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SR. NO.	PARTICULAR	PAGE NO.	DOI NUMBER
1.	A BIBLICAL NARRATIVE OF THE THEOLOGY OF WORK Ziphozonke Oscar Mbatha	1-12	10.5958/2249-7137.2022.00027.1
2.	REFLECTION OF SOCIAL VALUES IN THE PROVERBIAL FUND OF THE RUSSIAN AND UZBEK LANGUAGES Nosirova Mubina Olimovna	13-18	10.5958/2249-7137.2022.00001.5
3.	THE IMPORTANCE OF TEACHING CHROMATICS TO STUDENTS E.R.Shavkiyev	19-21	10.5958/2249-7137.2022.00002.7
4.	DEVELOPMENT OF THE ECONOMY OF THE REPUBLIC OF UZBEKISTAN TO SUPPORT SMALL BUSINESS AND PRIVATE ENTERPRISE Jabborova Zainab Mamasodikovna	22-26	10.5958/2249-7137.2022.00003.9
5.	MODERN METHODS OF TEACHING FOREIGN LANGUAGE Bahrombekova Munisa Mansurovna	27-31	10.5958/2249-7137.2022.00004.0
6.	TRANSITIONS AND EFFICIENCY IN PHYSICAL EDUCATION AND SPORTS MANAGEMENT Mamatov Mirziyod Normurod ogli	32-39	10.5958/2249-7137.2022.00005.2
7.	DESCRIPTION OF EDUCATIONAL TASKS AND ANALYSIS IN THE TEXT BOOKS "NATIVE LANGUAGE" Khamroev Gofir Hasanovich	40-47	10.5958/2249-7137.2022.00031.3
8.	PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF INCREASING THE CREATIVE ACTIVITY OF STUDENTS IN ART CLASSES Aslonov Furkat Botirovich, Rajabova Nilufar Shukhratovna	48-53	10.5958/2249-7137.2022.00032.5
9.	EFFECTIVE WAYS TO DEVELOP THE COMMUNICATIVE COMPETENCE OF STUDENTS BASED ON ENGLISH Guncha Khamraevna Mamajanova	54-58	10.5958/2249-7137.2022.00033.7
10.	EXTENSIVE READING AS AN OUT OF CLASS LEARNING IN EFL Shokhista Ilkhomovna Musurmonova, Gulbaxor Bekmurotovna Abdulkadirova	59-62	10.5958/2249-7137.2022.00038.6
11.	LEADERSHIP, SEPARATIST/SECESSIONIST AGITATIONS AND PROSPECT FOR NATIONAL UNITY IN NIGERIA Rufai Aliyu	63-75	10.5958/2249-7137.2022.00028.3
12.	RISK FACTORS CAUSED BY CONGENITAL DISORDERS IN CHILDREN Mirzarakhimova K.R, Kamilov A.A, Tangirov A.L, Turakhonova F.M, Mamadjanov N.A	76-82	10.5958/2249-7137.2022.00006.4
13.	INTERNATIONALISMS AND ASSIMILATED WORDS OR NEOLOGISMS IN THE UZBEK LANGUAGE Khalikova Dilnoza Musurmon kizi	83-87	10.5958/2249-7137.2022.00007.6

14.	CHEMICAL COMPOSITION AND MEDICINAL PROPERTIES OF WATERMELON Ibrokhim Rakhmonovich Askarov, Muminjanov Mirjalol Muqimjon ugli, Atakulova Nargiza Bakhtiyorjon kizi	88-97	10.5958/2249-7137.2022.00008.8
15.	FUNCTIONING OF DERIVATIVES OF WORD-FORMATION CATEGORIES "SUBJECTIVE EVALUATION" Shevtsova Olga Vladimirovna	98-105	10.5958/2249-7137.2022.00009.X
16.	SOURCES FOR THE WORK "SA"LOTI MASUDI" Usmanova Xulkar Mamatovna	106-109	10.5958/2249-7137.2022.00010.6
17.	DEVELOPING COMMUNICATIVE COMPETENCE OF ESP LEARNERS WITH THE ROLE-PLAYING ACTIVITIES Kadyrkhodjayeva Dilnoza Bakhtiyor qizi	110-118	10.5958/2249-7137.2022.00013.1
18.	A STUDY OF USING GAMING TECHNOLOGIES IN TEACHING RUSSIAN IN TECHNICAL UNIVERSITIES Khasanova Vazira Khamidzhanovna	119-121	10.5958/2249-7137.2022.00015.5
19.	A STUDY OF MODERN LANDSCAPE ARCHITECTURE Yuldashev Iqboljon Tolqinboy ogli	122-125	10.5958/2249-7137.2022.00016.7
20.	METHODS OF INDEPENDENT LEARNING IN THE CREDIT-MODULE SYSTEM Mamadaliyeva Nodira Isakovna, Berdikulov Ravshan Shavkatovich, Mamaraximov Fazliddin Yusupovich	126-130	10.5958/2249-7137.2022.00017.9
21.	PRE-COLONIAL DEFENCE MECHANISMS IN CENTRAL NIGERIA: PERSPECTIVES ON THE IGBIRA, IGALA AND NUPE PEOPLE Rufai Aliyu	131-143	10.5958/2249-7137.2022.00029.5
22.	UZBEK FAMILY IN THE PROCESS OF TRANSFORMING FAMILY TRADITIONS Rashidova Shakhzoda Raimovna	144-148	10.5958/2249-7137.2022.00019.2
23.	GOALS, CONTENT, METHODOLOGY OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN UNIVERSITY EDUCATION N.U.Abraimova	149-155	10.5958/2249-7137.2022.00020.9
24.	THE PSYCHOLOGICAL IMPORTANCE OF ATTENTION IN THE FORMATION OF PROFESSIONAL KNOWLEDGE OF TEENAGERS Khalimova Mashraboy Vakhidovna, Moydinov Tursunboy Fazliddin ogli	156-160	10.5958/2249-7137.2022.00012.X
25.	HYGIENIC ASSESSMENT OF WORKING CONDITIONS AND PREVENTION OF REPRODUCTIVE PATHOLOGY AMONG WORKERS OF THE POULTRY COMPLEX Ortikov Azim Akhrorovich	161-166	10.5958/2249-7137.2022.00025.8

26.	IMPROVING THE SPEAKING ABILITY IN ENGLISH: THE STUDENTS' PERSPECTIVE Rustamova Adash Eshankulovna, Khakimova Madina Sidiqjon qizi	167-170	10.5958/2249-7137.2022.00011.8
27.	EXPRESSION OF ETHNIC AND CULTURAL IDENTITY IN ENGLISH AND UZBEK PROVERBS Subkhonova Madina Otabekovna, Gadoyeva Mavlyuda Ibragimovna	171-175	10.5958/2249-7137.2022.00024.6
28.	A STUDY OF IMPROVEMENT OF MANAGEMENT TECHNOLOGY ON THE BASIS OF IMPROVED MODELS OF INNOVATIVE DEVELOPMENT OF TEXTILE ENTERPRISES Boratrov Bakhtiyor Sayfullaevich	176-183	10.5958/2249-7137.2022.00018.0
29.	ACTINOMYCETES AS BIOSTIMULANTS Sharipov Bakhtiyor Farmanovich, Gazieva Gulandom Abduvakhitovna	184-187	10.5958/2249-7137.2022.00034.9
30.	FEED BIOTECHNOLOGY IN THE CULTIVATION OF BEES QUEENS ARTIFICIALLY Azizova Nodira Abduvakhitovna, Tuğayeva Mukhaya Bafoevna	188-192	10.5958/2249-7137.2022.00035.0
31.	TECHNOLOGY OF USING ORGANIC FERTILIZER IN AGRICULTURE Jabbarov Bakhtiyor Iskandarovich, Zhabborova Aziza Bakhtiyorovna	193-196	10.5958/2249-7137.2022.00036.2
32.	PHYSIOLOGICAL FEATURES OF LEARNING ENGLISH AT PRESCHOOL AGE Khodzhieva Mayram Samadovna, Khodzhieva Gulnoza Samadovna	197-199	10.5958/2249-7137.2022.00037.4
33.	COMMODIFICATION OF EDUCATION IN THE FORM OF SHADOW EDUCATION Zaylobidinova Munira Gulomovna	200-206	10.5958/2249-7137.2022.00048.9
34.	IMPACT ON COVID 19 EMPLOYEES OPPORTUNITIES AND INCOME Dr. M. Vaanmalar, Ms. J. Sri Keerthana	207-213	10.5958/2249-7137.2022.00049.0
35.	IMPROVING THE DESIGN OF THE INSTALLATION FOR DRYING MATERIALS IN A FLUIDIZED BED R. J. Tojiyev, M. M. Mullajonova, M.M. Yigitaliyev, G.Sh. Ganiyeva	214-219	10.5958/2249-7137.2022.00047.7
36.	SYNTROPIA OF ALLERGIC DISEASES Navruzova Shakar Istamovna, Ganieva Shakhzoda Shavkatovna	220-226	10.5958/2249-7137.2022.00030.1
37.	OPINIONS ABOUT ONLINE TRAINING OF THE CHINESE LANGUAGE DURING THE EPIDEMIC Irgasheva Umida Asqarjon qizi	227-231	10.5958/2249-7137.2022.00041.6
38.	ALGORITHM FOR EXTRACTION OF IDENTIFICATION FEATURES IN EAR RECOGNITION Turdali Jumayev Saminjonovich	232-237	10.5958/2249-7137.2022.00046.5

39.	THE ROLE OF INDEPENDENT WORK IN THE RESEARCH ACTIVITY OF STUDENTS S.M. Kasimov	238-242	10.5958/2249-7137.2022.00023.4
40.	INFLUENCE OF HARMFUL FACTORS OF POULTRY FARMS ON THE STATE OF THE ORAL CAVITY OF WORKERS OF POULTRY FARMS Ortikov Azim Akhrorovich	243-246	10.5958/2249-7137.2022.00026.X
41.	PECULIARITIES OF 20TH CENTURY ENGLISH LITERATURE AND MAIN CHARACTERISTICS Rayhona Narzikulova	247-250	10.5958/2249-7137.2022.00043.X
42.	A COMPARATIVE ANALYSIS OF TRADITIONAL AND CULTURAL PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LANGUAGES Mamedova Farangiz Mirmusoyevna	251-253	10.5958/2249-7137.2022.00044.1
43.	EVIDENCE THAT AN INTERVENTION ON ATTITUDINAL PREDICTORS OF INTER-PROFESSIONAL TEAM BUILDING AMONG HEALTHCARE PROFESSIONALS GIVES IMPROVEMENT IN NIGERIA? Henry Akpojubaro Efegbere, Arthur E. Anyabolu	254-269	10.5958/2249-7137.2022.00068.4
44.	ANALYSIS OF TECHNOLOGICAL PERFORMANCE OF TAPPET ARK M.A.Doniyorova, A.K.Kayumov, B.B.Doniyorov	270-272	10.5958/2249-7137.2022.00052.0
45.	OPEN CLASS AS A WAY TO MOTIVATE THE USE OF INTERACTIVE METHODS IN GYNECOLOGY Urinova Sharofat Akhtamovna	273-277	10.5958/2249-7137.2022.00051.9
46.	MAGNETIC STRUCTURE PARAMETERS Fayziev Shakhobiddin Shavkatovich, Saidov Kurbon Sayfulloyevich, Sulaimonov Sherzod Baxshulloevich	278-282	10.5958/2249-7137.2022.00050.7
47.	TELEVISION - AS A FACTOR OF EDUCATION Kholmanova Zulhumor Turdieva, Hamraev Nodir Hasanovich	283-290	10.5958/2249-7137.2022.00058.1
48.	SOCIETY OF THE CONCEPT OF "MODERN PERSON" PHILOSOPHICAL SIGNIFICANCE Olimova Mukhtasar Rayimovna	291-296	10.5958/2249-7137.2022.00055.6
49.	ASSESSMENT OF THE ROLE OF THE LEU28PRO POLYMORPHIC MARKER OF THE APOE GENE IN DIABETIC NEPHROPATHY Jabbarov O.O, Khujaniyazova N. K	297-301	10.5958/2249-7137.2022.00022.2
50.	DEVELOPING THE COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS IS AN EFFECTIVE MEASUREMENT FOR SELF-ORGANIZATION Ahmedov Akmaljon Yusufovich, Egamberdiyev Oyatulloh Alisher ugli	302-304	10.5958/2249-7137.2022.00039.8

51.	THE ROLE OF MODERN EDUCATIONAL TECHNOLOGIES IN THE TEACHING OF LEGAL SCIENCES Dekhqanova Mamura Ulmasovna, Bahronov Behruz	305-309	10.5958/2249-7137.2022.00040.4
52.	THE SPECIFICITY OF EMBROIDERY SCHOOLS IN UZBEKISTAN A. Akparov, Abdurasulova Barnokhon Avazbekovna	310-313	10.5958/2249-7137.2022.00021.0
53.	SOCIO-CULTURAL REPRODUCTIVE HEALTH PRACTICES OF GADABA TRIBE OF ODISHA: SOME OBSERVATIONS OF KORAPUT DISTRICT Sili Rout	314-319	10.5958/2249-7137.2022.00063.5
54.	ISSUES OF STABILIZATION OF THE LEGAL ORDER OF LABOR Pirniyazova Miyirxan	320-323	10.5958/2249-7137.2022.00059.3
55.	SOME ISSUES OF IMPROVING PENALTY LEGISLATION Odinaev Adham Sadulloevich	324-329	10.5958/2249-7137.2022.00064.7
56.	SOCIO-CULTURAL CHARACTERISTICS OF THE REPRODUCTIVE RELATIONSHIP OF INFERTILE MARRIED COUPLES AND THEIR ENVIRONMENT Nodira Latipova, Iroda Yunusova	330-333	10.5958/2249-7137.2022.00060.X
57.	THE IMPORTANCE OF LEARNING MINIATURE PAINTING IN FINE ARTS CLASSES Shakirova Ch.T, Isakov J.A, Orifjonov A.B	334-337	10.5958/2249-7137.2022.00061.1
58.	VIEWS ON THE PHENOMENON OF VARIANCE IN LINGUISTICS Zokir Arifdjanov	338-342	10.5958/2249-7137.2022.00062.3
59.	WEAK FERROMAGNETISM Fayziev Shakhobiddin Shavkatovich, Yuldasheva Nilufar Bakhtiyorovna, Saidjonova Madinabonu Shuhratovna	343-347	10.5958/2249-7137.2022.00054.4
60.	THE PSYCHOLOGICAL AND EMOTIONAL IMPACTS OF DIVORCE ON THE DEVELOPMENT OF INDIVIDUALS Musinova Nozira Mirzadjanovna	348-351	10.5958/2249-7137.2022.00056.8
61.	PROBLEMS AND MAIN DIRECTIONS OF DEVELOPMENT OF THE ELECTRIC POWER INDUSTRY OF UZBEKISTAN Saidkarimova Matluba, Tursunov Alisher, Turabekova Gulirano	352-358	10.5958/2249-7137.2022.00057.X
62.	A STUDY OF EFFECTIVENESS OF APPLICATION OF EFQM-MODEL IN INTEGRATED MANAGEMENT IN TEXTILE ENTERPRISES Isaev Ravshan Abdurahmonovich, Borotov Bakhtiyor Sayfullaevich	359-364	10.5958/2249-7137.2022.00065.9

63.	DISASTER RESILIENCE THROUGH RIGHT BASED AND CAPABILITY PERSPECTIVES OF NGOS: A CASE STUDY OF 2004 TSUNAMI IN NAGAPATINAM A. Senthamizh Kanai	365-383	10.5958/2249-7137.2022.00078.7
64.	THE ACTION OF SELLER INSECTICIDE ON THE SOIL LAYER HYGIENIC JUSTIFICATION Jumaeva Aziza Askarovna	384-388	10.5958/2249-7137.2022.00042.8
65.	HYGIENIC JUSTIFICATION OF THE PERMISSIBLE LEVEL OF SELLER PESTICIDE IN ATMOSPHERIC AIR AND WORKPLACE AIR AA Zhumaeva	389-394	10.5958/2249-7137.2022.00083.0
66.	CHEMICAL COMPOSITION OF DEONICA DEZODORANT Askarov I.R, Kirgizov SH.M, Mavlonova O.S	395-397	10.5958/2249-7137.2022.00086.6
67.	THE COMPOSITION OF SOAPS AND ITS EFFECT ON SOAP QUALITY Akbarova Mohichehra Mashrabboyevna, Mamazokirova Gulshoda Voxidjon, Odiljonov Ahmadillo Hamidjon ugli	398-402	10.5958/2249-7137.2022.00084.2
68.	IMPROVEMENT OF THE ACCOUNTING OF LEASING OPERATIONS IN UZBEKISTAN Alisher Bakhadirov	403-407	10.5958/2249-7137.2022.00085.4
69.	ERK POETICS IN RAUF PARFI UZTURK LYRICS Ganiev Ilhom Muzaffarovich	408-415	10.5958/2249-7137.2022.00071.4
70.	IMPERATIVE CONDITIONS TO DEVELOP DERIVATIVES MARKET IN UZBEKISTAN Bakoeva Gulbakhor Matyakubovna, Kilichov Khamza Khamidovich	416-422	10.5958/2249-7137.2022.00072.6
71.	THE NEED TO PROVIDE THE PRIORITY OF SPIRITUAL AND EDUCATIONAL PROCESSES IN THE MODERN EDUCATION SYSTEM Malokhat Baltabayeva, Dilshodakhon Kodirova	423-427	10.5958/2249-7137.2022.00069.6
72.	THE ESSENCE OF THE SYSTEM OF SPIRITUAL VALUES Kholmatov Shakhobiddin	428-433	10.5958/2249-7137.2022.00070.2
73.	TO STUDY THE PRODUCTIVITY ASPECT OF MILKFED AND HDDCF: A COMPARATIVE STUDY Manvir Kaur	434-445	10.5958/2249-7137.2022.00079.9
74.	FORMATION OF A SYSTEM OF CONCEPTS ABOUT A CHEMICAL REACTION AT THE LEVEL OF ELECTRONIC REPRESENTATIONS Amanov R.A, Masagutova D.S	446-451	10.5958/2249-7137.2022.00075.1
75.	USING THE TRIZ (INVENTOR PROBLEM THEORY) PROGRAM IN PRIMARY SCHOOL CLASSES Narzieva Mastura Sunnatovna	452-455	10.5958/2249-7137.2022.00076.3

