moral education of primary school students consists in the formation of a positive, humane orientation in the interaction of the student with adults and peers, the formation of national habits, the formation of positive behavioral characteristics.

KEYWORDS: Education, Majority, Ettiquette, School, Elementary, Primary, Teacher, Pupil, Instructor, Learner, Idea, Feature

INTRODUCTION

The development of any nation depends on the attitude of the youth in society towards national concepts and values, how it affects the minds of young people and how they rely on their practical activities, as well as the development, spirituality and education of highly educated youth. Young people make up more than half of the population of the republic. It also depends on young people's understanding of national concepts, their beliefs and convictions, and what new values are formed. Because nationalism, firstly, sees young people as its object, and secondly, young people are considered to be the advanced developers of the concept of nationality and pass it on to future generations.

Third, the more young people are armed with and aware of the notion of nationalism, the more society will prosper. This situation determines the interdependence of nationality and youth. In other words, the concepts of nationality, such as "national etiquette", "national upbringing", "national customs", "national idea", "national traditions", are meaningful, the long-term goals

and interests of each person, and ultimately, the nation. if it serves to determine the future, it will be accepted by young people so quickly and a positive attitude towards it will be formed. This means that the society will have ideologically hardened, patriotic, modern knowledge in accordance with what ideas and thoughts it offers to the youth through the notions of nationalism.

The younger generation belongs to such a social group of society that they have a sharp emotional cognitive ability and are more sensitive to cases of disproportion of words and practice. Some of the "injustices" that are common to adults can have a devastating effect on the minds and worldviews of young students, which are not yet fully formed. Therefore, the spiritual and spiritual conditions associated with national etiquette, national upbringing, national idea, national pride and honor are important among young people today.

Young people should not be afraid to tell the truth, to avoid fraud, to openly state the existing difficulties and problems. At the same time, the positive work done by the head of our state Sh. Mirziyoyev and the efforts made to eliminate the existing problems are commendable.

The importance of the concept of national morality to mobilize, inspire, call students to a great future, its place and role in education and upbringing is determined by its relevance to the realities of life, real life, people's lives. However, along with the formation of national etiquette skills in students, "ideological education" is also important.

Ideological education is a process aimed at shaping the worldview of a person, social group, nation, society, equipping them with ideological knowledge that expresses specific goals. If the interests are fair and just, if they meet the needs of the majority, if the means of education in this field are effective, and if the educators are active and selfless, the goal of ideological education will be achieved. Society is more likely to be influenced by foreign and harmful ideas when the people have not yet realized their interests, formed their own ideology and mobilized for their goals. This makes it an urgent task to establish ideological education, to constantly inculcate the principles of healthy ideology in the hearts and minds of students.

Ideological education in society requires, first of all, the joint work of the family, schools, lyceums, colleges, universities, the media, public organizations. The main link in the system of continuing education is primary education - the main link in the ideological education, because the task of inculcating ideological goals in the minds of students is carried out mainly through education.

Primary school students have a high propensity for the truth, deception, verbal practices are disgusting to others, and the spirit of hatred is strong. The cultural heritage of the people, national values, the exemplary life of our great thinkers and today's achievements play an important role in the formation of national etiquette, pride and honor.

Yusuf Khos Hajib's "Kutadgu bilig", Nizamulmulk's "Siyosatnoma", Amir Temur's "Tuzuklari", Alisher Navoi's "Mahbub ul-qulub" serve as historical and scientific sources in the formation of national etiquette skills and inculcation of ideas about social justice in primary school students. .

Tasks related to the correct orientation to national values through the formation of national etiquette skills in primary school students. The attitude of primary school students to national values shows the need to strengthen, stabilize, accelerate the spiritual, educational and ideological work of the rapidly changing, renewed, socio-economic, political, legal, cultural and

spiritual foundations of Uzbekistan. Also, the strength of national etiquette depends, on the one hand, on educational work and its effectiveness, on the other hand, on the correct understanding of the problems faced by students in everyday life, the ability to respond on the basis of ideas. The development of the nation requires young people to be self-sacrificing and nationally proud. It is also necessary to establish a school of education based on the universal values, Eastern philosophy, high moral and aesthetic ideals, national traditions inherited by our thinkers from the elementary school.

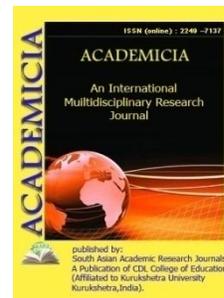
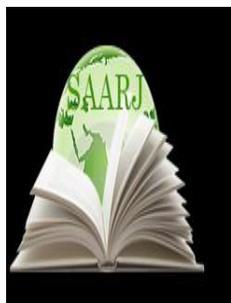
Because “to be a great state, first of all, it is necessary to take care of the culture, education and spirituality of its future citizens. As we leave a free and prosperous Motherland to the younger generation, we must pay attention to the spiritual and educational awakening of the youth, as they intend to continue the great work of our thinkers and heads of state.

The moral education of primary school students consists in the formation of a positive, humane orientation in the interaction of the student with adults and peers, the formation of national habits, the formation of positive behavioral characteristics. Great attention should be paid to the task of developing and nurturing positive emotions in students: love for parents and loved ones, kindness, friendship with peers.

In conclusion, nurturing love and affection for loved ones is a key factor in a young student’s moral development. It is on the basis of these feelings that a valuable quality is formed in the student to develop the desire to fulfill the demands of adults, to earn their praise, to show kindness to others.

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INNOVATIVE FORMS OF MODERN EDUCATION

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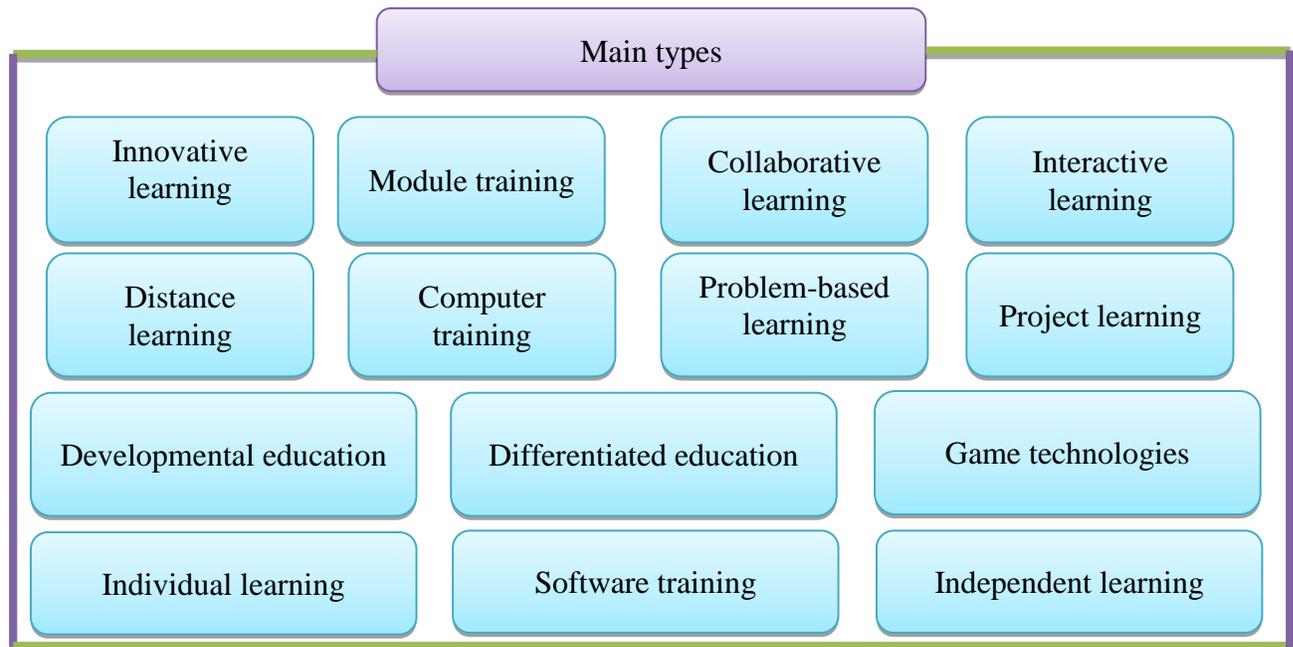
ABSTRACT

The article provides information about the current problems of teaching students in higher education institutions and modern interactive methods used to improve the quality of education, improve the quality of knowledge of students. Also in this article, the types of education that are relevant to the present time demand, the interesting injurious techniques used in increasing the knowledge and skills of students are also touched upon and briefly highlighted their types.

Keywords: *Practical Games, Graphic Organizers, Problematic Teaching, Interactive Learning, Module-Credit System, Distance Learning, Blended Learning, Strategies.*

INTRODUCTION

Nowadays in modern conditions it is expedient to use innovative forms of education in order to strengthen the learning activity of students, improve the quality and effectiveness of teaching. [1] **Practical games, problematic teaching, interactive learning, modular-credit system, distance learning, blended learning and master classes** are recognized as innovative forms of modular education and other education (Scheme).



Scheme. Innovative forms of modern education

Main part

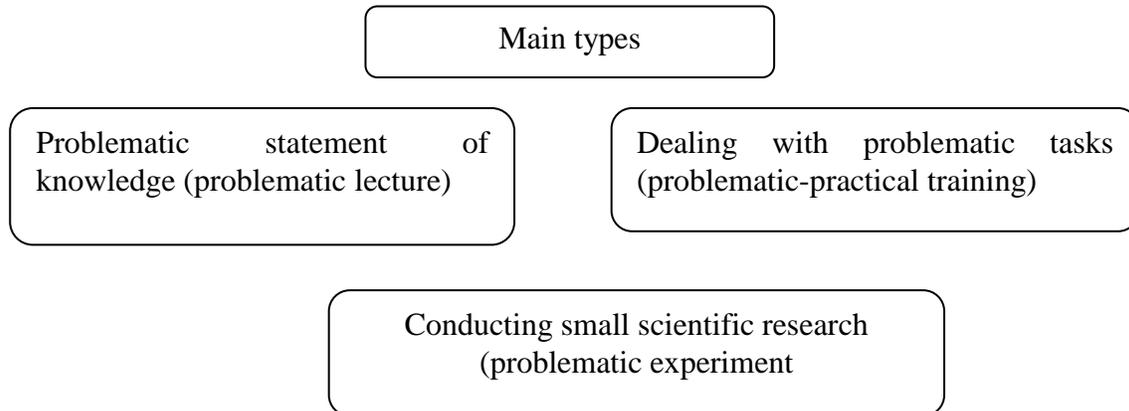
The scheme shows the innovative forms of modern education. Games of practical-innovative nature are effectively used in educational practice on modern conditions.

I. Practical games – games that allow you to imitate the organization of certain practical actions. Game technologies (game learning) – all forms of social experience: one of the types of person-centered education, which represents a conditional learning situation aimed at the formation of knowledge, skills, abilities and the process of emotional-evaluative activity.

II. Problem-based learning - improved teaching technology. Effective teaching technology in today's high school is a problem-based learning. Its task is to encourage an active cognitive process and to shape the research method in thinking. Problem-based learning is consistent with the goals of educating a creatively active individual.

Problem-based education – education aimed at developing students' skills and competencies such as creative research, small research, making certain assumptions, substantiating results, drawing certain conclusions.

In the 1960s, problem-based learning was further developed based on the views of researchers such as L.Rubinshteyn, M.I.Maxmutov, V.Okon, I.Y.Lerner. **S.L.Rubinshteyn's** idea that "Thinking begins with problematic situation" was accepted as the psychological basis of problem-based learning.



Problem-based learning (greek, "obstacle", "difficulty") forms the basis of problematic learning, and problem-based learning serves to find solutions to them. In most cases, problem and problematic situation are accepted as synonyms. Actually, they differ from each other.

III. Interactive learning - the type of education and form of teaching that is recognized as the most optimal way to increase the effectiveness of education.

Interactive learning – the education based on the organization of students' interaction in the acquisition of knowledge, skills, competencies and certain ethical qualities.

In essence, interactivity means that students have the ability to organize a movement based on cooperation, in the process of acquiring knowledge, skills, competencies and certain ethical qualities. From a logical point of view, interactivity refers, first of all, to the fact that social actors carry out activities based on dialogue interaction.

Interactive learning has the following opportunities:

- Arouses in students an interest in the acquisition of knowledge, encourages every participant in the learning process;
- Has a positive effect on the psyche of each student; creates favorable conditions for thorough mastering of educational material;
- Has a multifaceted impact on students;
- Stimulates students' thinking and attitudes on topics;
- Forms vital skills in students;
- Ensures that students' behaviour changes for the better.

Nowadays the following most popular technologies are used in the organization of interactive education in educational institutions of the Republic:

1. **Interactive methods:** “Case study”, “Blitz-poll”, “Modeling”, “Creative work”, “Attitude”, “Plan”, “Conversation” and etc.
2. **Strategies:** “Brainstorming”, “Boomerang”, “Galery”, “Zig-zag”, “Step by step”, “Icebreaker”, “Rotation”, “T-table”, “Rounded snow” and etc.
3. **Graphic organizers:** “Fishbone diagramme”, “BBB”, “Conceptual table”, “Venn diagramme”, “Insert”, “Cluster”, “Why?”, “How?” and etc.

Nowadays actively used interactive methods, strategies and graphic organizers are discussed in the appendix of the manual.

- I. **The modular credit** system is the most advanced form of modern education. Nowadays progressive humanity is continuing to seek new ways to achieve mutual understanding, cooperation in the social, economic, military and cultural spheres.

The Term: credit” means “passed the test” and provides information on the student’s successful completion of a particular course at the institution.

Modular-credit system is a system that ensures that each subject is mastered by students on the basis of a certain number of credit units.

- II. **Distance learning** – the most important and increasingly popular form of modern education. The rapid development of information and communication technologies in modern conditions created favorable conditions for the use of their potential in the educational process. At the same time, it has accumulated rich experience in distance learning in leading foreign countries. Distance learning technologies are a set of forms, methods and tools aimed at ensuring that education is carried out on the basis of a defined content.

- III. **Blended learning** is a relatively new but increasingly popular form of modern education.

Blended learning – a form of teaching based on online teaching materials and group learning under the guidance of a teacher.

In this form of teaching, the student receives independent learning, but at the same time is supported by the group and the teacher. Due to the use of “**Blended learning**” in group lessons, each student develops communication skills, reflecting the positive changes that are taking place in the acquisition of educational materials, revises the materials and prepares to explore a new topic.

Blended learning, in most cases, relies on assignments and is mainly organized on the basis of important information, additional materials are provided to the student through an online platform.

Blended learning The success of Blended learning is determined by the right choice of teaching aids. The advantage of this education form is that the student himself/herself determines the speed of mastering the learning material and the intensity of the learning process.

In higher education institutions Blended learning is based on the followings:

1. Online lecture sessions.
2. Online practical sessions.
3. Project and group work discussed on the Internet.
4. Online laboratory classes.
5. Online independent test.
6. Online advice.

IV. Master classes are once again a popular form of modern education. Master classes are an openly organized and effective form of teaching aimed at promoting best pedagogical practices.

This type of teaching is disposable. The professional skills of innovative teachers with many years of experience in organizing master classes, as well as, effective methods or technologies will be demonstrated to colleagues and students in an open, interactive manner. [3-4].

Today's day 21st century is the century of high technologies, the concept of computer graphic is closely linked to our lives.

In our society there are a lot of software products such as Maya, ZBrush, Blender, 3DMax, Nazzar.uz, 3D Virtual, 3D life three-dimensional modeling in the hearts of people of all ages. The term "D" is derived from the English word "dimensions". 3D technology is the most advanced method of visual and audio transmissions of an image in the world. All the smart people in the world have complete concepts like 3D image, 3D graphics, 3D modeling [5]. If we look at the modern film industry, architectural design and even the field of education, it is possible to observe real processes through various 3D special effects. The use of 3D technology in the teaching of chemistry in the organization of virtual laboratory classes leads high efficiency in teaching science. It is explained to students that virtual laboratory lab rooms are created in a web environment and that experiments can be performed as desired [6-7] .

Explosive experiments, experiments with toxic properties can also be performed in a virtual chemistry laboratory, and the results of ongoing reactions can be clearly seen in 3D virtual images (image).

V Academia virtual environment provides an opportunity to ensure high quality of education through trainings, various games, simulators, master classes.

On the implementation of virtual learning technologies as follows:

- Firstly, assessing the positive and negative consequences of the use of virtual learning technologies in our educational environment based on world experience;
- Secondly, paying special attention to the preparation of manuals on the effective use of virtual learning technologies in Uzbek;

- Thirdly, conducting research to promote national virtual learning environments and devices and promote research-based software and devices;
- Fourthly, providing conclusions and recommendations such as the introduction or government incentives for producers of virtual learning resources.

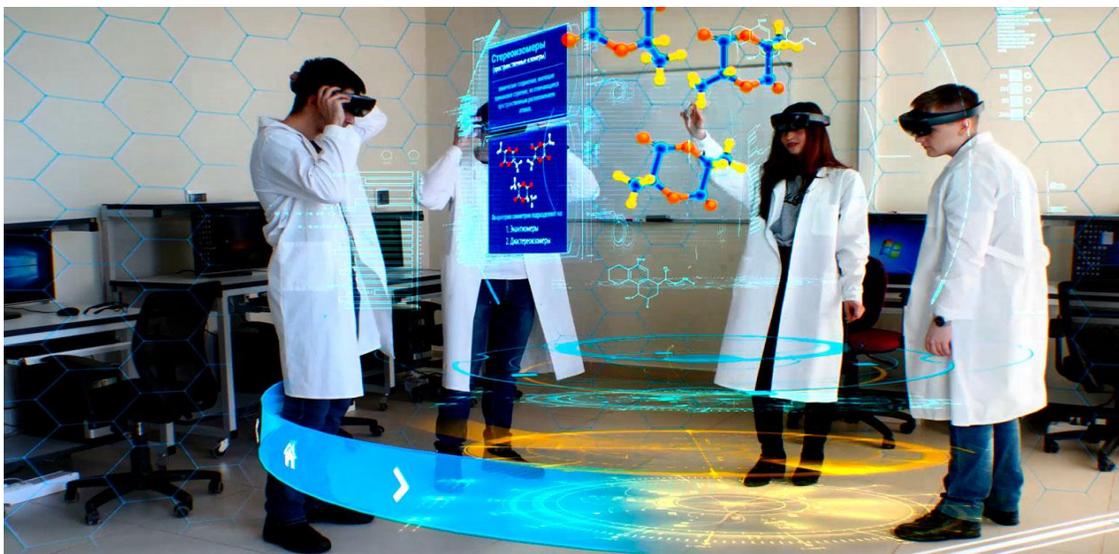


Image. Virtual presentations of students based on 3D programme in circle sessions

The following suggestions can be made for the development of distance learning technology in education:

1. It is achieved to improve the quality of education through the widespread use of interactive methods in teaching.
2. There will be an opportunity to use specially developed teaching aids (e-textbooks, training courses, videos, audio-video lectures and etc.)
3. Integration between listener and teacher is ensured in assessing listener mastery through a developed test bank.
4. Access to the world's leading Information Resources Center through development.
5. Distance learning is introduced to improve the qualification of professor-teachers.
6. During the implementation of the development in practice, students receive training on a paid contract, in addition, the university does not require additional buildings, inventory, electricity, teaching staff, etc.
7. The implementation of this project will increase the ability of students to re-learn e-textbooks, training courses, video films, audio-video lectures.
8. There will be an opportunity to further enhance the role of deen's office among the audience.
9. The interaction between the educator and the learner is lost.
10. Additional opportunities will be created through the implementation of the practice (loss of "workbook", "seminar notebook", "journal grades", etc.)

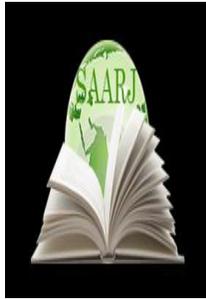
11. Commercialization increases the economic potential of the higher education institution.

CONCLUSION

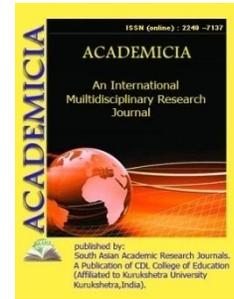
To sum up, nowadays we can clearly see that every field, including education, is developing rapidly. All of the above-mentioned modern forms of education are aimed at the same goal, and all of them serve to increase the quality and effectiveness of the lessons taught to students. Educational technology and distance learning technology in education solve tasks such as the development of individualized teaching methods, the formation and improvement of student knowledge and determining the level of knowledge acquired. The use of distance learning technologies in the educational process has a strong impact on the positive change in the content, forms and methods of education.

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PROBIOTICS INFLUENCE ON THE GLANDULAR STOMACH OF BROILER CHICKENS IN POSTNATAL MORPHOGENESIS

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ABSTRACT

In the postnatal ontogeny of broiler chickens belonging to the ROSS 308 cross, linear dimensions of the stomach and absolute values of weight were studied. Stomach morphometric parameters were observed to be higher in broiler chickens in the experimental group receiving probiotics than in the control group, especially after 14 days of postnatal ontogeny.