76.	METHODOLOGICAL BASIS FOR PREPARING GRADE 4 STUDENTS IN PRIMARY EDUCATION FOR INTERNATIONAL PIRLS CONTROL Yadgarova Gulbahor Tillaevna	456-459	10.5958/2249-7137.2022.00077.5
77.	A STUDY OF FACTORS TO ENSURE THE BALANCE OF CONTINUOUS EDUCATION AND TRAINING IN RENEWING UZBEKISTAN Mallayeva Feruza Radjabliyevna	460-464	10.5958/2249-7137.2022.00067.2
78.	AN OVERVIEW OF PERSONAL SPIRITUALITY OF ECONOMIC REFORM EFFECT ON APPEARANCE Ismoilova Gulhayo Kamol qizi	465-468	10.5958/2249-7137.2022.00066.0
79.	DEVELOPMENT OF THE INDUSTRIAL SECTOR - A FACTOR IN THE GROWTH OF THE COUNTRY'S ECONOMY Karieva Latofat Saidakramovna	469-473	10.5958/2249-7137.2022.00053.2
80.	“AN ANALYTICAL STUDY ON INITIAL PUBLIC OFFER (IPO) – SUCCESS AND FAILURE” Dr. Jeet Singh, Dr. Preeti Yadav	474-492	10.5958/2249-7137.2022.00080.5
81.	A STUDY OF INFLUENCE OF SOWING TERMS AND NORMS ON CROTALARIA JUNCAE GRAIN YIELD Nurillaeva Manzura Shavkatovna, Yakubov Gayrat Kuvondikovich, Negmatova Surayyo Teshayevna, Khalilova Nargiza Jalilovna	493-499	10.5958/2249-7137.2022.00074.X
82.	HIGH SPIRITUAL GENERATION - THIRD RENAISSANCE BUILDERS Musurmankulov Farkhod Uralovich	500-503	10.5958/2249-7137.2022.00073.8
83.	CHARACTERISTICS AND ANALYSIS OF THE CURRENT STATE OF DIGITALIZATION OF AGRICULTURE IN THE REPUBLIC OF UZBEKISTAN Akabirova Diloru Nigmatovna	504-511	10.5958/2249-7137.2022.00081.7
84.	SITUATIONAL AWARENESS GAPS AND OPPORTUNITIES FOR CYBER SECURITY Orinov Nodirbek Toxirjonovich, Xolmirzayeva Gulchexra Tulanovna	512-518	10.5958/2249-7137.2022.00082.9
85.	DETERMINATION OF VOLUGARIS DRY QUANTITIES OF MICRO AND MACROELEMENTS AND APPLICATION IN MEDICINE Islomov A.Kh, Kurbanova A.Dj, Komilov K.U, Allaev J.,D.D, Nurmatov D, Masharipov V, Fayziyev X.O	519-524	10.5958/2249-7137.2022.00087.8
86.	THE IMAGE OF ORPHAN HEROES IN ROMANS OF FORMATION (BILDUNGSROMANS) Safarova Zilola Tolibovna	525-529	10.5958/2249-7137.2022.00088.X
87.	THE ROLE OF IMAM SHAHRISTAN'S SCIENTIFIC HERITAGE IN THE DEVELOPMENT OF ISLAMIC SCIENCES Abdupattaev Mumin Mirzo Murodjon ogli	530-538	10.5958/2249-7137.2022.00089.1

88.	STUDY OF RELAXATION PROCESSES AND THERMAL PROPERTIES IN POLYMERS <i>G.T.Sattorova, Ismatov Sunnatillo Shamsullayevich</i>	539-546	10.5958/2249-7137.2022.00090.8
89.	FORMATION AND CHARACTERISTICS OF LIFESTYLE <i>Boymurodov Zoxid Shokirovich</i>	547-551	10.5958/2249-7137.2022.00091.X
90.	THE ROLE OF THE MEDIA IN SHAPING THE WORLDVIEW OF YOUNG PEOPLE IN THE CONTEXT OF GLOBALIZATION <i>Khosiyat Rustamova</i>	552-557	10.5958/2249-7137.2022.00092.1

A BIBLICAL NARRATIVE OF THE THEOLOGY OF WORK

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ABSTRACT

*In this article, the investigation of the theology of work is carried through from the perspective of biblical narratives in view of the origin of work as stated in Genesis 2:15. The basis of this argument is derived from the premise that God instituted work, and that it was not the result of the human fall in the story of creation. The author further argues that work was given to humanity to be able to develop a relationship between humanity and the Creator. Furthermore, it is argued that the use of verbs in the Hebrew text, such as, *bad* and *shamargive* a description of the theology of work in the creation story. The researcher discovered that our daily work was God's idea, and it was intended to benefit humanity. **Purpose:** To explore the theology of work in the Biblical narratives and to provide the evidence that work was given to human beings to strengthen the relationship between the Creator and men. The researcher also attempts to argue that the Sabbath rest presupposes work. **Findings:** The work of humanity was introduced in the Garden of Eden when Adam and Eve were given the task of caring for the garden (Gen 2:15). Furthermore, work was the primary focus in the prologue of Genesis (Gen 1:1-2:3) and this suggested that work was the theme of the Biblical narratives.*

KEYWORDS: Work, Work Ethics, Poverty

INTRODUCTION

Specifically, the author's intention in this article is to provide the reader with excellent biblical scholarship that analyses the theological foundation of work for the sake of drawing out biblical understanding on the concept of work. This idea of drawing out the scriptures is important and one that necessarily communicates how we should understand the theology of work in the biblical narratives. A genesis narrative that introduced the aspect of work was that Adam and Eve were not idlers but were placed in the Garden of Eden to "dress it and keep it" so work was a blessing. Hence, Genesis 2:15KJV gives the scriptural evidence that man was created to do some work and not to lie down in inactivity and idleness. This labour truly was pleasant and full of delight and entirely exempt from all trouble and weariness; since God ordained men to exercise in the culture of labour to enhance the relationship with the men he had created. He condemned, in his person, all indolent repose. In addition, the custody of the garden was given in charge to Adam to show that we possess the things which God has committed to our hands, on the condition that being content with a frugal and moderate use of them, we should then take care of what shall remain. The epilogue of creation emphasises sufficient clearness and entirely the error of those who imagine that the world was created for idleness and without work to be done.

It is argued that God did not cease from the work of creation of the world until he had completed it in every part, so that nothing would be wanting to its suitable abundance.

Work: To do something that involves physical or mental effort, especially as part of a job.

Work team: A group of people with complementary skills who are committed to a common mission, performance goals, and approach for which they hold themselves mutually accountable.

Poverty: Poverty is a state of want or deprivation in which those who suffer it have no basic requirements for survival. The poor suffer from basic economic needs, and they are deprived of the material goods necessary to live with dignity.

Methodology

This was an archival study approach. I have used the Bible and other scholarly sources to investigate the theology of work in the biblical narratives.

Results and Discussion

The theology of the origin of work

Exegesis of Genesis 2:15

15 וַיִּקַּח יְהוָה אֱלֹהִים אֶת־הָאָדָם וַיִּנְתְּהוּ בְּגֶן־עֵדֶן לְעֲבָדָהּ וּלְשָׁמְרָהּ

At this point, the story of creation centres, once again, on God and the men he has created. The Lord God took the men and put them in the Garden of Eden, essentially the information given in verse 8. Some translators may find it best to relate this to verse 8 by placing it in a subordinate clause; for example, "After the Lord God had placed the men in the garden...."

To till it and keep it: for till see verse 5, Keep translates a verb meaning "to be in charge of," which is used in Gen 30:31 with the sense of "to tend or take care of sheep." The more general sense is "to guard or protect." It is not suggested what the garden needs protection from. In many languages, it will be better to translate "keep it" in terms of cultivating or caring.

2:15 God placed the men in the garden for the stated purpose of supervising it. Verse 15 continues the thought of verse 8, but with a subtle difference in the language. "Put" in verse 15 translates the causative form of the verb *nûah*, "rest," and so could be rendered literally "caused to rest." In verse 8, however, the term is *śîm* ("put, place"). Here the language of verse 15 is essentially equivalent to verse 8 in context, but "rest" bears a special significance for depicting deliverance from Noah's waters (see 5:29 discussion) in Genesis chapters 1–11 and for speaking of the safety that Israel would experience as found in the Pentateuch. God promised to give Israel safety ("rest") in the land from its enemies (e.g., Duet 3:20; 12:10; 25:19). This is illustrated by Lot and his family; visiting angels "led them safely ["gave rest"] out of the city" (19:16). It also is used to dedicate something before the presence of the Lord. God prepares the garden for human's safety where they can enjoy the divine presence.

In the garden, God gives the human beings a purposeful existence that includes overseeing the environment. Work is a God-given assignment and not a cursed condition. It was in that, that the pristine relationship between men and his environment was spoiled, making work a toilsome chore that became a requirement for mere existence (3:17–19, 23). Divine travail over their incessant labour is relieved by the creation of a human workforce.

The men's principal commission is to "work" and "take care" of his pristine garden home (v. 15). The word translated "work" (*Abad*) is the common one for tilling the soil (e.g., 3:23; 4:2, 12) or for other labour (e.g., Isa 19:9); it also speaks of "service" to another (e.g., 29:15; 31:6) and is often used of worship (e.g., Exodus 3:12). The verb and its noun derivative "service" (*ʿābōdā*) frequently describe Levitical duties in tabernacle and temple worship. It also speaks of the completed "work" on the tabernacle (Exodus 39:32, 42). "Take care" (*šāmar*) probably specifies the nature of Adam's labour. It describes the occupation of Abel (4:9), attending property and flocks (e.g., 30:31). The first instruction God gave to Adam was to work, to tend the Garden of Eden (Genesis 2:15). It is true that this labour truly was pleasant and full of delight, entirely exempt from all trouble and weariness; God ordained that man should be exercised in the culture of working the ground.

Given the paramount importance of work in the Bible, it started in the first week of creation when God made the heavens and earth. "The Lord God took the man and put him in the Garden of Eden to work it and take care of it." Genesis 2:15, (Bible in Basic English). Firstly, we find two or more verbs that describe the mission of human beings. Wright observes that "God took the human creature he had made and put him in the special environment within the earth that he had made that is the Garden of Eden" [1] God gave them a simple task: to serve it and to keep it. Genesis' account reminds us that work was a central part of life before the fall of Adam and Eve in the perfect Eden. In Genesis, we are told that God took the man and put him in the Garden of Eden to work it and care for it" The Hebrew word translated as "put" (*wayyannihehu*) in this verse does not simply mean to place an object. The word connotes rest and safety as well as dedication in God's presence. God specifically put men in the garden where they could be safe and rest, where they could have fellowship with their Maker. According to the first verb to "put" the emphasis is that mankind's primary responsibility was to worship and obey God. Adam and Eve served and thereby worshipped through his work. Stephens emphasizes the two words used by God in command (Genesis 2:15) for Adam to work are '*abad*' (work) and '*Shamar*' (take care) Genesis 2:15. [2]

The verb '*abad*' means "to serve", with the connotation of doing hard work in the process of serving. Furthermore, the verb "to serve" which is a translation from the Hebrew word denotes words like "to till the ground", "to work it" "to cultivate it" the meaning is the same which emphasized the term service^[1]. The picture is painted of human beings as servants of creation and that it is the way they are to exercise their kingship over the creation. There was completeness, wholeness, and perfect bliss before Adam and Eve fell into sin. There was perfect harmony between the creation and God, the entire environment was peaceful in the Garden of Eden. Wright states that sometimes, however, the verb *šamar* means "to keep something safe", with protection, care, and watchfulness. "It means to treat something (or, these words are also used to mean "service to God" and "keeping of his commandments," respectively [3] So, humans are put into God's created environment to serve it and to look after the garden and to work. Work is a good gift from God, not a punishment from sin. Interestingly, it was not until God put humankind to work that he was able to step back and say creation was "very good" and rested. Even God's resting points to the inherent goodness of work. The All-Powerful God did not need to rest after bringing all things into existence. It resonates well that God knew that men would be tempted to work without taking time to rest and enjoy God blessings of work^[1]. It makes sense that God rested because he knew we might forget to rest as well after labour. This makes it clear that the main point of men ruling the earth is for its benefit, not our own. In Genesis, God created

us to rule over the rest of his creation by serving and keeping it, that is, is by working hard in a way that will care for creation and protect its best interests.

Indeed, work is not the result of the fall, work is inherently good. Work is a good gift from God and not a punishment for sin. Despite the blessings associated with work, the Bible teaches that when sin entered the Garden of Eden, work became difficult, exhausting, and frustrating, as we all experience today. All the work which was given to us was inherently good and meaningful because God ordained it for humanity. God gave us work to serve Him and others.

This assertion is hard to comprehend that we should do work that fully expresses our gifts and brings us spiritual, mental, and bodily satisfaction. In making this comment, we are to view work as a way of offering ourselves up to God. In other words, that sacrificial view of work is almost foreign to us today. The essence of this argument is that to best glorify the Creator and to love others, Christians should do the work that God has equipped them to do. In other words, all of life, culture, and work are to reflect the beauty and the glory of God. Raynor argues that "our work becomes the expression of our identity, not the source of it" [4] The theological foundation of work takes its origins in the Old Testament's account of creation. Furthermore, work is entrenched in God's good creation story, and human beings reflect his glory through work. Lifting a spoon to the mouth is work; creating a song or a poem to express the heart is work because such activities are performed to achieve a result. We often view work as a difficult or an unpleasant activity that we are forced to perform. However, work is simply engaging in physical or mental activity to achieve a purpose or result. Work was given before sin entered the world and therefore is part of God's perfect creation. Work helps fulfill men's need for purpose. Work was ordained to fulfill men's desire and to glorify God through building our physical and mental strength. God is glorified when we participate in any kind of work which brings good results.

Work Instituted by God

God is the originator of work, as depicted in the book of Genesis. In the opening passage, God is the primary worker, busy with the creation of the world (Genesis 1:1-15). The Bible states that God worked for six days and rested on the seventh day. "Then the Lord God took men and put him in the Garden of Eden to work it and care for it" [5]. The translation option for Genesis 2:15, is one way a properly biblical view of humanity creation relationship has obscured, even by use of scripture itself. These passages reveal that God was first to do work on the earth. Therefore, legitimate work reflects the activity of God. The Bible explicitly shows that Genesis 2:15 describes Adam's vocation in Eden to work the Garden for his own benefit and God's glory. Because God is inherently good, work is also inherently good (Psalm 25:8; Ephesians 4:28). Furthermore, Genesis 1:32 declares that when God viewed the fruit of His work, and when He determined that he had done a good job, He took pleasure in the outcome. By this example, it is important that work should be productive. The reward for work is the honour and satisfaction that comes from a job well done. "The Lord God took the man and put him into the Garden of Eden to work it and keep it." [6].

Historical Background on the Concept Work

The assertion of the researcher from the onset is to bring the impetus on the origin of work; it is also the researcher's goal to bring the historical analysis of the passages in the Old Testament and the New Testament. The book of Genesis is the foundation for the theology of work. Any discussion of work in the biblical perspective eventually finds itself grounded on the passages in

this book. Genesis is incomparably significant for the theology of work because it tells the story of God's work of creation, the first work and the prototype for all the work that follows. [7] The created universe that brings into existence then provides the material of human workspace, time, matter, and energy. In Genesis, we see God at work, and we learn how God intends us to work.

Furthermore, Genesis opens with God at work, the first and finest worker in the universe. [8] On the most important note on the selected passage is that immediately after Adam and Eve were created, humanity had a God-given purpose from the week of creation. The standard way of thinking is that God placed him into the paradise of the Garden of Eden with a job to do. God had created a world that included work needing to be done; He created men with a mission to do that work. God did not need to structure the world in that way; He could have created a world that could not be worked by humanity, a world fully self-sustaining. Common sense seems to dictate that he could have made human beings to simply live in luxury and enjoy all of God's creation without ever having to contribute anything.

That, however, was not God's design. Even before sin entered the world, human beings were meant to work to help to accomplish God's purpose which is clearly stated in the verse under investigation. Chapter 3 of Genesis explicates that the damage that sin caused changed the nature of our work and our response to it; however, work itself is not the curse, it is part of our purpose as God's creatures.

Studies have shed the new light on the aspect of work, the first men's work was relatively simple and straightforward: to maintain the Garden of Eden. This purpose was lost when sin came into the world. The Bible states clearly the dilemma caused by sin after the fall and provides a broader spectrum on how work should be viewed as a part of God's plan for humanity and not as an act of punishment.

Work before the Fall of Man into Sin

The first significant statement about work in the Bible is its relationship to men before the fall of men into sin. The second perspective of work: "By the sweat of your brow, you will have food to eat until you return to the ground from which you were made. For you were made from dust, and to dust, you will return" (Gen 3:19 NIV). Firstly, we must bear in mind that work was ordained by God. Furthermore, God pronounced "it is good" after the beautiful work of creation. It is worthwhile to note that work is given to human beings to co-operate and to work as partners under God's authority in the fulfilment of God's purpose.

God's work is different from ours. God created everything out of nothing. Any creation we endeavour is dependent on the utilisation of what God has already made. Nevertheless, human beings are made in the image of God. The examples of God at work have much to teach us on how we are to approach work. Human beings can experience satisfaction and find meaning by doing good and creative work in partnership with God. Furthermore, through work, God cultivates our personal development and spiritual growth. Work connects people for mutual benefit. Work helps to sustain life, builds communities, and teaches love for our neighbours through the manner and output of our work. In addition to the benefits of work, it has intrinsic worth and finds fulfilment in the service of others. God himself was a worker.

Work was to benefit humanity at the beginning of creation. It was not a result of the fall.