KEYWORDS: *Poultry, Chickens, Broilers, ROSS 308, Cross, Glandulargastric, Postnatal Ontogeny, Length, Weight, Growth Rate, Linear Dimension, Absolute Index.*

INTRODUCTION

Popular in our country, the direction for meat (broiler) is widespread breeds Ross - 308 (UK), Cobb - 500 (USA).

Since chickens are very delicate creatures, improper feeding, unfavorable weather conditions or poor veterinary hygiene can also lead to their disappearance and infection.

Climate, nutrition and environmental hygiene pose many dangers to chickens. To avoid these risks, their meals should be fortified with vitamins, probiotic and prebiotic supplements. Raw poultry processed with probiotics is safe because the probiotic microorganisms' metabolites do not accumulate in body tissues. Poultry is distinguished by the metabolic intensity processes compared to other farm animals.

Poultry meat is characterized by the metabolic processes intensity in relation to other farm animals. Therefore, poultry meat is one of the main products characterized by high nutritional and taste characteristics.

Therefore, poultry meat is one of the main products with high nutritional and taste qualities. Their meat production is assessed by their rapid muscle growth at a young age, body composition, rapid maturation, nutrient-based weight gain, fertility and chick survival.

As a result, modern cross-broiler chickens are characterized by rapid growth (35-42 days) and high productivity (increase in live weight 50-55 times per day), low resource costs and low cost of chicken meat compared to other meat and meat production types [1, 6].

The modern stage in the development of industrial poultry farming is inextricably linked with those lines breeding and chickens breeds that are capable of producing high-quality feed[2, 4].

According to the authors, "Ross-308" from local crossword puzzles fully meets these requirements.

Subtilis is an active source of a number of *Basillus* licheniformis probiotics VKM-2250 and *Basillus* licheniformis VKM-2252 strains isolated from soil, and *Basillus* licheniformis VKM-2287 strains from the rumen of large horned animals.

One of the main features of the digestive organ in a bird is a goiter presence, the teeth absence and the simple structure of the nasopharynx (nasopharynx).

They do not chew food, its softening and digestion occurs in the following parts of the digestive tract - the glandular and muscular stomach. Food in the mouth is moistened with saliva, which contains α -amylase-ptyalin, which converts starch into glucose.

Since the enzymes action on food is short-lived, this process does not play an important role in the body[5].

According to the authors, the new probiotics generation of the *Subtilis* series includes at least 90-95% spores, when in the microbial mass of the first generation spores the spores proportion was 5-7%, while in the case of probiotics Vetom-1, Sporovit, Subalin did not exceed 45 % [3].

MATERIALS AND METHODS

The studies were carried out on the digestive organs of broiler chickens of the one-day cross-country POSS 308, brought from LLC "Dargom Parranda Faiz", Samarkand region. They were divided into 4 groups, each of which had 40 chickens. All chickens in the group were fed a diet of the same composition. They were divided into 4 groups, each of which had 40 chickens. All chickens in the group were fed a diet of the same composition.

The first group of chickens was given only food and water; the second group of chickens was given food, water, were vaccinated under farm conditions, and preventive drugs were administered; the third experimental group of chickens was given food, water and water with the probiotics addition containing 100 million microbial bodies; the fourth experimental group of chickens was added to water with probiotics, which stored 200 million microbial bodies.

Morphometric measurements were carried out on days 1, 7, 14, 21, 28 and 35 of the experiment.

Used by N.P. Chirvinsky in determining the linear dimensions and organs weights and scientists of the Samarkand veterinary medicine institute (D.H. Narziev, M.H. Allamurodov, A.S. Daminov, R.M. Tashtemirov, N.B. Dilmurodov) general morphological methods improved and introduced by were used.

In determining the linear dimensions and organs weights, used by N.P. Chirvinsky and improved and introduced by scientists of Samarkand veterinary medicine institute (D.Kh. Narziev, M.Kh. Allamurodov, A.S. Daminov, R.M. Tashtemirov , N.B.Dilmurodov) general morphological methods.

All numerical data obtained as a result of scientific research were mathematically processed according to E.K. Merkurjeva method.

Mathematical and statistical analysis was carried out on a Microsoft Excel computer spreadsheet using Student's and Fisher's tests.

Results and their analysis. The absolute value of the glandular stomach length in the first group chickens was 1.48 ± 0.04 cm on the first day of postnatal ontogenesis with a rapid increase up to 7 days (1.88 ± 0.06 cm, $p < 0.04$; $K = 1.27$) and continuing this process step by step until the next 35 days of the study, i.e. at 14 days - up to 2.54 ± 0.09 cm ($K = 1.35$), at 21 days - up to 3.98 ± 0.12 cm ($p < 0.04$; $K = 1.57$), at 28 days - 3.74 ± 0.09 cm ($p < 0.03$), at 35 days - 4.02 ± 0.15 cm ($p < 0.04$; $K = 1.07$). It was found that the growth rate of this indicator of the glandular stomach was 2.72 times for the period from 1 to 35 days of chickens.

The absolute value of the glandular stomach thickness of the first group chickens was 0.47 ± 0.01 cm on the first day of postnatal ontogenesis with a rapid increase up to 7 days (0.63 ± 0.02 cm, $p < 0.04$; $K = 1.34$) and continue this process in stages until the next 35 days of the study, i.e. after 14 days - up to 0.87 ± 0.02 cm ($K = 1.37$), after 21 days - up to 1.22 ± 0.01 cm ($K = 1.4$), at 28 days - 1.31 ± 0.02 cm ($p < 0.03$; $K = 1.06$), at 35 days - 1.41 ± 0.02 cm. It was found that the growth rate of this indicator of the pancreas was 3.0 times for the period from 1 to 35 days of chickens.

The absolute value of the glandular stomach mass was 1.20 ± 0.03 g on the first day of postnatal development of the first group chickens, but increased to 1.29 ± 0.05 g by 7 days ($p < 0.04$; $K = 1.08$), this process accelerates to 14 days, 2.81 ± 0.06 g ($K = 2.18$), and continues periodically until the next 35 days, i.e. at 21 days - 5.49 ± 0.07 g ($p < 0.02$; $K = 1.95$), at 28 days - 5.62 ± 0.19 g ($p < 0.04$; $K = 1.02$), at 35 days - 7.48 ± 0.27 g ($p < 0.04$; $K = 1.33$).

It was found that the growth rate of the absolute index of the glandular stomach than in chickens at the studied stages of postnatal ontogenesis was 6.25 times higher.

The absolute glandular stomach length slightly increased from 1.46 ± 0.04 cm to 2.1 ± 0.06 cm ($p < 0.03$; $K = 1.44$) in the 2nd group chickens in the period from 1 to 7 days postnatal development. And at subsequent age periodically, up to 2.97 ± 0.07 cm ($K = 1.39$) after 14 days, up to 3.39 ± 0.14 cm ($K = 1.35$) after 21 days, up to 6.6 ± 0.07 cm ($p < 0.04$; $K = 0.92$) and 6.76 ± 0.19 cm ($K = 1.85$) after 35 days.

The absolute value of the glandular stomach thickness in the 2nd group increased chickens slightly from 1 to 7 days of postnatal development, from 0.48 ± 0.01 cm to 0.86 ± 0.03 cm ($p < 0.04$; $K = 1.81$). And periodically at a later age up to 1.08 ± 0.04 cm ($p < 0.04$; $K = 1.25$) after 14 days and 1.38 ± 0.04 cm ($K = 1.28$) after 21 day, up to 28 days at 1.44 ± 0.04 cm ($p < 0.04$; $K = 1.04$) and at 35 days up to 1.6 ± 0.06 cm.

The absolute index of the glandular stomach weight in the second group chickens rapidly increased from the first day to 14 days of postnatal ontogenesis, increasing from 1.17 ± 0.04 g after 7 days to 1.37 ± 0.05 g ($p < 0.04$; $K = 1.16$), at 14 days - up to 2.48 ± 0.03 g ($K = 1.81$) and at the next stages continue this process periodically, that is, on day 21 - up to 4.42 ± 0.14 g ($K = 1.78$), at 28 days - 5.46 ± 0.21 g ($p < 0.04$; $K = 1.23$), after 35 days - 6.92 ± 0.18 g ($p < 0.03$; $K = 1.27$). It was observed that the growth rate of the absolute value of this bone mass reached 5.89 times in the period from 1 to 35 days of postnatal development of chickens.

The absolute value of the glandular stomach length in the 3rd group chickens rapidly increased from 1.54 ± 0.06 cm to 2.5 ± 0.08 cm ($p < 0.04$; $K =$) from the first day to the 7th day of postnatal ontogenesis, as in the first and second groups. 1.62) and at 14 days - up to 2.56 ± 0.08 cm ($K = 1.02$), at 21 days - up to 3.96 ± 0.15 cm ($K = 1.55$), at 28 days - 3.66 ± 0.12 cm, at 35 days - 6.56 ± 0.19 cm ($p < 0.03$; $K = 1.79$).

The absolute indicator of the stomach gland thickness of the 3rd group chickens from the first day of postnatal ontogenesis to the 7th day of the first and second groups chickens with an increase in intensity from 0.42 ± 0.01 cm to 1.0 ± 0.03 CM ($p < 0, 03$; $K = 2.37$), as well as for the 14th day - 1.12 ± 0.04 it was found that it reaches 1.07), on the 35th day - 1.42 ± 0.04 cm ($p < 0.03$).

The absolute weight of the glandular stomach increased from 1.21 ± 0.03 g to 1.84 ± 0.06 g ($p < 0.04$; $K = 1.53$) from the 1st to the 7th day of postnatal ontogenesis in chickens of the third groups. With slight acceleration up to 3.01 ± 0.06 g ($p < 0.02$; $K = 3.02$) and without significant deviations at subsequent stages, by day 21 - up to 4.11 ± 0.11 g ($K = 1.36$), by day 28 - up to 5.52 ± 0.14 g ($K = 1.34$), at 35 days - up to 6.73 ± 0.25 g ($p < 0.04$; $K = 1.22$). The growth rate of this indicator of the glandular stomach was 5.57 times from the first day of postnatal development of chickens to 35 days.

The glandular stomach length increased from 1.6 ± 0.06 cm to 2.06 ± 0.04 cm ($p < 0.03$; $K = 1.29$) in the 4th group chickens from the 1st to the 7th day, and postnatal ontogenesis was further studied in 35 people, the condition will continue in stages until the day. That is, this value was increased to 2.56 ± 0.06 cm ($p < 0.03$; $K = 1.24$) in 14-day-old chickens and to 3.4 ± 0.06 cm ($K = 1.33$) in 21-day-old chickens, days - up to 5.34 ± 0.14 cm ($p < 0.03$; $K = 1.57$), at 35 days - up to 6.02 ± 0.23 cm, its growth rate from the first day postnatal development up to 35 days increased by 3.76 times over the period.

It was noted that the glandular stomach thickness increased from the 1st day in the 4th group chickens to the 7th day from 0.47 ± 0.02 cm to 0.84 ± 0.03 cm ($p < 0.04$; $K = 1.76$), and postnatal ontogenesis progressed gradually by the next 35th day of the study.

That is, in 14-day-old chickens up to 1.08 ± 0.04 cm ($p < 0.04$; $K = 1.28$), in 21-day-old chickens up to 1.5 ± 0.03 cm ($K = 1.39$), in 28-day-old chickens - up to 1.5 ± 0.03 cm ($K = 1.39$), in old chickens - up to 1.44 ± 0.04 cm ($p < 0.04$; $K = 0.96$), at 35 days - up to 1.6 ± 0.05 cm ($p < 0.04$; $K = 1.11$), the rate of its growth increased 3.36 times over the period from the first day of postnatal development to 35 days.

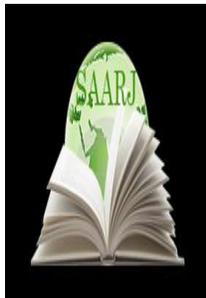
The absolute value of the glandular stomach mass of the fourth group chickens increased slightly from the first day of postnatal development to 14 days, from 0.86 ± 0.03 g, after 7 days - 1.21 ± 0.04 g ($p < 0.04$; $K = 0, 41$), on day 14 - 3.24 ± 0.04 g ($K = 3.77$), at subsequent stages of the study - periodically, on day 21 - 5.28 ± 0.18 g ($p < 0.04$); $K = 1.63$), on day 28 - up to 5.57 ± 0.17 g ($K = 1.05$), after 35 days - up to 7.49 ± 0.24 g ($K = 1.35$). It was noted that the increase in the absolute mass of the stomach reached 8.70 times in the period from the first day of postnatal ontogenesis of chickens to 35 days.

CONCLUSION:

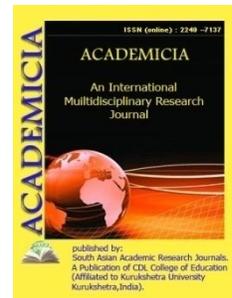
- the absolute indicators of the length, thickness and weight of the broiler chickens pancreas slightly increased in the period from the first day of postnatal ontogenesis to 14 days, and at subsequent stages of the study this process continued without significant deviations;
- at the studied stages of postnatal ontogenesis of broiler chickens (from 1 to 35 days), it was found that the growth rate of the morphometric dimensions of the glandular stomach was higher in absolute weight than in absolute length;
- It was found that the absolute indices of the linear dimensions and glandular stomach mass, especially at the late postnatal ontogenesis stages after 14 days, were higher in the 3 and 4 broiler chickens group, which were additionally given probiotics.

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**ISSUES OF SUSTAINABLE DEVELOPMENT OF DIGITAL
 AGRICULTURE AND ITS PROVISION OF QUALIFIED PERSONNEL**

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ABSTRACT

The article presents the concept of digital agriculture, important aspects and main directions of digitalization of agriculture, as well as the requirements for qualified personnel in this process and comments on improving the staffing system.

KEYWORDS: *Digital Economy, Digital Agriculture, Qualified Personnel, Staffing, Geoinformation System, Strategy, Geoinformation System Digitization, Smart Garden, Smart Greenhouse, Smart Farm, Smart Field, Digitization Of Selection Data, Genobank.*

INTRODUCTION

Agriculture is one of the largest sectors of the economy of the Republic of Uzbekistan, the mainstay of food security and welfare of the rural population. In recent years, significant work has been carried out in the Republic of Uzbekistan to accelerate the development of agriculture and deepen economic reforms in the sector. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5853 of October 23, 2019 adopted the "Strategy of Agricultural Development of the Republic of Uzbekistan for 2020-2030", which includes strengthening the country's food security, development of modern public administration systems, the agricultural sector. A number of tasks have been identified, such as the gradual diversification of support-oriented public spending [1].

Analysis of the relevant literature

The issue of sustainable development of digital agriculture and its provision with qualified personnel is one of the most pressing issues today. Many scientists of our country are engaged in this research. In particular, R.H.Ergashev, A.D.Ravshanov developed ways of strategic development of agricultural enterprises through strategic development and increasing the competitiveness of agricultural enterprises [2]. Economist G. Adilova has developed indicators

for the development of the digital economy in agriculture and ways to ensure economic growth of the economy as a whole and its single sectors, including agriculture [3]. U.Khusanov's researches have developed strategic ways of development impact of development of digital economy in agriculture on employment [4]. Professor MK Paradaev's research has developed prospects for sustainable development of agriculture through savings and the introduction of digital technologies in agriculture [5]. AD Ravshanov substantiated the economic indicators of the priorities for increasing the competitiveness of products through the development of the digital economy in agriculture [6].

Research methodology.

As a result of the research, economic analysis and synthesis analysis methods were used to analyze popular scientific sources, digital development of agricultural enterprises and increase the competitiveness of agricultural products to determine the importance and place of the economy in the development of digital economy, including agricultural sectors.

Analysis and results

It helps to increase the efficiency of agricultural activities through the processing of large numbers and digital data, the storage of technological solutions and equipment, and the improvement of the delivery system to consumers. However, we cannot say that the digital economy is widely introduced in all sectors of the economy. In particular, the peculiarities of the agricultural sector lead to a slow pace of development of innovations in "digital agriculture".

In our opinion, digital agriculture is a set of activities aimed at implementing the relationship between the collection, generalization, coordination, analysis and use of data from various sources during the activities of agricultural enterprises using modern digital technologies. Digital agriculture means the integration of digital technologies in all aspects of the agricultural sector and requires open and free access.

Agriculture is such a network that it requires not only an adequate database, but also many years of practical farming experience. The reason is that if digital information comes to a conclusion by processing data from different sources, an experienced farmer will be able to make a comprehensive assessment of external factors. While digital agriculture will enable the country to achieve new efficiency indicators, it will further expand its potential when combined with the experiences of farmers.

Digitization of agricultural activity means not only the use of digital information to determine and improve the efficiency of a particular type of activity, but also the introduction of an optimal time and method of obtaining information on all issues faced by farmers in their daily activities.

In our country, the issue of digitalization of the economy, the organization of activities aimed at the modernization of all sectors on the basis of digital technologies is becoming one of the urgent tasks of today. In particular, as stated in the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis on December 29, 2020, "optimization of the number of employees and work processes through the widespread introduction of digital technologies, training of all employees to work on modern information technologies" [7]. As a result, the following can be achieved through the digitization of agriculture:

- the rule of law is ensured;

- A strong economy will be created;
- saves money;
- Prosperous life of the people is ensured;
- Citizens' rights and freedoms are fully guaranteed;
- Public safety and legal advocacy will ensure the country's defense capability, security;
- corruption cases decrease;
- Eliminate dissatisfaction in agriculture.

On this basis, we need to implement the Digital Uzbekistan-2030 program. The digital economy will increase GDP by at least 30 percent, dramatically reducing corruption. The analysis conducted by leading international organizations also confirms this. Therefore, it is necessary to carry out digital transformation in the economy, the development of national information technologies and attract investment in this area "[8].Decree of the President of the Republic of Uzbekistan dated January 8, 2019 PF-5614 "On additional measures to further develop the economy and increase the effectiveness of economic policy" defines and develops the Strategy for the development of the national digital economy (Digital Uzbekistan-2030) [9].

At the same time, the Decree of the President of the Republic of Uzbekistan dated April 17, 2019 No PF-5708 "On measures to improve public administration in agriculture" was adopted and the issue of digitalization of agriculture was identified as one of the main tasks and activities of the Ministry of Agriculture. [10].

Based on the experience of developed countries, there are opportunities to organize effective activities by digitizing agriculture in the following areas (Figure 1).

Fundamentals of agricultural digitization	
digitization of geoinformation systems (especially gis, esri, mapinfo, smallword)	digitization of information such as price changes, resource allocation, market conditions
digitization of information on external influences on crops	digitization of radio frequency identification systems
digitization of smart garden, smart greenhouse, smart farm, smart field systems	Digitization of registers, registers and normative information
digitization of information on selection, genobank, breeds and plants	digitization of agricultural management systems and services

Figure 1 Directions of agricultural digitization

In general, by digitizing agriculture, we can have the following opportunities: first, data becomes a primary resource and it does not dwindle; secondly, the volume of trading space on the Internet is not limited and it allows to provide real-time data on the sale of agricultural products; thirdly, there is an opportunity to provide one type of agroservice; fourth, it will be possible to minimize external natural factors that are a key feature of agriculture. It all depends on the size and speed of the internet database.

Based on the above, we can say that digital agriculture is a system that is equally effective for all link entities that grow and serve products, and its implementation can save a lot of time and resources.

But in turn, there is an issue related to the organization and use of digital agriculture, which creates a demand for qualified professionals with in-depth knowledge of the industry and modern technical and technological knowledge. The introduction of digital agriculture requires qualified personnel with a number of different specialties. In particular, it covers such areas as agronomist, economist, programmer, engineer, IT specialist, breeder.

In order to introduce a management system based on the digitization of agriculture in developed countries, the following requirements are set for qualified personnel. Including:

- Have a quality higher education in accordance with the STEM (Science - specialty, Technology - technology, Engineering - engineering, design and engineering, Mathematics - mathematics) approach;
- Manager - the ability to think systematically, creatively and quickly make independent decisions;
- have a culture of digital data distribution and service, information security, etc.

Here, the STEM (Science - specialty sciences, Technology - technology, Engineering - engineering, design and engineering, Mathematics - mathematics) approach itself requires not only specialized knowledge, but also knowledge of engineering, technology and mathematics. One of the main problems facing the education system is the integration of all these areas. This can be explained by the complexity of solving problematic tasks such as educational directions, teaching methods, textbooks, teachers and material and technical base.