Furthermore, the Bible records the fact that God has commanded humanity to work. [9] The fact

of the matter is that work has a profitable purpose. Work is defined as “an activity that produces something of value for the people.” The essence of this argument is that the fall into sin has not destroyed the value of work but has radically distorted the world of work in the sense that work is often experienced as toil, futility, and a struggle for survival in a way that is deprived of the sense of fulfilment and meaning and is hard to connect with service to God. Even those doing good work often experience hardship and still struggle to produce good results. The standard way of thinking is that this term ‘work’ or ‘labour’ is associated with sorrow and a burdensome experience.

The Bible does not use the term ‘employment’ in its narration. While others view work as the punishment for the fall of humanity, most struggle to survive due to the hardships of finding creative work that enables them to thrive. Because of sin, some reject work, and some idolise work. We face many struggles, hard choices and dilemmas that compel us to live and work, trusting in the grace of God.

Work is Honourable

The Bible frequently records the fact that God commanded the children of Israel to work. It must be noted that work has a profitable benefit for our health, and it is a means to experience a spiritual connection to God.

According to the Ten Commandments, God says, “Six days shalt thou labour, and do all thy work” (Exodus 20:9 KJV). In the heart of the commandment spoken by God at Sinai, the concept of work reveals that work is honourable from the Creator of heaven and earth. On one occasion, the Bible states, The Lord said to Moses, “See I have chosen Bezaleel son of Hur, of the tribe of Judah, and I have filled him with the Spirit of God, with skills, ability and knowledge in all kinds of crafts – to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood, and engage in all kinds of craftsmanship” (Exodus 31:1-6 NIV).

The Bible mentions Bezaleel to be the craftsman to help build the tabernacle during Israel’s wilderness wanderings after they left Egypt [10]. It suffices the argument that work was ascribed to the craftsman by God on their journey to the promised land. This denotes the importance of work in the Bible even before they reached the promised land. Work was to be a benefit to the people in the wilderness. It is an honour to work in partnership with the Creator of work. The essence of this argument is that work in the Old Testament is seen as honourable. The following passages explore the blessedness and dignity of work.

God’s Response towards the Theology of Work

God also wants us to see that work is His gift to us. It is not the result of the fall. We are in partnership with God. Since humans are made in the image of God, it is important to emulate God as the initiator of work. God gave Adam and Eve the job of cultivating the garden and exercising dominion over the world before sin entered the world. We were created to work and for work. The essence of the argument is that we are in partnership with God. In making this comment, we are commanded to act as stewards of God’s created world. We are called to work as God does (Gen 1:28 KJV), and that calling does not stop at sixty-five or some arbitrary retirement age. [11] Furthermore, our work involves being participants over creation as we follow the plan of God from the beginning of the creation that we should work and be productive. In other words, work is a divine calling from God; human beings were created to work. Work was given to Adam and Eve to generate delight and to connect with the Creator in

the Garden of Eden. The reality of the matter is that creation is a wonderful reality of the signature of God and on the other hand, the reality of humankind to write its signature as they participate in work, as we see that work is good. The first chapter of Genesis, however, is placed within the larger story of God's covenant relationship with creation, with people in good work. The essence of this argument is that one must appreciate that to be in partnership with God at work invokes different dimensions: work done well brings a sense of personal accomplishment as we put our God-given talents and ability to use. On the practical level, work is good because the wages we earn helps us meet our financial responsibilities to support our family members, the church and people God brings to our attention who are in need. Throughout the Bible, we see passages that condemn people who can work but do not because of laziness (see, Proverbs 10:4; 2 Thessalonians 3:10-12 KJV). When our work contributes to helping others, it becomes a means to serve God. Even though the world has been distorted by sin, work has never been a result of the fall. It was sacred and good before the fall, and it will remain sacred after the fall. According to Stephens, there are three dimensions that one must consider when working in partnership with God [12]

Firstly, good work becomes a means of spiritual growth. Many people assume that work is a hindrance to spiritual growth. But work is itself a spiritual discipline. The first challenge to Adam and Eve's spiritual growth, in this case, the test to see whether they would eat from the tree of autonomy called the "tree of knowledge of good and evil" in the Bible took place in the context of work harvesting. The human being "is so made that not only be satisfied by his material needs without working but he also cannot satisfy his spiritual needs or fulfil his function as a human being." Secondly, as co-workers with God, we do work that serves others; we experience joy and commitment from knowing that our work matters. As a co-worker with God, you must have joy in the work that you do. Thirdly, good work is communal. It is a means of building community and serving neighbours. We are called to work together in partnership. Furthermore, good work unfolds the potential of creation. The best word to describe this is stewardship. Apart from Adam and Eve, the Bible gives other Bible passages that address the aspect of work in the biblical narratives.

Work ethics and the Sabbath rest

The biblical perspective of work and Sabbath rest is God's point of view, adding to the argument, the aspect of work must be understood, based on presupposition that meaningful Sabbath rest necessitates human work. "Thus, the heavens and earth were finished, and all the host of them. And on the seventh day God ended his work which he had made; and he rested on the seventh day from all his work which he had made. And God blessed the seventh day, sanctified it: because that he had rested from all his work which God created and made." (Genesis: 2:1-3 KJV). It is true that the weekly cycle of the seven literal days of creation was given to Adam and Eve. It should be noted that God designated that for six days, human beings must labour and enter a meaningful seventh day of rest which has been preserved in the Old Testament and New Testament narratives. Therefore, the concept of work for six days and rest on the seventh day Sabbath is brought down through the ages. Having just argued that the creation of Adam and Eve on the sixth day brings the Creator God's work to completion. Henry observes that, "after the end of the first six days God ceased from all works of creation. He has so ended his work. In miracles, he has controlled nature, but never changed its settled course. The eternal God did not rest, as one weary, but as one well-pleased. Consider the fact that the

Biblical narrative gives the origin of work and Sabbath rest which was celebrated by Adam and Eve on the first week of creation, since men entered the holy sabbath rest and enjoyed the benefits of working on the garden which was planted by God.

Biblical Teaching on Work (Employment)

Although the Bible does not explicitly mention the word employment but rather it uses the term work or labour interchangeably. In the context of this study, the researcher brings the biblical foundation on work or labour intending to make a strong argument based on employment in the Bible. Work plays an important role in the Bible. In making this comment, work has become hard for humanity. In most cases, we do not find our work ecstatically joyful or our workplaces particularly enriching. After the fall of Adam and Eve, work deteriorated to the point that the biblical verses below show that work is no longer a desire for the nations. Furthermore, Adam and Eve were placed in a beautiful workplace called the Garden of Eden and were given a choice. But they did not seek the expression of God-ward dependence and gratitude in the context of work and relationship. The essence of this argument is that work continued in that degraded environment from the time of Adam and Eve to the time of their first-born Cain. The aspect of work turned into hard labour in the Old Testament. In other words, sin affected humanity and work was polluted from the Garden of Eden going forth. The disapproval of Cain's offering led to the degradation of work and the murder of his brother Abel was the evidence that earth and work were deteriorating. Competition in the workplace and business is not in itself evil or wrong; it is a stimulus for creativity and initiative. In making this comment, positive competition in the place of work brings good results. However, predatory competition is destructive because one's identity becomes wrapped up in eliminating the competitor. That is what Cain wanted to do; at the end he ruined his own life. According to the account in Genesis 4:7, God offered Cain a way out, a way of acting righteously, a way of acceptance and approval. But Cain would not be persuaded even by God. He refused to repent. In this passage, to God's question, Cain replied, "Am I my brother's keeper?" (Genesis 3:9 KJV). As a result of his insolent reply, Cain was cursed. It complicates matters further when the ground was cursed not to yield its fruit; work would be frustrating, "When you till the ground, it shall no longer yield to you, its strength; you shall be a fugitive and the vagabond on earth" (Genesis 4:12 NKJV). It must be noted from this scenario that Cain became a wanderer on the earth, the first time we are introduced to the homeless and a stranger in foreign lands. The beauty of this passage is told in a way that we see a gracious God giving Cain a mark of protection so that anyone trying to kill him would suffer vengeance seven times over. The effect of sin in the account of creation changed the plan of God from the onset. It has been noticed that from Cain's descendants also came civilisation as we have it: commerce in "those who live in tents and raise livestock", culture - all who play the harp and flute"; and crafts - and those who forged all kinds of tools out of bronze and iron (Genesis 4:20-22 KJV)." So, the global workplace has its thorns and thistles. This is the evidence of the degradation on the aspect of work. Thorns and thistles will exist until the end of time. From the Garden of Eden to the time of Cain, the universe has experienced thorns and thistles continuously. The primordial narrative reaches what Gerhard van Rad called its capstone.^[11] The Bible narratives indicate that work was degraded from the time of Adam down to the ages of the patriarchs, although, human work appears negatively in chapter 4-11 in the narrative of Genesis. This widespread agreement regarding its care of contraction and literary placement suggests that the author of Genesis took trouble with it because he meant it to be noteworthy.

The argument on the aspect of work has indicated that Jacob was one of the prominent workers in the Bible; it describes him in its complexities and satisfactions (Gen 29:14-20; 32:10-13 KJV). In making this comment, the passages cited reveals God's interest in work. The concept of work in this scenario is that Jacob's work became a blessing to God and the neighbours. Although this is all remarkable when one considers that Jacob was a slave worker. Furthermore, it gives the impression that this is the kind of work that human beings have been induced to do in this life. Humanity was no longer in harmony with nature and things are even worse today. Jacob arrives in Paddan Aram penniless, running from his brother and searching for a wife from the extended family home. In the process of the aspect of virtuous work, his parents did not send him with the bride price. He has nothing to give for the lady he has met at the well, but his sweat. This is the passage that brings the burdensomeness of work. The passage brings another dimension to his employment. When Jacob describes his work; he uses the language of slaves. He says, "thus I was in the day the drought consumed me, and the frost by night and my sleep departed from my eyes" (Genesis 31:40 KJV). Later he complains to Laban, "You changed my wages ten times" (Genesis 31:41-42 KJV). This passage of scripture describes an aspect of the distorted and polluted kind of work that Jacob was doing. He further describes his work as hardship and toil of his hands, and this is not a blessing to him but a curse. Work has been pervaded by sin. It must be noted that, although when one working for the love of a woman, or a man, for one's parents or children, for one's neighbour, for the love of the nation and the love of God, any of this can transform work into a ministry.

Honest hard work can transform humanity; this is something God seeks from all of us. God's words tell us that working hard, but with faith in mind, can lead to the great things he has planned for us. Employment is part of Gods plan, and it must benefit humanity. The Old Testament passages articulate the concept of 'work' or employment as it plays an important role in human lives.

When it comes to the topic of employment, the emphasis is on the benefit of work to humanity, "You shall not oppress your neighbour, nor rob him. The wages of a hired man are not to remain with you all night until morning" (Leviticus 19:13 KJV). Since work plays an important role in the Bible, to put it bluntly, "So, Ruth worked alongside the women in Boaz' fields and gathered grain with them until the end of the barley harvest. Then she continued working with them through the wheat harvest in the early summer. And all the while she lived with her mother-in-law" (Ruth 2:23 KJV). As a result, she was able to sustain her family. Furthermore, the Bible clearly states that "you shall not oppress a hired servant who is poor and needy, whether he is one of your countrymen or one of your aliens who is in your land in your towns. You shall give him his wages on his day before the sun sets, for he is poor and sets his heart on it so that he will not cry against you to the LORD, and it becomes sin to you" (Deuteronomy 24:14-15 KJV). There is a blessing that is associated with work "may the favour of the Lord our God rest on us; establish the work of our hands for us, yes, establish the work of our hands" (Palms90:7 KJV). "Those who work their land will have abundant food, but those who chase fantasies have no sense" (Proverbs 12:11 KJV). In conclusion, the Bible states clearly that "all hard work brings profit, but mere talk leads only to poverty" (Proverbs 14:23 KJV). Every man must work hard and enjoy the benefits of work. Work is essential not only because it gives us income, but it also strengthens the physical wellbeing, and it helps us to grow in all the aspects of life. The verses articulated above reveal the importance of work in the Old Testament which emphasises the aspect of work. The following section focuses on the importance of work in the New Testament

as the continuation of the theological reflection of work in the Bible. As the focus on the benefit of work has been identified in the selected verses, the issues addressed will demonstrate the relevance of employment as part of development planning in understanding biblical views about work and its importance to human beings.

Theology of Work in the New Testament

Considering the aspect of work in the New Testament, the biblical narratives have the overflow of scriptures relating to the concept of work. Between the opening lines of Genesis, which portray God as a worker, and the closing chapter of Revelation, with a vision of new creation, God will continue to labour. One of the distinguishing characteristics of biblical faith is that God does not sit enthroned in heaven removed from work, willing things into existence by divine fiat. The biblical creation narrative witnesses to the interconnection between our work, God's work, and the creation that works. Thus, human work is a significant way of participating in God's redemptive work during human life. In God's economy, what counts is not the human ability to accomplish and make one's way in the world, but the ability to continue the self-giving, self-limiting love of the creator.

The focus within the Bible is not just upon God's working but also, upon God's people working. God's people are called to participate in work that God sees as good and endorses. Continuing the discussion of work in the New Testament, the researcher has selected the foundational passages on the aspect of work ethics (1 Cor4:12; Ephesians 4:28; 1 Timothy 5:18, 2 Timothy 2:6, 2 Thessalonians 3:7-12, 1 Thessalonians 2:9-11 NKJV). As the starting point, the researcher focuses on the concept of work as indicated in the New Testament narratives. The other area of struggle in the New Testament Biblical narratives is work.

According to the context of 1 Corinthians 4:12, KJV: "And labour, working with our hands: being reviled, we bless; being persecuted, we suffer it", work should be understood as a holistic fulfilment. Paul, in the context of first Corinthians 4:1-13, begins with an insistence that he is not concerned with anyone's judgement of him. The Lord will judge him and that is what matters. The Corinthians have become arrogant in their judgement, forgetting that all the good they have is a gift. They feel self-reliant in the wealth and status while Paul and the other apostles live in poverty and under persecution and were thought to be scum by the world. According to the emphasis on the passage, Paul is describing the difficult life of hardship that comes with serving Christ as an apostle. The importance of hard labour for individuals helps to alleviate poverty and improves families to live better lives. Paul adds to this that it is even necessary for them to provide their way by working other jobs of manual labour on the side to supply their needy families. The Corinthians would remember well that Paul worked with his own hands as a tentmaker when he was with them. That is when he met and partnered with Priscilla and Aquila in tent-making and the ministry of leading others to Christ (Acts 18:1-5; 18, & 1Corinthians 4:1 KJV). Despite this hardship, Paul and other apostles do not live in defeat and discouragement. He begins describing how they respond to their circumstances. Paul writes that when they are reviled or insulted, they give back blessings to those who treat them disrespectfully. When they are persecuted for Christ's sake, they do not give up. This is possible because they understand that this is what comes with serving Christ, who also suffers greatly. We are called to work in partnership and for a common goal. The part of denying the devil a foothold in our lives comes through practical actions as believers. In the context of the letter to Ephesus, theft was likely common(Ephesians 4:28 NKJV). Those who could not support themselves by trade might have

lived almost entirely by stealing. That more than likely included some of Paul's readers, before coming to faith in Christ. Paul's words would have been personal for these individuals as he wrote, "Let the thief no longer steal." The first step was to stop doing what was wrong, even if it meant changing one's life. Paul then gives positive changes in this area. Firstly, the practical answer for the thief is straightforward: work and earn, do not steal. Secondly, Paul specifies that "theft" involves more than just taking physical objects from others. Work done ought to be "honest." Those who were dishonest swindlers were just as much "thieves" as those who take from others without their permission. The former thief was no longer to lie or manipulate others, but to personally work to provide for his own needs, while Paul frames Christian conduct in terms of what it allows us to do for others. In this case, an honest living allows a believer to share what they have with those who cannot support themselves.

Recommendations

Work is a gift that was given to humanity by the Creator. It is the responsibility of God's people to regard work as the bond that unites the Creator and the creatures. Furthermore, society must thrive towards understanding that work should be pleasant and should strengthen the love relationship with God and men. People must exercise their muscles by being involved in work. It must be noted that Sabbath rest presupposes work, one needs to work for six days in order to enter a meaningful rest on the seventh day Sabbath. One explanation for understanding the theology of work and Sabbath rest is that, from the beginning of time, Creation week, each new day began at sunset: "So the evening and the morning were the first day" (Genesis 1:5NKJV). This is also emphasised when God finished His work, the seventh day and made holy the time between sundown on the sixth day of the week and sundown on the seventh day of the week. Even more important, in His wisdom, God knew that humanity would need one day of the week to rest and recharge. And although the seventh day of Creation week was God's seventh day on this planet, it was Adam and Eve's first day to enter rest before they had done any work, suggesting that while work is important, rest is more important. The worth of all work, paid or unpaid, can quickly be assessed by its quality of blessing, both now and eternally.

CONCLUSION

A theology of work is addressed on the creation story when God placed Adam and Eve in the Garden of Eden to till it and to keep it. I have examined the theological reflection on this article with an emphasis on the Biblical narratives of the Old and New Testament's aspect of work. The presupposition on the theological conclusion of work is that it is God's idea since God is the primary worker. He worked for six days and rested on the seventh day (Genesis 2:1-3NKJV). Human beings are co-workers with God; they must imitate their Creator by doing their work, acknowledging that work can create an opportunity to bless others in response to God's blessings for work. Thus, occupation was regarded as a blessing to strengthen the body, to expand the mind and to develop the character.^[12] The aspect of work is to benefit humanity and bringing honour to God. Many poorly esteemed jobs are transformed when it is recognised how much they bless society. Regarding work simply as an opportunity for blessing removes anxiety about any eternally transforming function it may have. In recent times, work has become a social issue that has been debated both in local and global platforms because of its impact on society. Life without work would not be worthy of human beings.