CONCLUSIONS AND SUGGESTIONS

Our country is taking the first steps towards digitalization of the digital economy, especially agriculture, and in the future it is expected to focus on this. In such circumstances, in our opinion, the following tasks are required to train qualified specialists in the field of agricultural digitization and to prevent staff shortages or the involvement of personnel in several different areas for one function. Including:

- Development of a system of training of digital agricultural specialists, ensuring the opening of new directions and disciplines in the university, which trains personnel for the agricultural sector;
- Strengthening the material and technical base of higher education institutions for the digital agricultural system, systematic provision with modern devices, technologies, programs and engineering developments;
- Pay special attention to the financing of scientific and innovative projects in the institutes and universities, including research institutions, which train personnel for the agricultural sector;
- Improving skills, education mechanisms in foreign countries with developed digital economy. Development of a system of financing and financial incentives from the "El Yurt Umidi" Fund and other financial sources;
- Introduction of new educational standards in the curricula of agricultural universities;
- development of new qualification requirements for digital agricultural personnel, optimization of all processes in the agricultural sector through digitization of professional services of agricultural consulting centers;

□ It is expedient to develop organizational and economic mechanisms for opening joint routes not only with foreign universities and departments, but also with national universities and their departments, in conditions where digital agricultural personnel are required to have a thorough knowledge of several areas.

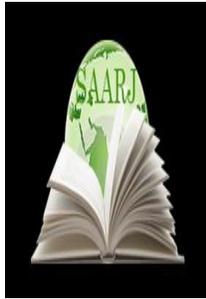
In short, the introduction of digital technologies in agriculture has the potential not only as a necessary infrastructure of the production process, but also as an area of direct application of artificial intelligence in the production process, the creation and development of agricultural systems. It is also closely related to the further expansion of the application of the digital economy in agriculture, the level of knowledge accumulated, the development of science, technical and technological equipment of production processes and the ability to control processes at all stages of the product life cycle.

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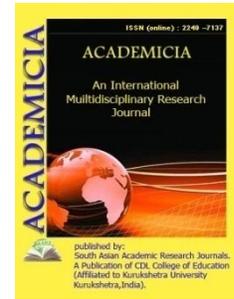
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THE CATEGORY OF POLITENESS IN DIFFERENT LINGUOCULTURAL TRADITIONS

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ABSTRACT

In this article the principles of effective speech communication, general provisions of the theory of politeness have been widely discussed and the definition of the concepts of "politeness", "interrupting a conversation" has been formulated as well. The article contains certain theoretical and practical ways upon expressing politeness in different languages on the material of phrases implying polite interruption in business discourse in terms of the linguocultural traditions of the category of politeness occurring in the given languages. The article also discusses some critiques of the most commonly used theories of politeness, and highlights some of the trends in which these critiques might help to advance researches on politeness in the future.

KEYWORDS: *Communicative Postulates, Business Communication, Culture, Category Of Politeness, Markers Of politeness, Interruption Of Speech Action.*

INTRODUCTION

Since 2005, a specialized journal "Journal of Politeness" has been serving as a "scientific testing ground" for interdisciplinary and international studies in the field of politeness: over the years, it has published about 130 articles devoted to various aspects of the study of communicative-pragmatic categories of politeness and impoliteness (rudeness). In the rather long history of the study of linguistic politeness, three stages can be distinguished:

a) *the first stage*, called Graisian, covers works based on the basic principles of linguophilosophy by P. Grais and J. Austin. This stage includes the classical theories of politeness by R. Lakoff, P. Brown and S. Levinson, J. Leech;

b) *the second stage* is associated with the discursive ("postmodern") direction in the study of linguistic politeness. This approach originated in the early 90's of the XX century as a reaction of many linguists to various shortcomings and disadvantages of the Universal Theory of Politeness by P. Brown and S. Levinson, identified in the 80's of the XX century;

c) *the third stage* is associated with the observed literally in the last few years, a turn in the study of linguistic (im) politeness towards the sociological (interactional) approach.

Among the classical theories of politeness, P. Brown and S. Levinson's Universal Theory of Politeness has had the greatest influence on further research in this area of sociolinguistics. Scientists began to consider politeness as a fundamental aspect of the socio-communicative interaction of people. With its generally recognized value, "the Universal Theory of Politeness rises above most other theories, being a guiding star for scientists looking for the phenomenon of politeness in the examples of interactions between communicants. It is distinguished by the breadth of penetration into the essence of human behavior, which is not characteristic of any other theory of politeness"[14, p. 9-10].

If we briefly dwell on the main shortcomings of the classical theories of politeness, they are as follows:

- 1) The ontological status of politeness is not sufficiently defined in all models
- 2) The definitions of politeness presented in them are characterized by a number of restrictions
- 3) These theories are essentialist in nature and are governed by rationalistic principles
- 4) practically all classical theories of politeness leave out of the field of interest the phenomenon of impoliteness, i.e. the phenomenon that politeness is designed to avoid.

According to Universal Theory of Politeness by P. Brown and S. Levinson, its shortcomings include:

- 1) The claim to its universality
- 2) The analysis by the authors of individual speech acts considered out of context
- 3) dialectical, but not dynamic understanding by the authors of the central concept of the social face "face", coupled with the European understanding of the cornerstone categories "politeness" and "threat to the social face", which implies the wrong, from the point of view of representatives of collectivist Asian cultures (China, Japan, Korea), understanding by the authors of this theory of some speech acts, for example, compliments
- 4) Ignoring the social nature of the phenomenon of politeness
- 5) The explicit addressing-centeredness of the theory, since the authors pay excessive attention to the social faces of the addressees, but not the addressees of the statements
- 6) Almost complete ignorance of situations of aggressive, offensive or rude communicative behavior.

A certain weakness of the Universal Theory of Politeness, according to S. Mills, is manifested in the fact that "although it is possible to find data that confirm the adequacy of the theory of Brown and Levinson in the analysis of politeness in the communication process, nevertheless,

this model can only consider cases of manifestation of explicit communication by participants, open politeness".

Main Body

The definition of politeness is not a simple one but we nevertheless hold that it is possible to isolate those utterances which are considered to be polite or impolite by participants. Whilst we value the development of terms such as relational work and rapport management, we still hold that politeness is a term which we will continue to use, despite its problems. We all define politeness differently, because of our different perspectives. In the essays that we have written for this collection, we all define politeness and impoliteness, but here are some of those definitions. Sara Mills defines politeness in the following way: For me, politeness has to be defined in two separate ways. Drawing on Watts' (2003) notion of politeness¹ and politeness², we need to see that the way we as theorists of politeness define politeness does not necessarily map onto the way that interactants use the term. As a person, relating to other people, I use politeness to refer to behavior which I see as showing concern for others and which fits in with, and shows respect for, wider social norms. I often use it to refer to behavior which is a little exceptional, for example, if I referred to someone as "a polite young man", I would be referencing the general social view of young men as being problematic. So we need to be aware of the role politeness plays in indexing social status and the way that communities of practice can include or exclude people through the use of particular styles of politeness.

There is no simple definition of politeness from this theoretical perspective, but for me, politeness consists of language choices which negotiate the indexing of social status and which attempt to include or exclude members of social groups.

Jodie Clark's definition also draws upon a politeness/politeness² distinction. From her perspective, politeness² can be defined as "the moral compulsion to respect the boundaries around different levels of social structure" and politeness as the discursive dispute over either how this respect should be manifested or where these boundaries should be drawn.

Jonathan Culpeper defines politeness as:

- (a) an attitude consisting of particular positive evaluative beliefs about particular behaviours in particular social contexts
- (b) the activation of that attitude by those particular in-context-behaviours
- (c) the actual or potential description of those in-context-behaviours and/or the person who produced them as *polite*, *courteous*, *considerate*, etc.

Politeness "cultures" are social groups who share similar politeness attitudes, that is, they share a politeness ideology. Linguistic politeness refers to linguistic or behavioural material that is used to trigger politeness attitudes. Politeness strategies (plans of action for achieving politeness effects) and formulae (linguistic/behavioural forms for achieving politeness effects) are conventionally associated to some degree with contexts in which politeness attitudes are activated. Impoliteness, although its performance involves significant differences from politeness, can be defined along similar but contrary lines: it involves negative attitudes activated by in-context-behaviours which are associated, along with the person who gave rise to them, with impoliteness meta language (e.g. *impolite*, *rude*, *discourteous*, etc.)

Louise Mullany views im/politeness as an ongoing, evaluative process with which interactants actively engage rather than something which statically pre-exists any interaction. She maintains the importance of “face” as a valuable analytical concept and incorporates notions of “personal” face and “social identity” face into her analytical framework. She sees im/politeness evaluations and judgments emerging across discourse(s). This can include judgments shifting between different speech events as our perceptions of interactants are part of an on-going process that both develops and maintains itself over time and in different contexts.

Not surprisingly, given their many collaborative projects, Bethan Davies and Andrew Merrison have very similar views about politeness issues.

They find the general distinction between politeness¹ and politeness² a useful one: as Sara Mills states above, linguistic theorists need to be aware that their conception of politeness may not be coterminous with that expressed by general users of the language. Equally, we also need to recognize that our judgments about politeness (as researchers) are just as ideological as those made by non-linguists: we cannot hide behind the justification of “theory”.

Sandra Harris would stress the importance of both speaker intention (even if less accessible) and, more crucially, hearer evaluation when defining im/politeness as the active and ongoing process of negotiating interactive relationships, emphasizing the significance of the immediate and wider contexts in which they are situated. Such encounters are less influenced by the pre-existence of politeness norms than the discursive engagement. Impoliteness or (im)politeness is used by many theorists to mean politeness and impoliteness.

From these definitions, it is clear that we are not offering one simple definition of politeness and impoliteness; this very difficulty with offering a definition indicates the complexity of politeness.

In linguistics category "politeness" was chosen to be part of an overall strategy speech

behavior or when analyzing the features of speech acts in a particular language (apologies, gratitude, compliments, expressions of sympathy, etc.). Ways of expressing politeness in different languages depend on the structure of the society in which these languages are in operation, and it accepted models of social behavior. In Korean, for example, the category of politeness has the following stages: polite, respectful, characteristic of the female speech, polite, intimate, familiar, and patronizing, physical. Each form of politeness has its own set of grammatical and lexical indicators that signal a different degree of politeness. A good example of a language with a developed system of forms of politeness is Japanese. So, in Japanese, there are four grammatical categories of respect, showing the attitude of the speaker to the interlocutor and the object of the statement. In Hungarian, together with the three equivalence of the form "you", there is a fourth form. The general provisions of the theory of politeness are presented in the works of P. Brown and S. Levinson. Let us consider this theory in more detail as the most complete and consistent. The main concept of this theory is the concept of "face" (public self-image face), which refers to the positive social value that each member of society has. Any action is performed in order to save "face" or to avoid "losing face". Using the concepts of "saving / losing faces" P. Brown and S. Levinson develop a general theory that justifies predictability in the implementation of the category of politeness, based on the assessment of the "weight" of the speech act. This weight is determined by the following factors: the difference in

the social distance and distance of power between the speaker and the listener and the complexity of performing an action associated with the threat of "losing face".

The main idea of this theory is the position that the greater the state of the speaker creates a threat of losing face for the listener (The person threatening actions), the more polite he will be.

There are usually "negative" and "positive" forms of politeness (positive and negative politeness). Negative politeness is associated with giving a person freedom, positive politeness is associated with giving a person freedom with a demonstration of unity and solidarity.

Positive politeness strategies consist in expressing the speaker's solidarity with the listener and are expressed in the following lines of speech behavior:

- showing attention and interest to the listener, that is, direct quoting, involving the listener entering into a dialogue, seeking agreement, taking into account the desires and inclinations of the listener;
- creating an intra-group atmosphere identity, that is, the use of dialect, jargon, the use of "you", elliptical formations.

Negative politeness strategies consist in giving the listener a free hand, which is accepted in the traditions of Western culture and is usually understood as the norm of politeness. These strategies boil down to the following behavior:

- avoiding direct requests and using indirect speech acts;
- the formulation of statements in a softening modal package;
- showing respect by lowering your own position and increasing the position of the addressee, as well as the willingness to apologize;
- depersonalization of participants in communication, that is, the use of passive and impersonal constructions, vaguely personal pronouns.

The norms of politeness are also associated with the channels of modern business communication (telephone conversation, telegram, communication by fax or via the Internet), where they have their own characteristics and rules.

Thus, taking into account the different approaches to the definition of the category "politeness", we will try to formulate our own understanding of this phenomenon from the point of view of the studied subject of research. In the present study, politeness is considered as a speech-behavioral category that is implemented in speech by a certain set of lexical-grammatical and prosodic means, the main purpose of which is to achieve a positive communicative effect.

As follows from the definition, each of the language levels is characterized by the presence of politeness markers. At the lexical level, preference is given to normative vocabulary. Universal polite means are not only clichéd, standard phrases, but also such positively emotionally colored words as fine, nice, good, please, kind, happy, very well, etc. At the level of grammar, complete, complete sentences are used, with the correct grammatical form. The semes of politeness are realized due to the grammatical form of the subjunctive mood, the question positive and negative constructions, as well as modal verbs. At the level of phonetics, clarity and thoroughness of the full version of the pronunciation, moderate volume of the sound and the use of prosodic markers of politeness are required.

Interrupting a conversation is seen as a demonstration of power, strength, as an attempt to dominate the dialogue. Researchers distinguish between the concepts of "interruption" (interruption) and "simultaneous speaking" (overlapping). When the rights of one of the speakers are violated (violating another speaker's right and obligations). To talk about interrupting a conversation, you need to have the following knowledge about the interlocutors and the situation: the topic and duration of the conversation, how long each of the participants speaks, their relationship, how they relate to the fact of the interruption, and most importantly-for what purpose one interlocutor interrupts the other. To define the concept of "simultaneous speaking" (overlapping), it is enough to use mechanical criteria, because anyone who hears a dialogue or a tape recording can tell when two people are talking at the same time.

The sociality of the act of polite communication is manifested in its special qualities.

It is among these qualities that we stand out:

- 1) the historical connection of the given symbolism of communication with the people
- 2) the ability to be an expression of a common ethnic group
- 3) the ability to form and use culture, which are manifested only in speech.

Striking differences in the norms of etiquette speech behavior are manifested at the interlanguage level. If in Russian speech etiquette, in an official setting, it is not permissible to address the student to the teacher with the "you-ты" (yes in the case when the teacher is about the same age as the student), as well as to an adult, then in English (you), the address in this situation usually has a touch of intimacy. Or: in Russian speech etiquette, in a situation of greeting, it is customary for a younger person (by age, position) to inquire about the life, health, and affairs of an older person, while in English, this form of politeness is permissible form of a allowed and bear the character of frequent use. However, in Uzbek it is not permissible to address the student to the teacher with the "you-sen" in any situation even if the student is in the same age with the teacher.

When addressing speech etiquette is quite a complex phenomenon. Its character is influenced by both vertical and horizontal connections in the process of interaction. Situations of speech etiquette are subject to standard regulation. It embodies the concepts of accepted, due, required, expected, approved in society. They tend to reflect the cultural and historical processes taking place in the environment. In various national variants of it, there are also specific norms of speech etiquette, which are sometimes not identical with each other, and sometimes the academic standard. They can be interpreted as accepted in speech in the practice of this national collective in this period of time, etiquette (polite) forms of speech behavior.

In English, there are three types of communication situations: neutral, informal, and formal. The category of politeness is indirectly represented in the second situation, which is reflected by short, elementary structures in which only the decisive component is present, while as in the third one, it leads to the construction of structures oversaturated with politeness indicators, where the number of pragmatic signals can exceed three.

At the first stage of the situation, the number of pragmatic signals is balanced.

It is important to take into account the very nature of these signals, which also forms a clear opposition neutral communication (light structures of direct speech) official communication

(heavy structures of direct speech). So, in the field of formulas of speech etiquette of the English language, the oppositions are distinguished: informal, official and neutral communication.

The situation of neutral communication is characterized by the same pragmatic signals, such as: the structure of the general question, the structure of the subjunctive, formulas of apology (Gosh sorry, I'm afraid), modal verbs, verbs of mental activity (can/could).

The situation of formal communication is characterized by detailed formulas, including a large number of complex sentences with main sentence, such as: I hope you don't mind my asking but ... I wanted to know if you could tell me..., I should be interested to know... (I hope you don't mind me asking, but... . Could you tell me... I would like to know ...). Functional expressions of this type contribute to creating greater distance between speakers, thereby achieving the effect of super-politeness.

Situations of informality are expressed by short and elliptical sentences with the omitted subject and part of the predicate, such as: (Happen to) know...? Heard about...? (Don't happen to know...? Did you happen to hear...?) These structures contribute to the achievement of close contact between speakers, i.e. they are markers of the situation of informal relations between speakers.

This suggests that social communication formulas are important pragmatic signals for speakers. They regulate their social relationships and implement specific communication tasks [Russell 1997]. Their study from this point of view is the most important condition for learning and mastering a second foreign language on a communicative basis.

If you follow Haferman's concept of politeness/Paul [1996:26], then it will become clear why so many misunderstandings between foreigners and Russians are so common. In the developed and three-step concept of politeness, it influences society, it is based on morals and customs, and it sanctions misdemeanors and violations. Therefore, violations of elementary rules of behavior always have a shocking effect.

It should be noted that one of the most characteristic features of the polite speech behavior of native English speakers is their inability to maintain an easy, relaxed conversation. Paying tribute to the traditions of upbringing and observing decency, the British follows the ingrained habits of men circle and those prescribed by an ethic that allow him to keep in a convenient distance and intimate, personal, social interaction with the interlocutor dependencies on the configuration. The essence of effective communication is the ability to respond to cues adequately to the situation, but at the same time avoiding hidden confrontation "in conversation the English... **hardly ever lie, but they would not dream of telling you the truth** " in the conversation, the English **hardly ever** will lie, but they will not dream of telling you the truth.

Politeness in communication, from the point of view of representatives of British culture, involves two main lines of behavior "commandments", which can be conditionally called "not British politeness": 1) don't be direct and negative, and 2) don't be silent. I think we can assume that the habit of always to keep a distance. Based on the above, we can imagine that the ethical foundations categories of politeness can be put in the form of several levels. The first category includes cognitive processes, primarily thinking. The second set of linguistic and extra-linguistic knowledge. The following components can be included in the knowledge base: 1) language knowledge: a) knowledge of language; b) knowledge of the principle of speech

communication; 2) non-linguistic knowledge : a) knowledge of the context and situation, about the addressee (including knowledge of the setgoals and plans, ideas about the speaker and the surrounding environment and so on); general phonetic knowledge (i.e. knowledge about the world). This can also include knowledge of the psychological mechanisms of influence of their addressee.

The third level is the culture of speech, which is the sum of skills and abilities that provide the same characteristics of the utterance , logic, expressiveness, stylistic adequacy, etc. At the same level are also the skills of both correct / normalized and expressive use of non-verbal means in communication . And finally, the fourth level, which includes the ability to plan the discourse and manage it for the purpose of performing a speech action on the addressee.

CONCLUSION

The category of politeness has received a fairly wide coverage in linguistic science, however, among researchers there is no common view on the definition of the very concept of "politeness" in the aspect of linguistic investigations.

At present time in the development of linguistics, none of the three stages in the study of the phenomenon of linguistic (in) politeness has not fully clarified the social complexity of this multifaceted phenomenon and has not proposed any unified clear theory for conducting research in this area of human relationships. Nevertheless, it is obvious that scientists are striving to develop more sophisticated theoretical models with increasingly strict consideration of a wide communicative context, including the "social history" of both communicants.

In our opinion, it will not be superfluous to study this phenomenon taking into account the theoretical provisions of linguoecology, since sociolinguistics, pragmalinguistics and linguoecology can easily find common ground in the analysis of both environmentally friendly speech devoid of "rude" (V.I. Jelvis's term) speech, and speech in which, due to various factors, including the factors of the addressee and the addressee, there is non-ecological under normal conditions, the vocabulary clogging up speech, which, nevertheless, cannot always be unambiguously attributed to speech manifestations of rudeness.

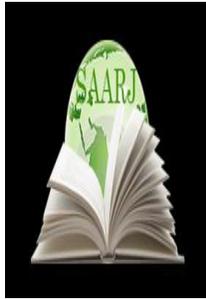
The English language has a rich system of similar lexical and grammatical formulas: modal verbs and their equivalents, subjunctive mood, passive voice, interrogative constructions, etc. After analyzing some sources relating to the category of politeness, we came to the conclusion that the principle of politeness is widespread in the English language.

Moreover, we have proved that politeness can be expressed not only by absolute markers, such as "please" and "thank you" (lexical way), but also by syntactic ways (at the level of sentence structure). It should also be noted that the use of certain constructions, words in various situations affects the degree of politeness. The noted features of communicative behavior affect the dominant features of English communication. The English style of communication is characterized by ambiguity and inadmissibility of direct influence on the interlocutor.

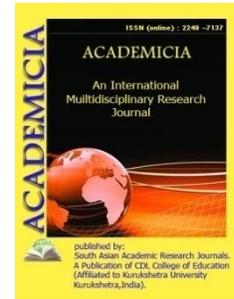
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DEVELOPMENT OF TOURISM IN CENTRAL ASIA AND TERMINOLOGY FORMATION

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ABSTRACT

This work will provide the reader with valid examples of touring types and tourism terminology system, which, appropriately and effectively can be used in travel industry for tour agents as well as tourists for better consolidation of the knowledge while offering packages to tourists for traveling.