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REFLECTION OF SOCIAL VALUES IN THE PROVERBIAL FUND OF THE RUSSIAN AND UZBEK LANGUAGES

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ABSTRACT

The article examines the reflection of social values in Russian and Uzbek in proverbs – linguistic units that most clearly reflect national value orientations. Each nation has a certain set of hierarchically organized values, which overlap with values in other cultures. It is noted that values can reflect both the originality of the national consciousness of a particular people as a whole, and the attitudes of individual individuals. The problems of studying social assessment in the proverbial linguistic picture of the world are considered. Social assessment is defined as an assessment based on certain subjectively determined aesthetic principles and a deep understanding of the aesthetic essence. A comprehensive study of social assessment in language is possible when studying the proverbial picture of the world, which is identified as a component of the linguistic picture of the world.

KEYWORDS: *Value, Social Level Of Values, Axiological Potential, Proverbs And Sayings, Functional Characteristics, Speech Interactions, Moral Values, Legal Values, Scientific Values, Historical Values, Social Values, Philosophical Values.*

INTRODUCTION

Value is a philosophical category that expresses the fundamental norms and achievements of mankind put forward as a result of moral comprehension by an individual (society) of objective-phenomenal reality through the prism of its obligation and significance.

The fundamental norms and achievements of humanity, presented in the form of values, underlie the construction of being, help the individual to integrate with the society in which he lives. Such norms regulate the behavior of a person in society, encouraging him to act within the framework outlined by society, to do socially approved actions.

Assessing the role of values in the life of culture and society, T.G. Bochina and Xiang Qun note that “value is the fundamental principle of culture, and the originality of value systems determines the differences between cultures. Values are formed as products of human interest in transforming the surrounding reality, have the functions of landmarks, are considered the sense-forming elements of human existence, setting the direction of a person's life. They form the basis of individual or collective judgments and actions” [1 p. 45].

Values can reflect both the originality of the national consciousness of a particular people as a whole, and the attitudes of individual individuals. The specific features of the Russian national consciousness and perception of the world include conscience, honor, dignity, justice, humanity, truth, justice, will, compassion, etc. Value attitudes predetermine the behavior of the individual in all spheres of his activity [2, p. 27].

Values arise as a result of human cognitive activity: “values are associated with a person in such a way that there are no values outside of a person and society, outside of a relationship to a person, objects in themselves are not subject to value classification, values are formulated by a person in his productive activity” [3, p. 28].

According to the just remark of A.N. Beloborodko, in the 21st century there is a transformation of traditional values and the emergence of a system of new value orientations, which is broadcast in mass, in particular pop culture through a “large-scale system of concepts that affects the consciousness of the individual and prescribes certain attitudes to him” [4, p. 7].

Of particular interest is the interpretation of traditional values by contemporaries, especially young people. The value concept “Friendship” in the minds of modern youth is represented by the nuclear meaning “spiritual closeness”, “emotional attachment” and, on the periphery, by the sign of “frankness” and “safety”, the concept “Happiness”: “love” – “material well-being and high social status”, The concept of “Family”: “raising children”, “interests of the family” – “the interests of the family are above personal interests”, the concept of “Freedom”: “self-realization” – “to create a family”, the concept of “Love”: “to create a family” – “friendly affection” [5, p. 13]. Analysis of the reflection of value concepts in the linguistic consciousness of young people shows that more abstract, idealized, spiritually elevated meanings are brought to the fore, and everything material, “mundane”, pragmatic is reflected in the periphery of the conceptual field.

The classification of values is carried out according to different criteria. Depending on in which area of human existence the values were derived (in the field of truth, aesthetics, ethics (morality), hedonistic or pragmatic areas), the material, logical, aesthetic, ethical, values of being, values of consumption are distinguished. [6]

As the analysis of scientific literature on axiology shows, values are classified into moral values, legal values, scientific values, historical values, social values, philosophical values, etc.

Regardless of what variety they belong to and what qualitative properties they have, values are differentiated according to the classical trichotomy: their positive, neutral or negative assessment.

Literature review and methodology

The anthropocentric proverbs of the Uzbek and Russian languages reflect in themselves, through images, the worldview and worldview of the people, for, as G.A. Bagautdinova, “images are a reflection of the way of worldview and can be determined within the framework of cultural codes” [7, p. 25].

The central image in anthropocentric proverbs is the image of a person, which, according to V.N. Solovar and E.S. Moldanova, is “the core of every national culture, the system of its values”, which is “the result of the accumulation of all knowledge and experience” of the people in the entire history of the development of its culture: “Each people has a certain set of moral and ethical qualities that are most valued; opposite features are condemned in numerous units of

nomination” [8, p. 33]. The image of a person in anthropocentric proverbs is thus subject to evaluative comprehension.

The estimated value in anthropocentric proverbs can be laid down in the very nomination of a person. It should be noted that the system of names of a person in the studied proverbs of the Uzbek and Russian languages is very colorful and multifaceted, just as the person himself is colorful and multifaceted.

The invariant form of the name of a person in anthropocentric proverbs is in the Uzbek language the words (in the singular or plural) *odam*, *kishi*, and in Russian – *человек* (*люди*).

The existing variety of names of a person in anthropocentric proverbs of the studied languages is predetermined by the fact that they present the characteristics of a person from different angles, for example, in terms of gender, age, social status, mental abilities, character traits, etc.

DISCUSSION

Among the names of a person in the analyzed proverbs, groups are especially distinguished in which the nomination of a person is made on the basis of the type of activity, qualities of character, characteristics of behavior and actions [9, p. 65].

In the anthropocentric proverbs of the Uzbek and Russian languages, a number of names stand out that describe a person by the nature of his activity. For example, in Uzbek: prince imam, worker, trumpet player, kinnachi, kinchi, laundress, miner, carpenter, potter, kuf-sufchi, coal miner, laparchi, army, madoh, sniper, commander, mirab, coppersmith, morboz, mullah, murdashoy, muynadoz, navkar, baker, speaker, hunter, scholar, ol-olchi, crowd, arachi, cook, cook, pir, herdsman, king, king, king, racer, leader, romchi, merchant, traveler, sultan, entrepreneur, trumpet player, speaker, speaker, doctor, imitator, miller, blacksmith, blacksmith, driller, tailor, listener, beggar, crown prince, carpenter, ulton, master, teacher, khoja, khan, khoqan, khoja, filbon, fortune teller, sheikh, shirafurush, student, shakimchi, chevar, chilangar, herdsman, shepherd, maid chi, eshon, centurion, licker, yasovul, singer, governor, craftsman, artisan, unskilled, robber, butcher, gambler, judge, murderer, drop, slave, joiner, guard, player, weaver, weaver, weaver, reaper, reaper o'g'ri.

In russian language: эмир, повелитель, правитель, военачальник, главнокомандующий, алкаш, пьяница, повар, кухмистер, бахши, сказитель, народный певец, бакалейщик, торговец, бек, правитель, неумелый, не имеющий ремесла, ходжа, собирающий пошлину и налоги, молотобоец, начальник, глава, предводитель, руководитель, садовник, садовод, красильщик, маляр, ткач, могильщик, маклер, посредник, дервиш, отшельник, дехканин, крестьянин, земледелец, канатоходец, эквилибрист, дутарист, колдун, волшебник, чародей, колдунья, ювелир, имам, духовный наставник, рабочий, работник, трубач, горнист, карнаист, играющий на карнае, музыкант, знахарка, заклинательница, прачка, шахтёр, горняк, рудокон, ремесленник, гончар, угольщик, участник лапара, войско, армия, маддах, стрелок, полководец, мираб, мулла, мусульманский священник, меховщик, телохранитель, ополченец, дружинник, пекарь, оратор, охотник, учёный, повар, кулинар, старец, пастух, падишах, царь, гонимый, наездник, участник скачек, руководитель, предводитель, руководящий, купец, торговец, караваник, коновал, умеющий выхаживать лошадей, служилый, чиновник, должностное лицо, солдат, воин, продавец, султан, повелитель, умелец, специалист, сурнаист, играющий на сурнае, рассказчик, сплетник, болтун, говорун, лекарь, врач, подражатель, мельник, кузнец, портной,

портниха, швей, швея, швейник, слушатель, нищий, попрошайка, венценосец, бедный, мастер, умелец, умелый, искусный, учитель, наставник, ходжа, хан, каган, император, владыка, хозяин, погонищик слонов, ворожея, гадалка, шейх, духовный наставник, ученик, подмастерье, клеветник, ябедник, доносчик, швея, портниха, вышивательница, слесарь, скотовод, пастух, чабан, служанка, прислуга, рабыня, невольница, сестра, посланник, посол, сапожник, ишан, должность сотника, есаул, всадник, песенник, певец, мэр, правитель области, искусный, умелый, ремесленник, неумелый, не имеющий ремесла, разбойник, мясник, игрок, играющий в азартные игры, судья, убийца, капля, невольник, раб, пахарь, охранник, сторож, караульщик, танцор, танцовщица, игрок, певец, исполнитель улана, жнец, косарь, дровосек, вор.

It is noteworthy that this group contains indications of both the names of modern and outdated crafts and professions, as well as the rank, status position, as well as the presence / absence of work, employment / idleness, human addictions.

Marital relations are especially noted in anthropocentric proverbs, taking into account marriage / love relations, the presence / absence of children, married / unmarried, it is noted if one of the spouses is not alive. For example, in Uzbek: *er, yor, xotin, beka, oshiq, ta'shuq, o'ynash, kundosh, to'yli, to'ysiz, bolalilar, bolasizlar, bo'ydoq, beva*; in russian language: *муж, супруга, мужчина, любимый, возлюбленный, жена, супруга, женищина, баба, хозяйка, влюблённый, любимый, любовник, любовница, справляющий свадьбу, имеющие детей, многодетные, бездетные, не имеющие детей, холостой, холостяк, неженатый, вдова, вдовец.*

The nomination of a person in the anthropocentric proverbs of the studied languages can express the characteristics of a person's social status and relationships with other members of society. For example, in Uzbek: *ega, do'st, dushman, yov, birodar, qo'shni, oshna, qo'noq, da'vogar, javobgar, gumondor, musulmon, payg'ambar, oluvchi, yot, o'zga, begona, eldosh, ulfat, qurdosh, sirdosh, qo'ldosh, o'rtoq, kofir, mezbon, mehmon, qo'noq, hamsoya, begona, sherik, kayvon, og'ayni, tanish, qadrdon, xaridor, kasbdosh, sovchi, ega, bekengash, musofir, hammol, tutingan, ovuldosh, fuqaro, mijoz, hamroh, yetakchi, kafil, yo'ldosh, yo'l o'g'risi, yo'lchi, yo'lovchi, buzg'unchi, tagi past, avliyo, tavbach, bosh, ishboshi, aziz, otin, hangamachi, dangamachi, hasharchi, murid, tanish, chuvrindi, o'zga, hazilkash, bekorch, bezori, ber-berchi, ishi yo'q, ishi bor, ishlik, ishsiz, xo'p-xo'pchi, tuhmatchi*; in russian language: *хозяин, владелец, обладатель, друг, товарищ, приятель, враг, неприятель, противник, недруг, брат, приятель, товарищ, сосед, соседка, друг, знакомый, гость, истец, претендент, ответчик, ответственный, подозревающий, мусульманин, пророк, получатель, отчуждённый, чужой, посторонний, иной, другой, друг, приятель, собеседник, ровесник, сверстник, единомышленник, закадычный друг, верный помощник, сотоварищ, товарищ, подруга, подруга, приятельница, неверный, нечестивый, богоотступник, хозяин, гость, гостя, сосед, чужой, посторонний, партнёр, сообщник, соучастник, коллега, друг, приятель, знакомый, близкий, дорогой, покупатель, закупщик, коллега, сват, сваха, хозяин, владелец, обладатель, приезжий, чужестранец, путник, странник, носильщик, грузчик, земляк, гражданин, житель, клиент, покупатель, спутник, попутчик, ведущий, руководящий, руководитель, поручитель, гарант, заверитель, путник, прохожий, пассажир, смутьян, склочник, подстрекатель, святой, чудотворец, глава, главный, первый, руководитель, дорогой, милый, любимый, уважаемый, драгоценный, ценный, редкостный, почитаемый, учительница, женищина, участник хашара, мюрид, последователь, знакомый, приятель,*

оборванец, чужой, посторонний, шутник, бездельник, хулиган, безработный, имеющий работу, без работы, не имеющий работы, клеветник.

With the social characteristics of a person, the basis for the nomination is such indicators as friendship, neighborhood, work, especially business, religion, etc.

Another parameter of a person's nomination in the analyzed proverbs is the person's financial condition. For example, in Uzbek: *yo'q, bor, kambag'al, boy, beqo'nim, gado, gadoy, arbali, piyoda, yo'rg'ali, boyvachcha, kamonsiz, eshakli, sepli, sepsiz, yalang'och, g'arib, otliq, tuyali, voris, boqim, yalangoyiq, kemali, qayiqli, molsiz kishi, qarzdor, puli bor, puli yo'q, otli, tuyali, g'arib, molsiz, yuksiz, nonsiz, zarul, nozarul, ishtonsiz, kulchali, oqchali, oqchasiz, to'nli, faqir, faqir kishi, to'kin, bedavlat, molli, ichi qaltiroq, bechora, sirti yaltiroq*; in Russian language: *нет, не имеется, не существует, есть, имеется, существует, бедняк, бедный, нищий, малоимущий, необеспеченный, богач, бай, богатый, зажиточный, нищий, попрошайка, пеший, пешка, пешком, байский сын, без лука, обладающая приданым, бесприданница, обнаженный, голый, нагой, оголенный, раздетый, одинокий, бесприютный, безродный, бесприютный, всадник, конный, наследник, присмотр, уход, иждивение, босиком, босой, босоногий, босая, оборванец, корабельщик, лодочник, должник, с деньгами, без денег, всадник, конный, бестоварный, налегке, бесхлебный, необходимый, нужный, ненужный, бедный, нищий, бедняк, обильный, изобильный, богатый, без имущества, бедный, нищий, нуждающийся, бедняк, блестящий.*

In general, the names of a person according to his financial condition, on the one hand, reflect the presence / absence of money capital, i.e. poverty or wealth, on the other hand, indicates what is the measure of security, welfare, wealth of a person and how it is assessed [10, p. 15].

CONCLUSION

Thus, it should be noted that the names of a person used in the anthropocentric proverbs of the Uzbek and Russian languages have a rich figurative basis and contain a wealth of information of a linguistic and cultural nature, which makes it possible to judge the value priorities of the Uzbek and Russian peoples, which is due to the reflection of various cultural codes in the units we are analyzing.

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THE IMPORTANCE OF TEACHING CHROMATICS TO STUDENTS

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ABSTRACT

The process of increasing a teacher of fine and applied arts' knowledge, abilities, and competences, as well as professional skills, is discussed in this article. Furthermore, this page contains crucial information regarding chromatics difficulties. There are comments on the colors of national culture traditions and Uzbek architectural structures that have been employed for millennia. Their creation, emblems, and content, as well as their chromatic representation, are all described as having meaning.

KEYWORDS: *Madrasah, Color, Decoration, Art, Drawing Patterns, Fine And Applied Arts.*

INTRODUCTION

At all levels of continuing education, improving education quality is a top priority.

The scale and pace of development are dependent on previous experience, according to the history of scientific advancement. That is, the more deeply science integrates (from one age to the next, from one country to the next, from one area to the next), the more significant its development will be. In truth, membership is at the heart of this procedure. Uzbekistan has a rich history, development, and formation, as well as architecture, fine and practical arts, and traditional crafts. They have created and aided individuals in getting to know one another around the world. Our scholars such as Mukhammad, Abu Nasir Farobi, Abu Raykhan Beruni, Mukhammad Taragay, al-Kharizmi, Mirzo Ulugbek, Giyosiddin Kashi, Kamoliddin Bekhzod have made a great contribution to their spread. They have made a worthy contribution to the development of science, art and literature. For example, Abu Raykhan Beruni in his book "Kitab al Javokhir-marifat al Javokhir" (Mineralogy) listed more than 200 names of colors and wrote about the origin of these colors. There are more than 200 types of applied arts that are in harmony with the history of Uzbek people. Painting is known to be one of the most important fields of fine and applied art, and usage of color in it and composition is another such field. As a result, there are a number of problems in the study of chromatics in the teaching of fine and applied arts. [1] These are as follows:

- There is a need to improve the form and content of the process of professional training of young people, the study of chromatics in painting classes in higher education;
- To study the research of leading European color scientists and the need to translate their works into Uzbek;

-The need to study the work of color scientists (Philip Runge, German Ludwig Helmholtz, Wilhelm Oswald, Johann Wolfgang Goethe) and others [2].

In the fine and applied arts, these issues are also closely related to the art of architecture. The importance of colors in the field of folk arts and crafts, such as painting, carving, pottery, carving, is incomparable. However, these world-famous works of art, mostly in antiquity, paintings and patterns in the palaces of Varakhsha, Toprakkala, Bolaliktepa and Afrosiab, as well as recently discovered objects of everyday life of the 19th and 20th centuries, are on display in museums in Uzbekistan and are limited to flowers. However, the modern architectural styles of the local mosques in the residential buildings and those built in recent centuries are inextricably linked. The colorful patterns on the buildings are masterpieces of sophistication that have emerged over the centuries. They are executed with great taste in bright and cheerful colors, but the decorations are almost hidden. In the decorative art of medieval Uzbekistan, [3] the symbolism of color and pattern comes first. No matter what image we take, there is always a symbolic meaning behind it. When creating a very complex pattern composition, the opinion of the artist can be grasped at a glance by an educated person. These were mostly good wishes. In particular, the colors in the pattern had their own meaning. For example, the Iris halophila var. sogdiana was a symbol of peace and longevity. The wavy flower stalk symbolizes wealth and prosperity, while the twigs and leaves symbolize fertility and the awakening of nature in the spring. Uzbekistan is world-renowned for its ancient national monuments, where decorative patterns express artists' deep love for nature and their lively lives. Among them are the mausoleum of Shakhizinda in Samarkand, Ulugbek, Sherdor, Tillakori madrasahs in the Registan Square, the mausoleum of Gori Amir. The unique Mir Arab Ulugbek Devon madrassas in Bukhara have been built for a thousand years. Another beautiful madrasa in Bukhara is Ismail Samani. Similar minarets, like Kalyan Minaret, Hakim Termizi Mausoleum in Termez, Aksaray in Shakhrisabz, Islamkhoja Tower in Khiva, Kukeldosh Madrasah in Tashkent and other historical monuments are beautiful examples of medieval Oriental architecture. They are known around the world for their complexity and attractiveness and variety of patterns. Tillakori Madrasah. The ruins of a caravanserai were erected in the central part of the Registan ensemble, built in 1647-1657 and 1660. Tillakori madrasah is dedicated to Samarkand. The interior of the madrasah is decorated with gold water from head to toe. In it we see that it is decorated with beautiful patterns in the style of "kundal". The rich and colorful decoration of the magnificent architectural examples combines to create a solemn landscape. [4,5,6] The composition of the large room of the madrasah is divided according to the structure of the architectural forms, based on the beauty of artistic decorations and the sparkle of colorful patterns. The altars in the corners are decorated with Islamic patterns in a kundal style. The Bibikhanum Mosque in Samarkand was built in 1399-1404 and its designs are impressive. in Samarkand was built in 1399-1404 and its designs are impressive. Carved marble slabs, patterned walls made of glazed bricks are made in the mosaic style. Attractive friezes, trinkets, and wall paintings combine to form a coherent artistic texture. Ulugbek Madrasah was also built in 1417-1422. For centuries, the madrasah has been a popular institution of higher learning in the Muslim East. The madrasah building was constructed for educational purposes. But the architects who built it created it as a beautiful work of art to help students solve the problem of education and upbringing. The attractive colors that reflect its beauty are chosen taking into account the students who come to study. These colors are specially designed for students' interest in science and deep thinking. Therefore, the students who studied in such madrassas became scholars in the future. Simple and

colorful glazed bricks, mosaics and house marbles, star groups and inscriptions in Arabic script were also of educational value. Its charming colors tell the story of Ulugbek's enlightenment and his boundless love for astronomy for centuries. The popular perception of flowers and patterns has always been mixed with magical beliefs, customs and teachings. For example, white symbolizes happiness and good fortune, blue symbolizes high faith, red symbolizes joy and happiness, and so on. The colors are not overlaid, each in its own way. However, even the most contrasting colors had some integrity. This symbolism of colors has become an integral part of the clothes of the peoples of Uzbekistan, jewelry, household items and home decor. [7,8,9]

It is our duty to inculcate in students the traditions of our people that we have learned and used over the centuries. If we teach students the properties of colors in the teaching of fine and applied arts, then this tradition will be passed on to students. Symbolism is very important in chromatics and it is necessary to know it deeply. The study of these lessons will provide a platform for the study of our historical, cultural and national heritage. In the process of teaching modern fine and applied arts, it is necessary to make a deeper study of the peculiarities and symbolic meanings of colors. Then it will be a well-rounded person, thoroughly versed in the properties of paints in our country.

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DEVELOPMENT OF THE ECONOMY OF THE REPUBLIC OF UZBEKISTAN TO SUPPORT SMALL BUSINESS AND PRIVATE ENTERPRISE

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ABSTRACT

The article outlines measures to develop the economy of Uzbekistan by supporting small business and private entrepreneurship, as well as to increase GDP through the development of small and medium-sized enterprises in the country.

KEYWORDS: *Small Business And Private Entrepreneurship, Innovative Economy, Employment, Market Infrastructure, GDP.*

INTRODUCTION

Consistent measures taken in recent years in our country to support and encourage small business and private entrepreneurship, a number of program directions adopted in this regard, lead to the development of this industry.

The strategy of actions in five priority areas of development of the Republic of Uzbekistan defines the development of small business and private entrepreneurship as one of the priorities. In particular, in the "Priorities for Economic Development and Liberalization" to provide reliable protection of the rights and guarantees of private property, remove all obstacles and restrictions for the development of private entrepreneurship and small business, give it complete freedom "If people are rich, the state is rich and the task is to create a favorable business - an environment for the development of small business and private entrepreneurship, to prevent illegal interference in the activities of state, law enforcement and regulatory bodies. [1]

In modern conditions of modernization of the economy, small business and private entrepreneurship play a special role not only in accelerating economic growth, but also in improving employment and labor relations, which is extremely important for our country.

LITERARY ANALYSIS

According to Academician K. Kh. Abdurakhmanov [2], "Small business is the basis of a market economy, a leading sector that determines the composition and quality of the gross national product, employment and the level of income of economic growth. That is why the priority is given to the all-round development of small business all over the world".

Problems of small business and private entrepreneurship development Dj. Keynes, A. Marshall, V. Oyken, A. Pigou I. Investigated by Schumpeter, L. Chizhova and other foreign scientists.

In the Commonwealth of Independent States, these problems are A.O. Verenikin, V. Gimpelson, I. Zaslavsky, A. Kotlyar, Yu.G. Odegov, F. Prokopova, A.A. Investigated in the scientific works of Tkachenko et al. From Uzbek scientists K.Kh. Abdurakhmonov [2], S.S. Gulomov.M. R. Boltaboev, B. Kh. Umurzakov, Sh. R. Holmominov, N. K. Zokirova, Z. Ya. Khudoiberdiev, G. K. Abdurakhmonova [1], N. Murodova, M. S. Kosimova, Sh. I. Otazhonov, N. Khaidarov, K. Muftaydin analyzed the scientific and practical aspects. this problem, the problem of their assessment.

Effective organization of economic activity in small business and private entrepreneurship means improving innovative entrepreneurial relationships that bring more results than traditional entrepreneurship. Improving these relations also imposes certain requirements on the entrepreneur, which requires constant creation and research, acquisition of new knowledge, implementation, search for new technologies and their effective use. [3]

In a number of developed countries of the world, employment in small business and private entrepreneurship is growing significantly. In particular, 70.0% of the economically active population in Japan, 80.0% in China and 50.0% in the United States are engaged in small business and private entrepreneurship, about 52.0% of the gross domestic product (GDP) in the United States and 67.0 %. In Japan, these enterprises account for 97.6% of the total number of enterprises operating in the United States, 99.2% in Japan and 99.3% in Germany. [4]

According to official statistics, there are currently 218.2 thousand small enterprises operating in Uzbekistan. The share of small business and private entrepreneurship is 56.9% of the country's GDP, which employs 78.2% of the working-age population. In addition, the creation of innovative, non-traditional jobs in small business and private entrepreneurship in order to provide employment and increase income in Uzbekistan will further expand the opportunities for stabilizing the labor market. In 2018, commercial banks will provide a total of 22.9 trillion. Sums to more than 192 thousand small businesses from all sources of funding. A loan in soums has been allocated. [5]

Based on the changes taking place in microeconomics in connection with the rapid and effective development of small business and private entrepreneurship in an innovative economy, the primary basis of individual human capital is not labor, but human productive abilities. Consistent measures taken in our country in recent years to support and encourage small business and private entrepreneurship, a number of program directions adopted in this regard, lead to the development of this industry. [6]

Comprehensive reforms are being consistently implemented aimed at creating a favorable business environment for doing business, strengthening the legal guarantees of business entities, actively attracting foreign investment and providing comprehensive support to investors. As a result, in the annual report of the World Bank and the International Finance Corporation - Doing Business for 2017-2021. The rating of the Republic of Uzbekistan has more than doubled, and our country has risen from 166th place in 2012 to 74th place in 2017 among 190 countries. At the same time, in 2017, he entered the top ten reformers to create the most favorable business environment for doing business.

Academic K.Kh. Abdurakhmanov [2] admitted that “the country creates favorable legal and organizational conditions for the development of active entrepreneurship, introduces innovative

ideas and technologies, legal guarantees for the protection of business entities and mechanisms to prevent illegal interference in their activities. is improving.

Resolution "On measures to further simplify the microcredit system for businesses and the population" (March 17, 2017), Resolution "On the establishment of the State Fund for the Development of Entrepreneurship" (August 17, 2017) for small businesses and the created legal framework for the implementation of improved labor relations in entrepreneurship. [7]

Creation of new jobs, preservation of effective jobs, including the promotion of entrepreneurship and support for small businesses of unemployed citizens. The system has improved the methodological approaches to the assessment of labor activity, grouped by region. Justifying this scientific innovation, it is advisable, first of all, to analyze the share of small business in GDP and its composition.

According to the State Department of Statistics of the Republic of Uzbekistan, in January-September 2020, the gross domestic product (GDP) of the Republic of Uzbekistan in current prices amounted to 1,408,296.6 billion soums. soums and increased by 0.4% compared to January-September 2019. It analyzed the share of small business by region (table 1.1). [8]

In January-September 2020, the share of small business in GDP was 54.2% (54.7% in January-September 2019). The decline in the share of small businesses in GDP is due to an increase in the share of large enterprises.

The largest share of small business in the regions by type of economic activity: In industry - Jizzak (61.2%), Namangan (48.3%), Samarkand (43.0%), Surkhondarya (41.9%), Syrdarya (40, 3%) and Fergana (39.4%) regions. In the construction of the Syrdarya (98.2%), Jizzak (96.4%), Andijan (92.8%), Karakalpakstan Rep. (92.6%), Khorezm (91.8%) and Fergana (91.3%) regions. Services are provided in Kashkadarya (70.3%), Samarkand (70.2%), Tashkent (69.8%), Fergana (69.5%), Bukhara (68.1%) and Surkhondarya (67.6%) areas.

TABLE 1. SHARE OF SMALL BUSINESS IN GDP OF THE REPUBLIC OF UZBEKISTAN, (%)

T / p	Region name	2015 y.	2016 Nov.	2017 Nov.	2018 Nov.	Dec 2019	2020 y.
	The Republic of Uzbekistan	52.9	56.2	63.6	60.2	56.7	54.2
1	Republic of Karakalpakstan	58.8	53.0	54.3	55.8	54.4	54.6
2	Andijan	71.4	77.5	73.4	79.9	71.4	69.1
3	Bukhara	69.6	70.8	79.8	79.2	75.7	76.9
4	Jizzakh	71.8	74.5	84.3	84.4	84.1	83.2
5	Kashkadarya region	51.3	54.1	64.3	65.1	60.1	69.0
6	Navoi	40.1	41.2	42.4	47.9	31.3	23.8
7	Namangan	64.2	71.0	79.0	79.9	79.2	74.6
8	Samarkand	73.2	72.2	80.0	81.8	77.5	75.4
9	Surkhondarya region	64.7	70.9	79.4	78.7	78.2	76.0
10	Syrdarya	65.7	66.5	76.9	76.5	73.2	72.6
11	Tashkent	53.0	58.3	57.9	63.6	52.7	49.8

12	Fergana	60.5	64.7	69.8	70.6	67.0	65.1
13	Khorezm	66.7	70.2	75.9	78.3	75.3	73.6
14	Tashkent	58.9	62.4	63.4	64.2	60.4	77.5

As shown in Table 1.1 above, the structure of gross domestic product in the regions in 2015 52.9%, 56.2% in 2016 and 54.2% in 2020, respectively. By region, the highest rates are in Jizzakh (83.2%), Bukhara (76.9), Surkhandarya (76.0%), Samarkand (75.4%), Khorezm (73.6%) regions.

As a result of the development of labor relations in small business and private entrepreneurship and the study of its scientific and theoretical basis, in our opinion, special attention should be paid to the implementation of the following measures:

- Further increase in attracting investments in the IFC sphere, including foreign ones;
- expansion and development of market infrastructure in this area;
- economic support by the state of small business, especially family business;
- maintaining productive jobs and creating new jobs, including encouraging entrepreneurship and supporting small businesses for the unemployed;
- comprehensive support for entrepreneurial initiatives of the population, especially youth;
- Creation of conditions for the systematic work of the structures "Mahalla-family-government" to train the population in entrepreneurial skills within the framework of the program "Every family is an entrepreneur".

CONCLUSIONS

In the context of modernization and innovative reforms in Uzbekistan, the development of small business and private entrepreneurship is the main basis for economic growth. Since in the process of reforming the economy, a certain ratio in the composition of production creates a tendency to choose the type of activity in order to quickly organize its activities, taking into account changes in the market. In this regard, the social aspects of CBS development play a special role in terms of ensuring political and economic stability, reducing unemployment, employment opportunities for able-bodied people, especially among young people, in order to focus on economic development.

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MODERN METHODS OF TEACHING FOREIGN LANGUAGE

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ABSTRACT

The article analyzes the scientific literature on modern methods of teaching English and contains an analysis of various authors and local and foreign textbooks. Comparative descriptions of modern language teaching techniques are considered.

KEYWORDS: *Foreign Language, Education, Methods, Textbook, Teaching Technique*

INTRODUCTION

The general trend of the modern world is that research becomes an integral part of the search for any profession. Therefore, in the modern world, exploratory behavior is seen as an integral feature of the individual. This feature is part of the concept of professionalism in any field of activity.

Teaching foreign languages is always characterized by different methodological approaches. Decisions about the future of the education system affect the interests of all segments of society and have a significant impact on the fate of the country. Today, a professional language teacher has a good foundation in a variety of techniques and new approaches that know and understand the history and evolution of teaching methods. The modern teacher actually uses a variety of methods and approaches, selects from each method the techniques he or she finds most effective, and applies them to the content and purpose of the lesson. Therefore, each new proposal should be thoroughly studied and widely discussed by the scientific and pedagogical community. There are many different ways to teach a foreign language today. [1]

Modernization of education is a comprehensive program of the state, within which a competitive action plan should be developed and implemented. Modernization is the renewal and improvement of the existing education system. There are a number of challenges in any modernization of education. The first is to maintain the existing positivity in the existing system; second, if something useful to society has been lost over the years in education, it must be restored; and third, adapting the education system to the needs of society. [2].

In the following decades, linguists and Methodists became interested in the subject-linguistic approach to foreign language teaching. In the context of the expansion of intercultural communication and the current trends of globalization of education, language learning is of particular importance in its practical application: a foreign student should only master the language. Daily communication, but primarily use in the field of professional communication. Effective search of the necessary scientific literature on the specialty, preparation of abstracts and lectures on scientific topics, communication with colleagues, etc ... All this is a strong motivating factor in learning a foreign language. [3]

Opinions of some scholars on the study of English:

The English Language Teaching Methodology (ESP) proposed by T. Hutchinson and A. Waters proved to be more effective and expedient in the use of special texts, but it focused mainly on the linguistic aspect.

The idea of mastering natural language proposed by S. Krashen reinforces this style, based on the thesis that the best way to learn a language is to use it for “meaningful” purposes.

Comparative characteristics of modern techniques of teaching English

Features of techniques - As mentioned earlier, many modern techniques are communicatively-oriented, and one of their most important aim is to teach communication and ownership of speech means. Each of the techniques uses different tools, methods and principles. That is, each technique has distinctive specific features [4].

Communicative method - The very first specific feature of the communicative method is that the purpose of education is not mastery of a foreign language, but “foreign language culture”, which includes cognitive, educational, developmental and educational aspect. These aspects include the introduction and study of not only the language and grammar, but also its culture, its relationship with the native culture, as well as the failure of a foreign language, its nature, characteristics, similarities and differences with their own language. They also include the satisfaction of personal cognitive interests’ trainee in any of its activities. The latter provides an additional motivation to study a foreign language by students, who is not interested. [5]

The second specific feature of the communicative approach is to capture all aspects of foreign language culture through communication. This communicative method first put forward the proposition that the communication should be taught only through communication that was for modern methods of one of the characteristic features. In the communicative teaching methodology communication serves as teaching, learning, development and education.

Another feature of the proposed concept is the usage of all the functions of the situation. Communicative learning is based on situations which (unlike other teaching schools) are understood as a system of relationships. The main emphasis here is put not to play with the help of visual aids or a verbal description of the fragments of reality, and to create a situation as a system of relationships between the trainees. Discussion on the situation, based on the relationship of trainees, can make learning a foreign language culture as possible natural and close to the conditions of real communication. [6]

Communicative methodology also includes the acquisition and non-verbal means of communication: such as gestures, facial expressions, posture, distance, which is an additional factor in memorizing vocabulary and any other material.

A specific feature of the communicative approach is the use of conditional speech exercises, that is, those exercises that are based on full or partial repetition of the remarks of the teacher. As you gain knowledge and skills of the character of conditional speech exercises become increasingly complex, while the need for them does not exhaust yourself when statements trainees do not become self-sufficient and meaningful. [7]

Intensive method-We now turn to the intensive method and consider its specificity. This method is based on the psychological term of “suggestion”. This is the first specific feature of intensive

techniques. The use of suggestion can pass or shoot various types of psychological barriers in the trainees the following way. The teacher conducts classes in the light of psychological factors, emotional impact, using the logical form of training. It is also used in the classroom various art forms (music, painting, elements of the theater) to the emotional impact on students.

However suggestopedia training involves a concentration of training hours. At the senior stages, for example, it is advisable to devote six hours a week through the school component of the curriculum; they should be divided into three, two hours each. If necessary, the number of hours can be reduced to three.

Also, a specific feature of the intensive method is that suggestopedia widely based on the position of the different functions of the two hemispheres of the brain. Connecting the emotional factors in learning a foreign language will significantly intensify the process of learning, opening new perspectives in the development of methods of teaching foreign languages. The whole atmosphere of classes organized in such a way that the development of language is accompanied by positive emotions. On the one hand, this is an important incentive to create and sustain interest in the subject. On the other hand, the intellectual activity of students, backed by emotional activity, provides the most efficient memorization of material and mastery of speaking skills. [8]

Another distinguishing factor is the active use of role-playing games. Specifics of intensive training are laying in the fact that the educational communication keeps all socio-psychological processes of communication. Role dialogue - is both a play and learning, and speech activity. But in this case, if the position of students is role-play game communication - play activity or natural communication, where the motive is not in the content of activities, but outside it, from a teacher role-play game dialogue is a form of organization of educational process.