KEYWORDS: *Terminology System, Travel Industry, Tour, Tourism, Tourist Communication.*

INTRODUCTION

Tourism arose during the period of development of society, when a person got the opportunity to think not only about meeting priority, vital needs, but also about recreation. Although people have always travelled, only at a certain stage of the economic development of society, with the growing need for travel, manufacturers of these services have appeared which led to the formation of a special type of goods - tourist services. Then tourism became a separate branch of the national economy, which required the formation of an appropriate industry, the availability of qualified personnel, etc. All this made it necessary to separate the entire formation of lexical units into an independent terminology system.

International tourism is one of the largest and most dynamic industries in the world. It inevitably affects all aspects of society, including language. Over time, the tourism business continues to develop; contacts of Uzbek and foreign partners who are forced to use tourist terminology are intensified; Uzbek travelers are also constantly faced with the need to understand the terms used in the field of tourism services. At the same time, the science of tourism is developing rapidly; new terminology enlarging our vocabulary which specialties of the tourist profile are allocated in the education system.

Main part

Development of the "tourism" terminology system in both English and in Uzbek due to the level of development of the relevant sphere professional activities of a person. The regions of Southern Turkmenistan were part of the Sassanid state. The established political balance contributed to the growth of the economy. In the VI century, crafts and trade flourish, caravans go from West to East. Sogd played a prominent role in the cultural life of that time. The prototype of tourism activities – covers period from antiquity to the beginning of the 19th century, when the main motives for the travel of the Uzbek were trade, pilgrimage, treatment, education. Tourism terminology was in its infancy: they appear terms that are borrowed from the general literature language (Arab/Turkic) : single traveler, overnight stay, hour of arrival, hour of departure, travel book, karvonsardor (meaning "accompanying"), route (xarita), karvansaray (meaning "hostel") tourist (musofir) pilgrimage (ziyoratchi) khonakoh (single room) and etc.

XX centuries (when central Asia was occupied by Russia) voluntary and public form of organization of tourist activity - falls at the end of the twentieth century - 1936. This was the period when tourism development in Russia (Uzbekistan was under governor of USSR) was mainly due to activities of voluntary public organizations. It was on the second stage includes the terms tourist and tourism as borrowing from French. At this stage, the excursion was especially developed activity, terminology of tourism was replenished mainly with terms excursion business (educational, student, cheaper, walking tour), participants (the tourist ex-plying), equipment(tent, tourist clothing, stormy), organizers of excursions(sightseeing station, sightseeing bureau, sightseeing section).There is also a whole layer of terms devoted to the technology of the organizationhikes and excursions: tourist-excursion work, tourist route, planned tourism; accommodation: tent camp, tourist house, tourist base.

During the years of independence, Uzbekistan made a significant breakthrough in this area, coupled with the preservation and enhancement of the historical and cultural heritage of the people, the revival of national traditions and customs, and the restoration and arrangement of the sights of the Republic.

In order to create a modern high-performance and competitive tourist complex, a solid regulatory framework has been established in the Republic, the basis of which is the Law "On Tourism," adopted on August 20, 1999. There are programs of targeted events to improve tourism infrastructure, including attracting investments, diversifying tourism products, intensifying educational events, training and training of specialists in the field.

An important step in the formation of the national model of tourism was the creation in 1992 of the National Company "Uzbecturism" by Decree of President Islam Karimov. Since then, the structure coordinates the activities of sectoral organizations, trains relevant personnel, contributes to the influx of internal and external investments in the creation of a new and expansion of the existing material and technical base, stimulates the development of all types of tourism, actively participates in foreign events, and organizes major international forums. Commercial forms by tourist activities - begins in 1993(after Independency of Uzbekistan) and continues today. On this, the tourism system has undergone fundamental changes and the current system of terms has undergone a significant restructuring: on the one hand, whole term subsystems disappeared (first concerning planned and trade union tourism), on the other hand, steel English-language terms to be actively introduced. The formation almost all terms, including

derivatives and complex, occur based on the source root words; resulting in nested structures (route: route marking, categorization route, routing route sheet, routing book, linear route, radial route), that indicates the substantive and linguistic connectivity of the terms. In this regard, we can talk about the current terminological system of tourism.

Homeland of tourism as a species economic activity is considered England. In the history of English there are four stages are identified for tourism, which correspond to stages the formation of English terminology.

The first stage - In English, the terminology of tourism began to take shape: means of transportation, living conditions were indicated as insignificant set of lexical units of the general literary language: carriage, board, excursion, hotel, resort, itinerary and e.t.c. Reviewed literatures show that on this stage, about 5% of the studied corpus of English terms developed. The second stage - the beginning of the development of mass tourism - covers the XIX the century when the foundations of the material and technical base were laid, methods and tourism management bodies. It is in this century that they appear English terms tourism and tourist. In 1841, the founder modern tourism Englishman Thomas Cook organized the first sightseeing rail tour. Success in sightseeing accompanied Cook, and in 1851 the first travel agency was opened "Thomas Cook and Son." Due to the rapid development of the tourism industry in the second tourism terminology is actively formed at the stage: about 50% the terms studied were developed in the 19th century. At the same time, they formation was carried out in accordance with various tourist services: intermediary services *turbojuro* (conductor, booking), services transportation (commute, Pullman car, and liner), accommodation (*maitred'tel*, *bivouac*, room), catering services (a la carte, table d'hote, buffet), entertainment (safari, attraction). At the second stage, English terminology is actively introduced foreign terms: from French (*coupon*, *bivouac*, *maitred'hotel*); German (*Baedeker*), Swedish (*smorgasbord*).

The third stage of the development of English tourism and its terminology - mass conveyor tourism - occurred at the beginning of the 20th century and continued before World War II. Tourism development at this stage is characterized by unpretentiousness of services provided, standard of their recruitment. In this period also saw the growth of the hotel business, which led to creating new terms - designations of new placeholders and rooms (*motel*, *penthouse*, *duplex*), persons (*hotelier*, *receptionist*), types of services (*reservation*, *room-service*).

The fourth stage - mass differentiated tourism - takes its toll the beginning after World War II and continues to this day. Differentiated tourism is characterized by a variety of needs and motivations of tourists, multiplicity of highly specialized segments in tourism demand, variety of services offered and pronounced specialization of tourist offer. In this regard, it was noted that English terminology of tourism began to be actively replenished with terms specialized tourism (*agroturism*, *disaster tour*, *nostalgic tourism*, *familiarization trip* и др.). 50-60s - a period of intensive creation tourism infrastructure, which led to the emergence of new terms in the sphere hospitality (*check-in*, *check-out*, *boutique hotel*), spheres catering (*brunch*, *catering*, *stand-up buffet*), mediation services tour operators and travel agencies (*catchment area*, *last minute tour*, *reservation system*). A feature of the replenishment of the terminology system at this stage is active creation of composite and derivative nominations that reflect already established conceptual structure (*tour leader*/*tour operator*/*tour participant*).

The logical and conceptual analysis of the studied terminology system made it possible to conclude that the typological proximity of the studied terminology systems speaks with sufficient clarity at the conceptual level. They are terminology tourism in both languages reflects the system of concepts that operate its numerous industries and are presented in the form of conceptual thermos logical fields (tourism industry, tourism statistics), micro-fields (transportation, hospitality industry, tourism organization, catering industry, leisure activities) and thematic groups.

The development of international tourism has led to an increase in professional communication in this area. The participants of communication in the field of tourism are professionals in this field, tourists and representatives of the local population. Any form of their communication gives rise to a text of tourist topics aimed at exchanging information. However, the text created to transmit information from one professional to another contains a larger number of terms and less vocabulary of general topics than the text aimed at persuading or informing a tourist. When creating the text of tourist topics, somehow we face with terms that can be divided into various areas. The types of tours and tourism are as follows:

Agro tourism/agro tour, Incentive tour, Rural tourism, Space tourism, Extreme tours, Ecotourism, Independent travel, Self-guided tour, Package tour, Culinary tourism, Tolkien tour, Weekend tour, Daytrip, exclusive tour, leisure tour, MICE and etc.

Professional fields: Guide, Event organizer, Travel agent, Airport baggage handler, Car valet, Tourist information center assistant, Sports therapist, Hotel/Resort representative, Outdoor pursuits leader, air traffic controller, Airport representative.

Hotel accommodation: Standard room, Daily average rate (DAR), Netrate, Rack rate, Reservation, Cancellation, to book, Room facilities, Limited service hotel, mezzanine, occupancy vacant, check-in, check-out, prepaid room

Restaurant service: Full board/ American plan (AP), Alacarte, Back of the house, all-inclusive, expediter, front of the house manager, tip,

Transfer: Charge, refund, non-refundable (NRF), gate, access drive, Seat-in-coach, excess baggage, return ticket, scheduled flight, charter flight, frequent flyer, shuttle, cancellation fee/charge/penalty, pick up, drop off .

Excursions: Itinerary, overnight, sightseeing, city guide, departure point, meeting point, driver-guide, shore excursion, day visitor, heritage site, meet and greet, hoponhop off tour.

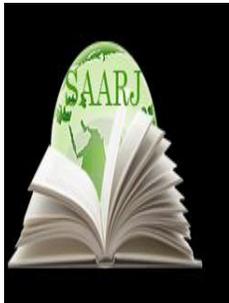
CONCLUSION

Thus, tourism terminology in English and Uzbek, it was concluded that the terminology system of tourism English can be called developed, while the Uzbek language -developing. To conclude, terminology as a collection of terms used in a certain field of knowledge is a key aspect of study in thermal science. Terminology is an integral part of the field of science and technology. The main area of the work of thermal studies is the collection and inventory of terms, which can then be combined into terminology systems. The terminology system is an ordered set of terms with fixed relationships between them, reflecting the relationship between the concepts called these terms. The terminology system is a constantly developing, dynamic part of the lingua. The concept of "term" does not have a single definition. The most capacious and concise term can be

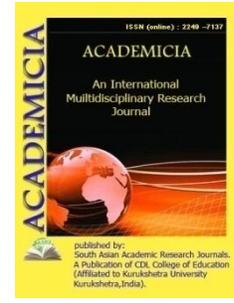
defined as a unit of language that denotes the concept of a special field of knowledge or activity. The term can be both a separate word and phrases that most closely reflect the concept described. Use and consumption of tourist terms from other industry terms varies significantly according to the degree. Tourist terms in international languages, mainly, it is actively used in the speech of tourists and their attendants.

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**SOCIAL FACTORS OF THE FORMATION OF A LOW LEVEL OF
 QUALITY OF LIFE PARAMETERS IN PATIENTS WITH CHRONIC
 OBSTRUCTIVE PULMONARY DISEASE AND BRONCHIAL ASTHMA**

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ABSTRACT

Aim: Study of social factors of the formation of a low level of quality of life parameters in patients with chronic obstructive pulmonary disease (COPD) and bronchial asthma (BA).
Material and methods: Researching of screening survey was carried out in the pulmonary department. 140 patients with chronic obstructive pulmonary disease and 314 patients with bronchial asthma were questioned. The average age of patients with chronic obstructive pulmonary disease was 53.6 ± 0.74 years, in patients with bronchial asthma it was 46.3 ± 0.61 years. Quality of life was determined using the Seattle questionnaire, which included 29 questions assessing physical condition, emotional state, professional fitness and satisfaction with treatment. **Result:** The results of the study identified the criteria of social factors that determine the increased risk of a low level of QOL parameters, which is determined for both COPD and BA patients. A high degree of low level of physical condition for patients with COPD and asthma

are determined by factors: gender, with a deficit in body weight ($IC \leq 19$), or its excess ($IC > 30$), with the length of the disease, villagers employed in agricultural production (collective farmers), living in poor living conditions, in families of more than 5 people, or single, with a smoking experience of more than 20-30 years, with the presence of concomitant diseases and observed by therapists at the place of residence.

KEYWORDS: *Chronic Obstructive Pulmonary Disease, Bronchial Asthma, Social Factors, Quality Of Life.*

INTRODUCTION

Chronic obstructive pulmonary disease (COPD) and bronchial asthma (BA), being one of the leading causes of morbidity and mortality worldwide, is an important medical and social problem, and the prevention and treatment of COPD is an important public health problem (2, 9,13).

Among the numerous problems that have befallen modern humanity, one of the leading places is occupied by the problem of psycho-emotional stress (11). It is important to note that COPD, characterized by progressive irreversible bronchial obstruction and an increase in chronic respiratory failure, causes a decrease in exercise tolerance, limitation of vital activity, an increase in the symptoms of the disease and a decrease in the patient's quality of life (QOL) (1, 5,10).

The lowest QoL score in COPD patients is an important predictor of hospitalization and mortality from various causes. The development of questionnaires such as the Seattle questionnaire can help identify patients who will benefit greatly from preventive measures (3). QOL also correlates with medical and social factors. So, the older the patient or the longer the length of the illness, the lower his viability and social activity; the size of the family increases the vitality, but at the same time worsens mental health, but material wealth has a favorable effect on the state of the patient's psychoemotional sphere (4, 8).

S.S. Mirzakhmidova (2003) conducted studies to determine QoL in elderly patients with COPD and revealed a significant decrease in QoL parameters. The study of the effect of tobacco smoking on QoL showed that there were significant differences in the groups of smokers and non-smokers. Smokers more often had a lower quality of life, especially role emotional functioning and vitality (12).

It was also found that concomitant diseases affect the QOL of BA patients only if they need constant correction. It was found that in BA patients, the QOL of women is slightly lower than that of men (6).

Objectives. Study of social factors of the formation of a low level of quality of life parameters in patients with chronic obstructive pulmonary disease and bronchial asthma.

MATERIAL AND METHODS

Screening-questioning was carried out in 514 patients with COPD and BA during an exacerbation of the disease on the basis of the pulmonology department of the Scientific Research Institute of Phthysiology and Pulmonology of the Ministry of Health of the Republic of Uzbekistan. 200 patients with COPD aged 19 to 79 years were surveyed, of which there were 122 men ($61 \pm 4.4\%$) and 78 women ($39 \pm 5.5\%$). The average age of patients with COPD was

54.2 ± 0.77 years, the average age of men - 55.4 ± 1.08 years, women - 52.5 ± 1.31 years. Also, 314 patients with bronchial asthma at the age from 17 to 79 years old were questioned, of whom there were 141 men (45 ± 4.2%), 173 women (54.9 ± 3.8%). The average age of BA patients was 46.3 ± 0.61 years (the average age of men - 45.6 ± 0.99 years, women - 46.9 ± 0.87 years). Among patients with COPD, villagers accounted for 45.7%, city residents - 54.3%. Among BA patients, residents of rural areas accounted for 45.1% (142 out of 314 patients) and city residents - 54.9% (172 out of 314 patients). Among the COPD patients included in the study, workers accounted for 39.2%, office workers - 45.5%, collective farmers - 14.2%, housewives - 2.1%. Among BA patients, workers accounted for 46.2%, white-collar workers - 39.4%, collective farmers - 6.8%, housewives - 3.4%. The distribution of patients with COPD by the nature of work showed that in patients with COPD, the mental nature of work prevailed - in 45.7%, heavy physical labor - in 34.2%. In BA patients, manual labor prevailed - 32% and mental nature of labor - 42.8%. Heavy physical labor took place in 24% and mechanized labor - 8.5%. 52.8% of patients with COPD and 26.8% of patients with BA were actively smokers. The average smoking experience in patients with COPD was 28.2 ± 0.98 years, in patients with BA - 17.6 ± 0.67 years. 22.1% of COPD patients and 4.5% of BA patients had a smoking experience of more than 30 years, 9.2% and 14.8%, respectively, smoked before 20 years. 13.5% of COPD patients and 4.5% of BA patients have smoked in the past. The presence of concomitant diseases was noted in 56.4% of patients with COPD and in 52.5% of patients with BA. The analysis of medical services for patients with COPD and BA showed that only 10.7% of patients with COPD and 20.5% of patients with BA are covered by dispensary registration with a pulmonologist. 77.8% of patients with COPD and 76.5% of patients with BA are registered with a general practitioner.

Quality of life was determined by the Seattle questionnaire comprising 29 questions that assess physical condition, emotional state, the state of professional competence and satisfaction with treatment.

RESULTS AND DISCUSSION

A comparative analysis of the factors that form a low level of QOL parameters in patients with COPD and BA showed their pronounced differences (Table 1).

Thus, a low level of QOL formation in terms of physical condition in patients with COPD has a high prognostic risk in the contingent: women over 55 years of age, with CI over 30 or underweight, with more than 20 years of illness, with over 30 years of smoking experience living in the countryside and engaged in agricultural work, with poor living conditions and a family of up to 3 members, with concomitant diseases and observed by a therapist. In contrast to COPD, in BA patients, a low level of the QOL parameter in terms of physical condition is formed with a high degree of risk in the contingent: people in the age group from 35 years old, residents in cities, occupations in the industrial field of activity, with a length of illness of 5 years, nonsmokers, non-smokers. observed in medical institutions.

The low level of the QOL parameter, according to the emotional state of patients with COPD, is determined by a high risk in the contingent of patients: women, aged 35 to 44 years, having more than 30 of them or underweight, living in a city, having an agricultural orientation of work duration, with poor housing conditions,

Model of social factors high prognostic risk of the formation of a low level of quality of life parameters in patients with COPD and BA

	Physical condition		Emotional condition		professional adaptation		satisfaction with treatment	
	COPD	BA	COPD	BA	COPD	BA	COPD	BA
Woman	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	
Man								Promoted
Years: till 34							Promoted	
35-44		Promoted	Promoted	Promoted		Promoted	Promoted	
45-54		Promoted						
55-65	Promoted				Promoted			
>65	Promoted	Promoted						Promoted
APM: IK>30	Promoted	Promoted	Promoted		Promoted	Promoted	Promoted	
IK=26-30							Promoted	Promoted
IK=20-25								
IK≤19	Promoted		Promoted	Promoted				
Experience of p-t: till 5 years							Promoted	
5-10 years		Promoted		Promoted				
11-20 years		Promoted				Promoted		Promoted
> 20 years	Promoted	Promoted	Promoted		Promoted			Promoted
Place of accomodation: City		Promoted	Promoted			Promoted		
Village	Promoted			Promoted	Promoted		Promoted	Promoted
status: employers								
Workers		Promoted				Promoted	Promoted	Promoted
collective	Promot		Promote	Promote	Promote		Promote	

farmers	ed		d	d	d		d	
Living conditions: Bad	Promoted							
Satisfactory								
Good								

	Physical condition		Emotional condition		Professional adaption		satisfaction with treatment	
	COPD	BA	COPD	BA	COPD	BA	COPD	BA
Members of family: till 3	Promoted	Promoted	Promoted		Promoted			
4-5 people								
> 5 people	Promoted		Promoted	Promoted	Promoted	Promoted	Promoted	Promoted
Smoking experience: till 20 years				Promoted			Promoted	
20-30 years		Promoted						
> 30 years	Promoted							
Former smokers							Promoted	Promoted
Non-smokers			Promoted		Promoted		Promoted	
accompanying illnesses: yes	Promoted	Promoted		Promoted	Promoted	Promoted		
No			Promoted				Promoted	Promoted
Medical care: At the therapist	Promoted			Promoted				Promoted
At the pulmonologist								
Without supervision		Promoted	Promoted		Promoted	Promoted	Promoted	

with the number of family members, nonsmokers, no concomitant diseases and not observed in medical institutions. In BA patients, a low level of emotional states with a high degree of risk is formed in the contingent: women, aged 35-44 years, who have a body weight deficit, with a length of illness of 5 years, villagers and have an agricultural orientation of work duration, conditions and a large number of family members (more than 5 people), with a smoking experience of up to 20 years, with concomitant diseases and observed by a therapist.

Analysis of the low level of professional adaptation in patients with COPD and BA showed that some factors, namely: female sex, high anthropometric indicators - IC > 30, poor living

conditions, a large number of family members (more than 5 people), the presence of concomitant diseases and the absence observations in medical institutions — determine a high prognostic risk of the formation of a low level of professional adaptation.

Differences in some factors were also noted. Thus, the predictive risk of a low level of professional adaptation in patients with COPD differs at the age of over 55 years, and in BA - at the age of 35-44 years. In COPD, the risk of low occupational adaptation is higher with a disease experience of more than 20 years, and in BA - from 10 years. The risk of low professional adaptation for patients with COPD is higher among rural residents engaged in agricultural work, and for BA - urban residents with an industrial sphere of work.

CONCLUSIONS

1. The results of the study identified the criteria of social factors that determine the increased risk of a low level of QoL parameters determined for both COPD and BA patients.
2. Thus, a low level of QOL formation in terms of physical, emotional state and professional adaptation in patients with COPD and BA has a high prognostic risk in the contingent: women over the age of 55 years (COPD), people in the age group from 35 years old (BA), with IC more than 30 or underweight, with more than 20 years of illness, with more than 20-30 years of smoking experience, living in rural areas and engaged in agricultural work, with poor living conditions and family up to 3 members, with concomitant diseases and observed by a therapist.

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