According to L.G. Denisova the main efficient moments of interactive methods of teaching foreign languages are:

- Creation of a strong motivation for immediate study, carried out with casual conversation and motivating communication closer to reality;
- High and immediate impact of training: on the second day of classes, students interact in the target foreign language, using verbal clichés inherent in the core of training text - remember, the text of polylogue introduced for the first day of school;
- the presentation and the acquisition of a large quantity of speech, lexical and grammatical units; for one presentation 150-200 new words, 30-50 verbal clichés and a few typical grammatical phenomena are introduced and assimilated.

This is also, of course, a specific feature.

All of the above is particularly intense techniques that provide greater effectiveness. These specific moments entirely differ from the two previous methods. Only one of them, perhaps, is similar. All three techniques considered essential for a successful learning teamwork in a positive emotional atmosphere. This intensive method pays more attention to activities such as speaking and listening.

Activity Based method - What are specific features for Activity Based Methods of teaching English? It should be noted that there are quite a lot of such learning tools specific to the Activity Based methods.

In the beginning, we note that the creators of this technique believe that we should teach separately design skills and the ability to work with content following information. In order to ensure a conscious mastery of linguistic tools and training in design, they must form before there will be a learning to work with content. From this follows another specific feature of this method.

In Activity Based method is a separation between the tentative mastery of language means and subsequent mastery of communication on the basis of existing knowledge, abilities, skills, use of language.

But really specific feature of Activity Based method is the selection of what is called linguistic communicative units. As for complete communication during training not only verbal status of linguistic units is required, speech status must be combined with freedom of choice in speech. Linguistic units which have the status of speech and provide a full communication with the terms of the freedom of choice, on the basis of meaning imparted called communicative language units.

And the last specific feature is the use of this method, a conventional version, which is used not only what students have mastered and what they are taught at this stage.

This shows that Activity Based technique differs significantly distinctive from the first three methods

Similarities of methods - The objective of learning English is formulated as follows now: teach students to communicate in English. But when posed in this way it becomes a goal in itself. The purpose of education is much broader than the acquisition of certain skills and abilities, and opportunities for the subject "English" is much broader. Therefore, the purpose of teaching English language at present can be summarized as follows: to teach students not only participate in communication in English, but also actively participate in the development of the individual student.

For this reason, most modern techniques of teaching English based on the principle of active communication.

Communicability involves the construction of learning as a model of the communication process. To make learning the basic features of the communication process, firstly, the need to go to personal communication with students, making the work with the audience composing the normal psychological climate. Secondly, it is necessary to use all modes of communication to solve this problem - interactive (when there is an interaction with the teacher the students on the basis of any activity other than teaching), perceptive (when there is a perception of each other as individuals, bypassing the status of teacher and student), information (when the pupil and teacher change their thoughts, feelings, and not words and grammatical structures). The third necessary condition is the creation of communicative motivations - needs, which encourages students to participate in communion with the aim of changing the relationship with the interlocutor. Communication should be constructed in such a way that there was a gradual mastery of verbal material.

CONCLUSION

From all above-stated it is possible to draw the following conclusions.

The purpose of this work was to discover the most effective ways of teaching a foreign language to children.

For achievement of the purpose the works of home and foreign authors on the given problem have been studied.

In formation of interest to a subject the huge role is played by the person of the teacher. Therefore a pledge of successful mastering a foreign language by the pupils is professionalism of the teacher which should in the work not only take into account the methodical principles underlying teaching, but also to be in constant search of new receptions and means of teaching which will recover a lesson, will make it fascinating, cognitive and remembered.

At the moment there is no universal technique, since the effectiveness of a method depends on many factors. At the present stage of development methodology is the integration methods. We can say that the early formation of an integrated method that incorporates the best elements of different methods.

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TRANSITIONS AND EFFICIENCY IN PHYSICAL EDUCATION AND SPORTS MANAGEMENT

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ABSTRACT

In this article analyzed physical education and sports management activities and their efficiency. Also given optimal recommendations performing tasks in the field of physical culture and sports development at a high level in accordance with international requirements.

KEYWORDS: *Physical Education, Management, Subsidy, Sanction, License, Transfer, State Budget, System Monitoring, Financial Resources.*

INTRODUCTION

Today, the services offered by the physical culture and sports complex make their demands on the management based on supply and demand. Therefore, the principles of management in physical culture and sports organizations and industrial enterprises are formed, firstly, from the state's management of the economic life of society, and secondly, from the relationship between supply and demand in the country. [1]

This mechanism works based on 12 Decrees and resolutions of the President of the Republic of Uzbekistan, 29 resolutions of the Cabinet of Ministers on the development of physical culture and sports for 2018-2020. In general, the governing principles of physical education and sports are based on self-reflection, self-formation and management. These shifts in governance are playing a defining role in the development of physical education and sports. [2]

Research

The research process has shown that, in contrast to the principles and methods of governance in existing ministries, the management of the Ministry of Tourism and Sports of the Republic of Uzbekistan is very unique. For example, if a particular method of governance works in agencies within a ministry, this method does not work the same way when working with it directly, for example, with sports federations, or its method of working with the Olympic Committee is unique. In the complex of physical culture and sports, the ministry implements plans, events, etc. related to physical culture and sports only in a corporate manner. [3]

Management methods in the field of physical culture and sports are organizational commands, methods of economic influence on employees and service teams, which regulate and mobilize the activities of these employees and teams to achieve the overall goal.

The state exerts administrative and organizational influence on all systems governed by rules adopted through specially structured administrative apparatuses. In the management system, organizational methods are available based on administrative documents that regulate the joint action of service providers to achieve a common goal. [4]

Today, economic methods of management in the field of physical culture and sports are widely used in Uzbekistan. Economic methods rely on the use of market mechanisms. The influence of the state on the service market comes into force through economic methods. In this case, management is based on market laws. This means that the state interferes in the service market with a minimum of interference in the activities of enterprises and organizations.

Economic methods affect service through credit and interest rates, taxes and tax burden, customs duties, subsidies and sanctions, licenses, transfer fees, price lists. [5]

Economic methods of management are seen as community, community, individual interests, and unity. The combination of interests is based on the market mechanism of the parties. The state is the force that unites the various interests of society and unites them into a single national interest.

At the same time, to realize the public interest, it provides freedom and independence in the activities of organizations, departments, enterprises and farms, financial incentives for farms, tax incentives, strengthening the role and discipline of mutual agreements between organizations and agencies, financial and credit relations. continues to improve, and pays close attention to the mechanisms of market relations: valuation, profit, tax, profitability, competition, and so on.

The main task of economic management methods is to create and effectively use new methods of economic mechanisms, as well as an environment of interest, which will reduce the cost per unit of services produced. [6]

The state budget policy plays an important role in the implementation of economic methods in the management of physical culture and sports. The state budget policy is aimed at ensuring that the demand for social services of the population is met with money. The state budget is usually based on the formation of expenditures according to revenues. The government monitors the balance of revenues and expenditures by the Accounts Chamber under the President and the Legislative Chamber of the OliyMajlis. State budget policy is implemented through active fiscal and passive fiscal policy. In the first round of fiscal policy, taxes will be reduced, certain incentives will be given to entrepreneurs, transfers from the budget will be increased, and they will receive subsidies. As a result, the economy will become more active, the population's purchasing power through transfers will increase. So, all this increases the demand of the population for physical culture and sports services. Inactive fiscal policy, on the other hand, does not change the financial stabilizer, paving the way for the creation of goods and services. The finances and financial instruments involved in production do not change. [7]

In the physical education and sports market, both the seller and the buyer benefit equally.

It is important to form investment resources in the market of physical culture and sports and direct them to the areas necessary for the development of society. In the second, third and fourth Addresses of the President of the Republic of Uzbekistan ShavkatMiromonovichMirziyoyev to the OliyMajlis, special attention was paid to the formation and rational allocation of investment resources. At the same time, profits invested in new promising areas are not taxed at all. This will allow for the rapid growth of the new industry. If an entrepreneur makes domestic or foreign

investments in physical education and sports services, then he pays a reduced tax on profits. Of course, when the state directs private investment in areas of general economic importance, it encourages it with its own financial and credit instruments.

Today, the financing and use of funds in the system of physical culture and sports require an efficient and transparent system.

Unfortunately, the bulk of the state budget allocations for physical culture and sports institutions are spent on salaries, without a sufficient schedule for sports events, sports equipment, repair of buildings and structures. Nevertheless, in 2020, a total of 281.5 billion soums will be spent on construction, reconstruction and overhaul of 51 sports facilities (including 32 sports facilities - 100.0 billion soums, 9 Olympic boarding schools - 98.7 billion soums. It is planned to implement 10 higher education institutions in the system - 82.7 billion soums). Due to insufficient allocation of funds from the local budget to the cities and districts to finance the competitions scheduled for the calendar plan by local authorities, the participation of regional teams in sports competitions held throughout the country is weak. [8]

Statement No. 12 of the video conference held on March 19, 2019, under the leadership of the President of the Republic of Uzbekistan provides for the allocation of 350.0 million soums from the district (city) local budgets to finance competitions in the regions to expand the involvement of the population, especially unemployed youth. However, insufficient funds are allocated from the district (city) local budgets for group IV expenditures to finance competitions in the regions for 2020, to maintain district (city) physical education and sports departments (in 2019, 131 districts (cities) did not allocate funds at all). As a result, the fact that some city and regional teams do not participate in the national championships and cup competitions hurts the selection of talented athletes for the national team.

It is planned to provide the national teams and their reserve teams with targeted money (financial) from the budget to replenish energy expenditures and restore physical resources (Cabinet of Ministers Resolution No. 121 of April 27, 2011). In 2020, the number of national teams in sports and their reserve team will be 10,501 people. However, the Ministry of Finance has allocated funds from the budget to replenish energy expenditures and restore physical resources for 591 athletes (5.6%).

At the same time, the level of openness and transparency of the management system and the activities of heads of sports education institutions, insufficient public control, lack of necessary responsibility and initiative of some leaders, negatively affect the timely and quality implementation of tasks and targets. [9]

It is also necessary to introduce effective mechanisms for the admission of gifted children to sports schools, to eliminate elements of corruption in the educational process, the lack of a healthy competitive environment in the only sports schools in areas with a large number of students does not provide the required quality of sports training. Given these and many other shortcomings and prospects, according to the Decree of the President of the Republic of Uzbekistan dated December 7, 2019 "On measures to further improve and popularize physical culture and sports in the Republic of Uzbekistan": Chairman of the Council of Ministers of the Republic of Karakalpakstan, regions and Tashkent khokims of cities, districts (cities) are responsible for the support of physical culture and sports institutions and facilities and the development of their infrastructure.

The budget of the Republic of Karakalpakstan, local budgets of regions and the city of Tashkent, district (city) budgets will direct up to 10% of the required funds to finance regional sports and mass physical culture. [10]

At the same time, together with the sports federations (associations) of the republic, they will create the necessary conditions for the specialization of educational institutions in sports, physical culture and sports, as well as testing the "level of physical fitness", the effectiveness of work among the population and youth. and is responsible for the development of physical culture and sports in the region and the elimination of existing problems in physical culture and sports organizations.

Today, the Council of Ministers of the Republic of Karakalpakstan, regional and Tashkent city khokimiyats, ministries, departments, outdoor sports facilities (stadiums, football and sports fields) and parks (except for business entities) have physical training (running, walking and physical education).

The Ministry of Tourism and Sports of the Republic of Uzbekistan, together with the Ministry of Internal Affairs, is systematically monitoring the conditions created for free physical education.

The Ministry of Tourism and Sports, the Ministry of Public Education, the Ministry of Higher and Secondary Special Education and the Ministry of Finance of the Republic of Uzbekistan are committed to investing in the reconstruction, overhaul and equipping of sports facilities.

The above-mentioned agencies are responsible for the selection of young athletes and the formation of a system of formation of sports reserves, the promotion of sports among young people, the specifics of the regions in achieving high results in this area, the interests and aspirations of the population and higher education institutions specialize in at least one priority, promising national sport.

The Ministry of Tourism and Sports of the Republic of Uzbekistan, the Ministry of Public Education, the Ministry of Higher and Secondary Special Education, the Ministry of Health, sports federations (associations) together with the necessary textbooks for the development of sports infrastructure of specialized districts (cities), secondary schools, are working to improve the provision of methodological guidelines and guidelines. [11]

Together with the Ministry of Tourism and Sports, the Ministry of Finance and the Ministry of Employment and Labor Relations of the Republic of Uzbekistan on behalf of the President introduced the positions of sports nutritionist, sports psychologist, sports pharmacologist, masseur are resolving the issue of changing the position of coach on

These radical changes in governance are playing a role in bringing the development of physical culture and sports in the country to a new level.

Promotion of a healthy lifestyle, wide involvement of all segments of the population in physical culture and mass sports, ensuring the popularity and regularity of sporting events in the mahallas, districts and regions of the country, taking into account the gender and age structure of the population, socio-economic conditions As part of their work, new management methods are being created in cooperation with sports institutions, executive authorities and local self-government bodies.

The effectiveness of these management changes is evident in the consideration of the management of the physical education and sports complex into three groups of subjects. The first of these is the pyramid-shaped state of physical education and sports administration. The second is the management of non-profit organizations such as the Olympic Committee, the Sports Federation, which has relative independence, and the Ministry of Tourism and Sports. The third is the Ministry of Tourism and Sports of the Republic of Uzbekistan and the ministries, departments, federations and committees involved in physical culture and sports, non-governmental organizations. One of the important factors in ensuring the effectiveness of the industry is the coordination of the activities of these three groups, the development of programs for them, the improvement of management practices for the conduct of sporting events at the micro and macro levels. [12]

Today, in addition to the Cabinet of Ministers, the activities of the Ministry are supervised by the Legislative Chamber of the OliyMajlis, the Senate and the Public Parliament. The Ministry of Tourism and Sports of the Republic of Uzbekistan reports to the Legislative Chamber 4 times a year. Of course, although the Cabinet of Ministers manages the Ministry of Physical Culture and Sports by the organizational order, especially in recent years, it also opens up a wide range of opportunities for its independent activities. The proposals and comments made by him are supported based on suggestions and comments from the general public. His activities are encouraged both materially and spiritually. In this regard, physical education and sports management is enriched by cooperation.

In addition, secondary and lower level physical culture and sports management organizations provide funding for activities in the field of physical culture and sports from the local budget, assist in the establishment and support of physical culture and sports organizations, assist in organizing sports standards among the population.

Control over the organization and conduct of mass physical culture and sports events, training, retraining and advanced training of specialists in the field of physical culture and sports, targeted use of physical culture and sports facilities in the relevant area. in creating conditions for the workplace, place of residence and recreation of citizens in the provision, development of amateur physical culture and sports movement; His activity in the production of goods for physical culture and sports has an impact on the effectiveness of physical culture and sports in the country as a whole.

The emergence of various agencies in Uzbekistan, such as concerns, companies and commercial farms, requires compliance with the new rules of management in the field of physical culture and sports. This is because such agencies, farms, organizations and other communities organize their activities based on special regulations. These organizations have the right to operate independently, mainly in the form of self-government, financial security. For this reason, sports organizations have to work in coordination with agencies, organizations and businesses in this area. [13]

Today, governance mechanisms are two-pronged, liberal, and the creative opportunities available to ministries and agencies are expanding. At the same time, control mechanisms are becoming more effective with the help of new tools. At the same time, the digital economic management communication system is becoming more effective. But most importantly, both the Cabinet and the Ministry are on a path of complementarity. In this connection, the introduction of market mechanisms in physical education and sports plays the role of objective demand. Based on these

considerations, several functional changes are taking place in the Ministry of Tourism and Sports of the Republic of Uzbekistan to increase the efficiency of the sector.

He is actively involved in the organization of sports events, mass sports and physical culture, ensuring the participation of athletes in sports events, promoting international cooperation of physical culture and sports organizations.

The Ministry promotes the development and promotion of the participation of persons with disabilities and other persons with disabilities in the Paralympic and Deaflympics Games, special Olympics for the disabled and other sporting events. It creates conditions for the use of material and technical and information resources, as well as research and technical developments and technologies by physical culture and sports organizations.

Manages programs in the field of physical culture and sports, funding scientific-methodological systems and complex scientific research.

The rules of functional management in the middle and lower governing bodies are, first of all, related to the economic and cultural potential of a particular province or district. The economic potential of the Tashkent region, Andijan, Bukhara, Samarkand and a number of their districts in the country can develop all types of physical culture and sports, to meet the needs of the population. At the same time, the leaders of this region and district are sports fans, the majority of the population are those who lead a healthy lifestyle, regularly engage in physical culture and sports, believe in their strength and potential, and strive to realize their abilities and talents. [14]

In such conditions, all methods of management in these joints - organizational-command, economic, legal, ideological-spiritual, psychological - work in a complex way. In the development of targeted state programs in these regions and districts, a creative approach to the issue is emphasized, which includes the nature of places, climatic conditions, folk traditions, values, world-class sports news, localization of brand anatomy, convenience, scarcity, publicity, individuality, domestic and foreign investment. use, continuous work and watch, the chord removal unit looks unique.

Unfortunately, the above-mentioned regional and district sports schools are not systematically popularized in other sheep regions of the country as an example of their technical art style, school organization, maintenance, financing, development secrets. Of course, the role of well-known athletes, organizers and managers should be invaluable. We need to derive sports management technologies from the analysis of the life of sports departments, sections, schools at this lower level. [15]

The above-mentioned significant changes in the management of physical culture and sports are currently yielding results.

We can see this only in the results related to the end of 2020.

In 2020, the widespread introduction of modern information and communication technologies in the management system of physical culture and sports, sports facilities and institutions, including the gradual connection of sports facilities to telecommunications networks through the information system "Sport.uz" was completed.

Particular attention was paid to the implementation of the tasks and targets set in the Concept of Development of Physical Culture and Sports in the Republic of Uzbekistan until 2025.

As a result of the establishment of 8 children's and youth sports schools, branches of 12 existing sports schools and 14 football schools, 587 young people were hired as coaches and 216 sportsmen were trained. departments were established. As a result, 23,000 students were able to participate in sports regularly in one day.

As part of five important initiatives, surveys were conducted in 9,121 mahallas to determine the interest of 14.1 million young people aged 7-30 in sports, and a list of more than 4.2 million (29.8%) young people was formed.

The first stage of the international eco-marathon "Save Aral" in athletics will be held on November 5-15, 2020 in the Andijan, Namangan, Fergana and Tashkent regions, and the second stage on December 13-17, 2020 in the Jizzakh region and the cities of Gulistan and Chirchik about a thousand citizens attended.

More than 804,000 young people (including more than 298,000 girls) took part in 13,112 sports events held across the country on November 10-25, 2020 under the general motto "NEW UZBEKISTAN - A NEW WORLD VIEW".

In 2020, the national team will include 6446 athletes from 76 sports in the main team (458 more than last year), 4063 athletes in the reserve team (165 more than last year), a total of 10,509 people (293 more than last year).) The list of members of the national team of Uzbekistan, consisting of athletes, was formed and approved.

A total of 5,468 medals were won in 95 competitions held nationwide (18,635 participants, including 5,510 girls). Of these, 1608 gold, 1618 silver and 2242 bronze medals. In terms of types of competitions, a total of 4,550 medals (including 1,316 gold, 1,334 silver, 1,900 bronze medals) were won at the championships of Uzbekistan, and a total of 272 medals (including 85 gold, 85 silver and 102 bronze medals) were won at the Uzbek Cups. Prestigious international competitions in 8 sports were held at a high level.

Due to the orientation of graduates of the Uzbek State University of Physical Culture and Sports in the field of sports, the establishment of quotas for admission to special correspondence departments, the average monthly salary of coaches increased by 1.35 times, the simplification of the coaching permit system 54.2%, including the number of trainers with incomplete higher education, from 48.5% to 66.2%.

420 graduates were employed in sports and educational institutions, and the number of young professionals hired in the field for the first time in the academic year amounted to 63.4%. To support young people, a total of 1,932 young people aged 18-30 were employed in organizations and sports educational institutions in the field of physical culture and sports, of which 394 (20%) were unorganized youth and 628 (32%) were women.

Today, a total of 12,927 coaches work in sports educational institutions, of which 7,012 have higher education, 1,553 have incomplete higher education and 4,362 have secondary special education. Also, 3246 of the total coaches working are women.

To modernize the management of territorial districts (cities) of the Ministry, 402 pieces of computer equipment worth 2.8 billion soums were purchased.

CONCLUSIONS

These indicators show that the impact of quality management on the development of physical education and sports is enormous. The task now is to conduct a comprehensive and in-depth study of the theoretical and practical issues of improving the effectiveness of quality management.

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DESCRIPTION OF EDUCATIONAL TASKS AND ANALYSIS IN THE TEXT BOOKS “NATIVE LANGUAGE”

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ABSTRACT

The article is devoted to the role and description of new teaching methods used in improving the system of teaching the native language. It also describes the advantages of relying on a pragmatic approach when creating textbooks “native language”, drawing up educational tasks. The attitude to the issue of developing listening, understanding, speaking, reading and writing skills, which are planned to be developed in the native language classes, is expressed.

KEYWORDS: *Educational Tasks, Textbook, Oral Speech Skills, Speaking, Understanding, Writing, Essay, Composition Of Educational Tasks, Teaching Methods, Grammatical Analysis*

INTRODUCTION

In traditional education, mother tongue lessons are mainly aimed at imparting knowledge to the student, in particular, memorizing information through learning tasks, linguistic analysis of sentences from different sources. It does not meet today's requirements. Life poses different problems to humanity, everyone must be able to solve it independently. In this sense, problem-based learning technology has been introduced in pedagogy. From problem-based learning to question-based learning, questions and assignments play an important role. The essence of problem-based learning is that the teacher does not convey knowledge in a ready-made form, but sets challenging tasks in the form of questions or assignments by the teacher, encouraging the lesson organizer to look for ways and means to solve them. This, of course, is done through questions and assignments. Exercise, on the other hand, means repeating a mental or practical action over and over again in order to master it or improve its quality. Exercises are also involved in this process. [1]

At the same time, attention is paid to the level of independence of students in the performance of educational tasks: - Special tasks are given to increase knowledge; - Exercises and assignments that teach students to apply knowledge in different speech situations are used equally.

There is a need to improve the curriculum in mother tongue education, if the following linguodidactic requirements are met, the curriculum will be modern and effective: [2]

- be able to develop several speaking skills while completing a learning task;
 - Conscious approach of students to the implementation of educational tasks, adherence to the didactic sequence in their implementation;
-

- be able to communicate correctly with artificial intelligence to find learning tasks from modern sources of information;
- be able to effectively use educational dictionaries in the context of the topic. Improved learning tasks should meet the following main psychological and pedagogical objectives of problem-based learning:
- To develop students' thinking and abilities, to develop their creative abilities;
- Students acquire the knowledge and skills acquired in the process of active research and independent problem solving, as a result of which this knowledge and skills become stronger than in traditional classes;
- be suitable for cultivating an active creative personality of the student who can see, establish and solve non-standard problems.

Problem-based learning technology plays an important role in the development of text handling skills, which are being actively used in mother tongue education. Any text analysis can be turned into a problem-solving process through study assignments. It is enough to ask a question or an assignment correctly. Here the steps of solving the problem, checking the obtained results, comparing them with the original hypothesis, systematizing and generalizing the acquired knowledge and skills are important. [3]

In the context of a successful study of the problem, the participation of learning tasks will be unique:

- provide motivation through enough questions or preparatory assignments to arouse interest in the content of the problem;
- ensuring the expediency of working with problems that arise at each stage;
- The task and the importance of the question in solving the problem;
- Establishment of a dialogic friendly dialogue between teacher and student, paying attention and encouragement to all opinions and assumptions expressed by students.

LITERATURE REVIEW

The effectiveness of the course depends on the content of the assignments, and the basis of the assignments is the type of cognitive activity. In this regard, I. Ya. Lerner, N. M. Skatkin's approach is well known and popular. The type of cognitive activity is the independent level of cognitive activity that students achieve by working on the curriculum suggested by the teacher. It differs in the following classification methods: explanatory-illustrative (information- receptive); reproductive; problematic presentation; partial-search (heuristic); research. The essence of the information-receptive method is characterized by the following features: knowledge is offered to students in a "ready" form; the teacher organizes the perception of this knowledge in different ways; students perform cognition (acceptance) and comprehension of knowledge, correcting them in memory. All sources of information (speech, exhibition, etc.) are used in the reception and the logic of the presentation can be developed inductively and deductively. Teacher management activities are limited to the organization of knowledge perception. Tasks are a tool for teachers to motivate their students to learn, to think, to monitor their activities, mastery. [4]

The reproductive method of teaching is also used in traditional mother tongue education. It has the following features: knowledge is offered to students in a "ready" form; the teacher not only communicates the knowledge but also describes it; students consciously assimilate knowledge, understand it, and remember it. The criterion of mastering is the correct increase of knowledge; the necessary power of mastery is provided by the repetition of knowledge. For example: Exercise 1.6. In class, memorize the words you wrote in the dictionary with their meanings. In this sense, questions and assignments also specialize in memorization, repetition. [5]

Problem-based learning technology, on the other hand, provides a transition from performance to creative activity. Today, New Uzbekistan needs creative people, not performers. At a certain stage of problem-based learning, students are still unable to solve problems on their own, and so the teacher explores the problem, showing the way to determine its solution from beginning to end. Students in this method, on the other hand, learn to solve learning difficulties, even if they are observers, not participants. [6]

RESEARCH METHODOLOGY

In the teaching of the mother tongue is also used the method of partial inquisitiveness, the essence of which is expressed in the following features:

- Knowledge is not offered to students in a "ready" form, they must be released independently;
- The teacher does not organize the presentation or presentation of knowledge, but seeks new knowledge through various means;
- Under the guidance of a teacher, students think independently, solve emerging cognitive problems, create and solve problem situations, analyze, draw conclusions and, as a result, form a conscious solid knowledge. For example,

“So‘zdan so‘zning farqi bor...” the text is as follows:

Task 1. Read the proverbs and memorize them.

1. Most of the troubles and hardships we face are caused by our bad language and excessive speech. 2. Dignity refers to keeping one's actions out of pride and arrogance. 3. Discipline refers to the timeliness of our prayers and actions. If there were no discipline on earth, people would not be able to live a single minute. 4. Chastity is refraining from sin and depravity. The only thing that protects us from sin and protects us from filth is our chastity. 5. Shyness means to be polite at work and in words. Haya is a light that illuminates the heart, and man always needs the light of that spiritual light. (Abdulla Avloni)

Task 1 focuses on developing the student's reading comprehension skills according to the content. It also increases the reader's vocabulary, helping to improve speech.

Exercise 1 From the comments below viqor, kibr, g'urur, gunoh, iffat, harom-harish, hayo, odob, ma'naviy, ma'naviyat, ziyo copy the words into your dictionary: 1) vijdoniy poklik, nomus; 2) mag'rurona va ulug'vor ko'rinish, salobat; 3) o'zini hammadan yuqori his etish; manmanlik, kekkayish hissi; 5) insonning o'z qadr-qimmatini bilishi, hurmat qilishi; izzat-nafs; 6) odob-axloq doirasiga sig'maydigan ish, nojo'ya xatti-harakat; ayb; 7) nopok, iste'molga yaramaydigan; 8) nojo'ya, noma'qul xatti-harakatdan tiyilish hissi; uyat, sharm; 9) bilim, ilm,

ma'rifat; 10) axloqqa, shaxsning ichki dunyosiga oid; 11) ijtimoiy va shaxsiy hayotdagi yaxshi axloq, tarbiya, xushmuomalalik.

This exercise helps students increase vocabulary and develops writing skills. In the following exercise, speaking helps to develop the ability to express one's thoughts correctly.

Exercise 1.2 Based on the words above "So'z va ma'no" take part in a meditation exercise.

Example:

Round 1

Student 1: Intizom – bu ...

Student 2: Ibodat va ishlarni o'z vaqtida tartib bilan bajarmoq.

Round 2

Student 1: Ibodat va ishlarni o'z vaqtida tartib bilan bajarmoq – bu ...

Student 2: Intizom.¹

Through the above study assignments, it is possible to prepare the student for creative work. In the later stages, it teaches the student to think, to express the person responsible for the situation in accordance with the communication situation. The student exercises to answer the questions correctly and clearly, concisely and concisely:

Exercise 1.3 Answer the questions.

1. Iffatning qanday turlari bor?
2. Iffat va hayoning farqi nimada?
3. Iffatsiz kishini ko'rganmisiz?
4. Odobning qanday turlarini bilasiz?
5. "Odobni odobsizdan o'rgan" maqolining mazmunini qanday tushunasiz?
6. Kibr va g'ururning farqi nimada?
7. Kibrli kishi manman bo'ladimi yoki mag'rur?
8. Gerdayish kibrga kiradimi yoki g'ururga?²

The textbook "Mother tongue" of the 8th grade, introduced by B. Mengliev, is based in part on the methods of teaching and is mainly research (research), the essence of which is as follows: "Uyga vazifa" the condition of the exercise in the column encourages the student to practice independently.

Exercise 5 "Odob – hurmat va ehtiyotkorlik bilan munosabatda bo'lmoq" mavzusida radionutq tayyorlang. 3

Searchability has the following features:

- The teacher together with the students forms a problem, the solution of which is determined during the lesson in school;

- Knowledge is not shared with students. Students take it independently in the process of learning the problem, comparing different versions of the answers obtained. The means to achieve results are also determined by the students;
- Operational management of the problem-solving process of the teacher's activity;
- The educational process is characterized by high intensity, interest in teaching increases and the acquired knowledge is deeply differentiated.

While assignments are a major part of the textbook, the textbook issue should also be addressed in part. The content of education is described in detail in the textbooks (textbooks, reference books, books for additional reading, atlases, maps, sets of assignments and exercises, printed notebooks, etc.).

The main type of educational literature is the textbook - an important source of knowledge for students, one of the main tools of learning. It reflects the theory and methodology of teaching, the scope of knowledge, skills, general culture and experience of human activity, which ensures the formation of the spiritual essence of the student's personality.

A modern textbook should be stable and mobile. The textbook should have a solid foundation in line with sustainability requirements. Mobility allows you to quickly introduce new knowledge and skills without breaking the basic design. The textbook includes the text (texts-descriptions, texts-stories and texts-arguments on different styles of speech) the main component and non-text auxiliary components (structure of organization and assimilation). In this case, as a learning structure, learning tasks play a big role.

The textbook should ensure the conscious and active participation of students in the learning process, the full basis of the educational material. The modern textbook performs the following didactic tasks:

- Encourages students to study topics, stimulates enthusiasm;
- allows the student to expand knowledge through existing methods of providing information, search;
- The ability to check the progress and results of training, self-assessment and correction, as well as to complete training tasks to develop the necessary skills.

In a word, a modern textbook, as a flight, must combine many sources of information, attract and manage them. In this process, the training assignments should be able to connect the flight to the wagons loaded with textbooks, audio, video materials, a set of exercises and assignments, tests, visual aids, electronic resources, and serve as the main tool in their use.

Curriculum assignments need to be improved to fit modern lessons and textbooks. Because the textbooks of the general secondary education system "Mother tongue", as well as textbooks of higher education, do not pay attention to the quality of questions, exercises and assignments, to what extent it meets modern requirements. This is one of the reasons why the Uzbek language is not sufficiently mastered by students and future professionals. Observations show that skills-based, repetitive exercises, test assignments, and thought-provoking questions are not available in textbooks published in the early years of the Uzbek language as a science (1930–1940) or in textbooks that are still in use today. The term general exercise includes

recommendations of a simple task nature. Exercise and assignment were no different. Questions do not make you think.

In this regard, it is necessary to distinguish between the terms “exercise”, “task” and “question”, to focus on their role and importance in linguistics. Methodist M. Saidov distinguishes between three types of learning tasks in the range of teaching materials, and often notes that teachers confuse the concepts of “exercise”, “task” and “problem” in their work. The scientist agrees with Askar Gulyamov, Ph.D.

In our view, the assignment includes an exercise, the assignments guide the student, test; while repetition-based exercises serve to build skills and competencies.

Analysis and results. Since the sections “Spelling” and “Orthography” are directly related to speaking skills, the means of teaching them are also closely linked. In this context, a special approach to exercise and assignment terms is needed. Although the terms “exercise” and “assignment”, which are common in textbooks and manuals, are mutually exclusive, there is no synonymous relationship between them. However, based on our observations, we can say that a number of textbooks and manuals that have been in use for many years show confusion in the presentation of these two concepts, the use of one instead of the other.

The 10th grade textbook “Mother Tongue” has a new approach to homework. Instead of the “Homework” section, students were given the “Assignments for Independent Completion” section. Another important aspect of this is that the student is given a specific task to complete independently. Most textbooks use questions as homework. It can be done by the reader in a short period of time, with no practical significance.

For example, in the “Assignments for Independent Completion” section of the textbook, Task 1.1 is given, which is as follows: Replace the separated words with their synonyms. Identify stylistic and grammatical changes that occur. Express your conclusion from the story in one sentence.

STORY

Sulton Mahmud o‘tin orqalab ketayotgan bir cholni uchratib, rahmi kelibdi:

– Hoy qariya, – debdi u, – shu og‘ir mehnatdan qutulishing uchun senga uch- to‘rt dinor oltin beraymi yoki bitta eshak bersam bo‘ladimi, uch-to‘rt qo‘y in‘om qilaymi yoki biror bog‘ ajratib beraymi?

– Ey sultonim, oltin bersang, belimga bog‘lab olar edim, bergan eshagingni minib, qo‘ylarni oldimga solib, bog‘ga borar edim va qolgan umrimni seni duo qilib chorbog‘da o‘tkazar edim, – debdi chol.

Sultonga bu gap ma‘qul tushib, xuddi shunday qilishga farmon beribdi. (Ubayd Zokoni) 4

Task 1.2. Find the meanings of the following words in the glossary and copy them into your dictionary: fasohat, yukunmoq, safolat, arkon, havza, sirg‘oq, valakisalang, mahdud.

The next task is of a guiding nature and serves to develop the student’s vocabulary and writing skills through independent work.

Analyzing from the point of view that one of the most important requirements for mother tongue education at school is to prepare students for the activity of expressing their opinions, N.Mahmudov, A.Nurmonov, A.Sobirov, V.Kadirov and Z.Juraeva Some of the exercises in the textbook are simple and relatively straightforward (Exercises 333, 334). such cases occur 5 .

In the improved 5th grade textbook "Mother tongue" in 2020, the teaching tasks are modernized: presented in an unconventional, useful, creative form that encourages the student to think:

Exercise 2. Quyidagi fikrlarga qo'shilasizmi va nima uchun?

1. Til bilmasdan chet ellarga borgan odam qiyin vaziyatga tushib qoladi.
2. Til yo'qolsa, millat ham yo'qolib ketadi.
3. Inson o'z hayoti davomida ko'plab tillarni o'rgana olishi mumkin.

In school education, a textbook on a particular subject is usually the main means of teaching and learning about the subject, both during and after the lesson. Therefore, the main focus should be on the content, structure and, of course, the content of the teaching materials in the textbook, in particular the teaching assignments.

The textbook should be supplemented with a variety of additional tools - anthologies, sets of exercises and assignments, dictionaries, reference books, books for extracurricular reading, atlases, historical and geographical maps, etc. A distinctive feature of modern textbooks is that they provide the educational material in a more expanded plan, through the assignments are updated with the latest information, information of a reference nature. In working with the textbook, students learn to analyze, critique, supplement, present them, and modify the text being studied using additional literature.

CONCLUSION/RECOMMEND

Intensify efforts to introduce innovative approaches to mother tongue teaching through learning tasks; improvement of the system of scientific, methodological, psychological and pedagogical support for mother tongue teaching; use of the latest achievements of Uzbek ethnolinguistics in mother tongue education; the current curriculum and textbooks should encourage the student to do independent research in accordance with the purpose of mother tongue education. In this context, the most important part of the textbook should be not the theoretical database, but the learning tasks that teach the student to use the countless possibilities of our native language effectively and rationally. Because mother tongue education at school should not be aimed at training linguists, but at delivering to the community a creative thinker who can take full advantage of language opportunities.

It is necessary to develop students' speaking skills, to inculcate the national language, national spirituality in the student's thinking on the basis of dictionaries and texts, to prepare students for different speech situations, to introduce the technology of creative thinking in mother tongue education. In school education, a textbook on a particular subject is usually the main means of teaching and learning about the subject, both during and after the lesson. Therefore, the main focus should be on the content, structure and, of course, the content of the teaching materials in the textbook, in particular the teaching assignments.

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PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF INCREASING THE CREATIVE ACTIVITY OF STUDENTS IN ART CLASSES

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ABSTRACT

This article contains information about the technologies that teachers can use in fine arts classes, pedagogical methods as well as pedagogical principles and technologies used to increase the creative activity of students in fine arts classes takes. It also provides a clear analysis of what constitutes creative activity, its essence, and the views that have emerged as a result of research by European scholars on ways to develop it. The main purpose of the article is to consider the pedagogical and psychological features of the formation and development of creative activity in the student and to develop new proposals. In addition, the analysis of the relationship between pedagogical principles and psychological activity concluded that pedagogical education is inseparable from psychological features.

KEYWORDS: *Thinking Ability, Drawing, Interactive Methods And Technologies, Didactic Principles, Modern Educational Strategies, Technology, Creative Activity, Increasing Creative Activity*

INTRODUCTION

Creative activity is inextricably linked with the psychological state and, of course, the psyche, and includes specific areas: fine arts, music, fiction, painting, which are formed at the center of artistic creation by the individual. The fine arts are one of them, and in the fine arts classes, students learn how to aesthetically perceive existence and art. Through this science, students develop thinking skills, visual memory, creative thinking, artistic taste, aesthetic sense. The educational process in the fine arts, along with the formation of students' drawing and architectural skills, is based on theoretical knowledge and aesthetic perception of the beauty of the environment, its reflection on the basis of visual aids. develops skills. It should be noted that the teacher's approach and skills play an important role in achieving these goals. Because the knowledge, skills and abilities that are formed in the process of visual activity are mainly implemented during the lesson. [1]

In order to shed light on the content of the topics in the areas of "Perception of Being", "Perception of Art", "Depiction by Nature" and "Compositional Activity", teachers make the lessons of fine arts more practical. It is recommended to hold a trip to the museums. At the same time, students will learn to love mother nature, the native land, learn to preserve and appreciate our national values, architectural monuments and masterpieces of art.

It is advisable to take into account the specifics of the science in the selection of interactive methods and technologies used in the teaching process, first of all consider the pedagogical principles. Interactive methods and teaching technologies¹ aimed at ensuring the effectiveness and efficiency of the teaching process are now widely used in all secondary schools of the country and are yielding positive results. [2]

Particularly, in the section on strengthening the topic, "Step by step", "FSMU", "Concept Analysis"; "Wheel", "Networking", "SAN" technology in the explanation of a new topic; It is advisable to use "Resume", "Advocacy Group", "SAN" technology, and "Fan" technology at the end of the lesson when consolidating a new topic and giving independent work on it.

In order to make art lessons interesting and meaningful, the teacher must have a creative approach to his or her work by using technical aids, multimedia tools, slides and visual aids in each lesson. It is recommended to use not only the materials provided in the manual, but also additional literature, information from the Internet and science news, extensive work experience of advanced teachers. [3]

Technology (techne - skill, art) - a set of tools and skills that allow a person to interact with nature in order to obtain material wealth and meet the needs of people and society. Literature (Arabic - plural word adab) - 1. A collection of works summarizing the achievements in a field of science and practice 2. A type of art.

It is impossible to imagine fine arts classes in general secondary schools without didactic principles². The effectiveness of education and upbringing in class and extracurricular activities can be achieved only by combining theory with practice. Didactic principles and their main issues were studied by the great European pedagogical scientists YA Comenius, J.J. Russo, I.G. Developed by Pestalozzi. F.A. Disterveg and K.D. Ushinsky also made a great contribution to the development of didactic principles. The idea put forward by them is the basis of modern didactics. [4]

Didactic principles The unity of calculated education and upbringing, demonstration, science, consciousness and activity, regularity and consistency, the content of education in accordance with the strength and age of children are of special importance in the teaching of fine arts at school. Didactic principles in teaching fine arts at school were developed by professors N.N Rostovsev, V.S Kuzin, R. KHasanov. [5]

The principle of unity of education and upbringing is one of the most basic didactic principles, and it is especially important in the process of teaching fine arts. It is known that one of the main parts of education today is to educate students in the spirit of the ideology of national independence.

In the works of Tansikbaev "Jonajono'lka", H. Rakhmonov "May morning", N. Karakhan "Golden autumn", Z. Inogamov "Tea", Y. Elizarov "Still life" Uzbekistan's beauty is bright. reflected. When acquainting students with such works, children develop their first love for our motherland, and thus their feelings of love for the motherland and the country become stronger. Opportunities for interethnic harmony and inter-ethnic education in fine arts classes are great and it is realized through compositional work on various topics, reproductions of paintings depicting the life of other nations and peoples, illustrations to folk tales.

The principle of science is one of the most basic didactic principles, which means that it is impossible to form a scientific worldview in students without a deep understanding of the basics of science. As in other subjects, this principle is applied in the lessons of fine arts. [6]

Fine art requires knowledge of the perception of the environment, the specifics of the events and happenings in it. Therefore, in the lessons of fine arts, students are required to be familiar with the laws of linear and aerial perspective, light, color, composition. They should also have enough information about the plastic anatomy of humans and animals. The visual arts program assumes that students master these laws. It is no exaggeration to say that it is impossible to create a realistic image without mastering the laws of perspective. The artist's or student's style of drawing may be different, but the construction of a painting or work of art must be the same, on a scientific basis. Laws of perspective Calculated linear and aerial perspective, horizon line, intersection point, observation point, drawing of the object on the basis of one or two observation points, perspective of change of measurements, perspective of change of hunger, change of colors the prospect of change, the prospect of reduced accuracy in shape and boundaries, and so on. Realistic painting is the basis of teaching to work. The principle of science requires teachers of fine arts to ensure that all materials and information provided to students in the classroom and in extracurricular activities are scientific, tested in school practice, and appropriate to the age characteristics of students. [7]

Understanding the role of art in human life is very important in the teaching of fine arts³. In particular, it should be borne in mind that art is a separate form of social consciousness. A teacher of fine arts should understand that in the process of drawing objects, students need to know not only their appearance, but also their internal structure, based on certain laws. The principle of demonstration in the teaching of fine arts helps to know the essence of the thing and the events, to study its characteristics and laws.

During the study of nature (in the classroom and in the open air), students develop the ability to observe and think logically. The teacher does not always have the opportunity to show the object of study, in which case it is helped by the demonstration. This stimulates the interest of students in this field. The student is constantly searching for nature in the process of drawing, compares shapes, learns the structure, dimensions, shapes, colors of nature. Undoubtedly, all this leads to the development of observation in students.

It is known that in children, thinking develops in the process of moving from concrete to abstract. Only when the rules of understanding and abstraction are strengthened by certain facts, examples and images will they reach the minds of students. Demonstration is not an aid in fine arts classes as in other subjects, but the main material that generates concepts and ideas in students. [8]

The principle of conscious learning and cognitive activity of students leads to an increase in the growing and educating role of the learning process. The importance of the principle of consciousness is especially important in today's world of science, technology and culture.

This principle means the conscious, comprehensible mastering of the knowledge imparted by the teacher. Only when students understand the meaning of the given information, not blindly, will his knowledge become deeper and stronger, and it will remain in the children's memory for a long time. To achieve this, students' active attention and independent work are important. Especially in the lessons of self-painting, it is necessary to study nature in detail, to know the

characteristics of their structure, size, shape, size and color. Regular and purposeful motivation of students is also important to intensify teaching. It is possible to motivate students by showing good works to the whole class or recommending them to the school exhibition, self-confidence, objective criticism, various aids. [9]

As in other disciplines, the principle of regular and consistent presentation of materials is important in the lessons of fine arts. This principle implies that the learning materials are logically coherent throughout the course, and that each topic should be based on prior knowledge, skills, and experience, and that new material should be linked to what has already been learned. The state educational standard from the applied fine arts provides not only for the presentation of materials in a certain sequence, but also for its regularity. Sometimes teachers are not able to properly assess this important principle of teaching. Tasks given to students do not take into account the previous knowledge and skills of children. As a result, they are unable to perform the assigned task. Therefore, work plans should be developed in such a way that students solve new problems in each lesson. However, it should be borne in mind that new materials should be provided only after students have mastered and consolidated the material. [10]

Drawing lessons can be easily combined with composition lessons, art basics lessons with composition lessons. Good results can be achieved by implementing each type of fine arts lessons in an interconnected way. The connection of one subject with other disciplines allows to create a single system of teaching fine arts. In some cases, not all topics are linked to the material covered. This requires the teacher to study the teaching materials in depth, to take seriously the choice of objects for nature, paintings, reproductions, slides and other exhibitions. In this approach, parallelism and duplication are not allowed in the presentation of materials. [11]

The principle of alternativeness of teaching to the age and strength of students implies that the level of complexity of the knowledge imparted or the materials to be mastered is appropriate to the age and strength of children. Observations show that some teachers continue to work on rectangular and circular patterns in grades 5-7. These assignments are almost indistinguishable from the tasks in grades 3-4. In addition, students are encouraged to copy a ready-made pattern drawn on the board. This means that the tasks will be easier for children. However, it is not good that the tasks are too tedious, they weaken children's independent thinking on the one hand, and stop their development on the other. It is known that students differ from each other in terms of movement and ability. This situation requires the teacher to work with students individually that is, the teacher develops tasks of varying complexity for children, taking into account the level of knowledge and skills, some to correct their visual work. in order to explain the theoretical and practical tasks. [12]

The principle of age-appropriate teaching has long been used. It is based on the principles of near and far, from known to unknown, from simple to complex, from easy to difficult, from concrete to abstract. Since this principle has long been practiced in pedagogy, it is the basis for the teacher to achieve this goal in his work. It should be noted that not all easy things can be understood by children, and complex materials can be understood. The age, pedagogical and psychological characteristics, level of knowledge, training and abilities of students play an important role in this. For example, in order to work on the principle of closeness in the teaching of fine arts, the teacher first works with Uzbek artists depicting the nature, life and work of the Uzbek people, who are close to children, and then Central Asia, the East. Teaches the art of European countries.

Pursuant to all data, it is easy to see the importance of adhering to didactic principles in the process of teaching and extracurricular activities in the fine arts at school. Didactic principles create conditions for artistic education, upbringing and development of students. A modern education strategy is “to give all students, without exception, the opportunity to showcase their talents and all their creative potential, which implies the ability to realize their personal plans and interests”. [13]

Vygotskiy L.S. [4] he claims that the basis of any creative activity in his works is experience. To do this, parents, elementary school teachers need to encourage the child in all aspects of their independent knowledge of the world around them, of course, under sensitive discriminatory instructions. LS Vygotsky emphasizes that teachers are responsible for developing the creative abilities of young students, they should encourage the development of creative abilities, develop in the right direction, as well as create an environment that requires creative skills, but this together they create opportunities for their manifestation. The creativity of young students is different from that of older students and adults. For young learners, creativity is part of the creation of personality, the development of aesthetic concepts and cognition, as well as a means of self-expression. The development of creative abilities ensures complete freedom of movement without the obligation to demonstrate them. A creative approach to solving a particular problem should be encouraged and supported in every way. According to L.S. Vygotsky, it is important to focus pedagogical work on the development of the imagination of primary school students, because this quality is necessary for the further development of the child's personality and his active socialization in society. For example, V.I. Andreev [2], G.S. Altshuller [1], M.I. Maxmutov, T.V. Kudryavtsev [11], A.M. Matyushkin [12], E.I. Mashbits, A.I. Uman, A.V. Khutorskoy et al. Argue that the creative abilities of primary school-age children can be developed through the creation of problem situations, in the process of performing creative tasks, as well as through the development of personal orientation. [4]

From school age children [5] need to demonstrate independence, develop their thinking, and express themselves. Teachers and parents should encourage the child's initiative in any way, as well as manage it with friendly advice, not with commands, keeping in mind that they are already indisputable powers for children of this age. The development of such qualities in the future will contribute to the subsequent socialization of the student, the adolescent. Vetlugin and T.G. Kozakova believed that creativity [6] should develop freely, but should be under the wise, guidance of teachers and parents. The creative abilities of small school students should and can be developed only in a free environment, without coercion, based on the principles of interest and independence of the child. However, for the primary school age, in addition to the subjective side of creative activity, which manifests itself in the form of knowledge of features and relationships in the objective world, effective activities such as procedural or plot role play, drawing, design, knowledge of the child and it is expedient to formulate research tasks independently, to form hypotheses, to seek their solution independently. [14]

Creativity defines the character of children, develops in them independence, passion for what they love. As a result of creative activity, reaction speed, ingenuity and originality of thinking develop.

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EFFECTIVE WAYS TO DEVELOP THE COMMUNICATIVE COMPETENCE OF STUDENTS BASED ON ENGLISH

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ABSTRACT

The development of an English-speaking culture of student communication is based on the integration of English linguistics, sociology, psychology and pedagogy. Acquaintance with the literature created in these disciplines showed that the linguistic features of communication, in particular communication based on the English language, the requirements and rules for organizing dialogue are widely studied in English linguistics. This article analyzes some of the little-studied effective ways to develop the communicative competence of students based on the English language.

KEYWORDS: *Systematic Teaching, Independent Education, Communicative Competence, Self-Education, Conference, Exchange.*

INTRODUCTION

Issues such as the requirements, rules and procedures of interpersonal communication, its effective organization, although not based on the same language, have been sufficiently studied in the fields of sociology and psychology. Unfortunately, the results of the theoretical analysis showed that the problem of the formation and development of a culture of communication in a schoolchild has not been studied pedagogically at all, although it is based not only on English, but also on a specific language. This suggests that studying the process of forming a culture of communication in a student (especially English-speaking communication) from a pedagogical point of view, in particular, identifying ways to achieve efficiency in this regard, is especially important.

In essence, the general pedagogical foundations for the formation (development) of certain knowledge, skills, abilities and qualities in a student make it possible to outline ways to ensure the effectiveness of the process being studied.

The following discussion discusses the importance of effective ways to develop a culture of student communication based on English.

Purposeful and systematic training. The purposefulness of training creates the conditions for the effective use of the capabilities of subjects in one place in the organization process. As a rule, targeted training is programmatic in nature. According to him, the program reflects the tasks of achieving the intended goal. If we consider an example of the development of a student's culture of communication based on the English language, then the program will reflect topics aimed at achieving this goal. The inclusion of topics in the program, in turn, means the systematic

implementation of the student's development of a culture of communication based on the English language. Indeed, in any program, topics are written on the basis of the principles of mutual consistency, membership and relevance.

The state of purposefulness of training aimed at forming a student's culture of communication based on the English language can find expression:

- 1) Subject program;
- 2) Programs in choice.

In the science curriculum, topics related to the development of an English-based communication culture among students are noted in combination with other topics that form knowledge, skills and competencies based on the relevant language characteristics of students. For example, in the program "Social Linguistics", the topic "Culture of Students' Communication" can be studied in conjunction with such topics as professional speech, cultural (intellectual) speech, non-cultural (public) speech, official speech, informal speech.

Author's programs by their nature proceed from the needs, interests and desires of students, and also "take into account the full potential of the educational institution". In particular, in educational institutions, in many cases, author's programs are developed based on the needs and interests of a large number of students or students and are implemented within circles, scientific societies or clubs. Such programs "provide a variety of training" [1, p.122].

The pilot program, designed to develop a culture of English-based communication among students, includes words and phrases used in greetings, words and phrases used in parting, words and phrases used to confirm (or deny), and words and phrases expressing courtesy. "Words and phrases used in official speech", "Words and phrases used in informal speech".

The process of forming a student's English-speaking culture of communication with purposeful and systemic learning is carried out on the basis of teaching aids - textbooks, manuals (educational and methodological), dictionaries and didactic developments.

Independent education (self-study). Another effective way to develop a student's culture of communication based on English is self-study. Independent learning (learning) is a process of non-formal individual learning activities that allows the student to learn without the support of a teacher or educational institution [2, p.407]. The ability of students to "see life goals, consciously set goals for themselves, as well as think independently, organize themselves and control" [2, p.407] is important in organizing independent learning activities to develop an English-speaking culture of communication.

By its very nature, self-study has a number of advantages. These include: the student acquires the knowledge, skills and abilities to organize communication in English in a favorable environment, place and time; the method, methods and techniques that are effective in organizing communication in English are chosen by the student himself; the student also voluntarily determines the means by which he can effectively acquire knowledge, skills and competencies related to the organization of communication in English.

In a word, self-study is important because it is based on the internal capabilities of the student, his psychological and student characteristics and is voluntary.

It should also be noted that self-study allows the student to develop, exercise self-control and assessment. The only drawback of independent reading is the lack of a systematic, consistent mastery of the English language culture of communication by students. However, it is possible to overcome this shortcoming in accordance with the pedagogical approach in the development of the English-speaking culture of students' communication. To this end, it is advisable to form the skills of independent learning (independent learning) in students in a consistent, continuous and systematic form. Practical work to achieve this goal must begin at the initial stages of higher education and gradually accustom students to consistent, continuous, systematic independent work (self-study), to achieve the transformation of skills in this area into skills. At the same time, accustoming students to work with the Individual Development Program will help them achieve the expected results.

According to one source, "an individual development program (IDP) is a program of an individually practical nature, developed based on the needs of each student or specialist in the formation and development of a certain quality, PPM, professional competence" [3;11]. The Individual Development Program covers students' current and future levels of communication skills based on English. It is well known that in any program specific deadlines for the implementation of certain tasks are set. Therefore, students should be able to set clear deadlines for the development of a certain quality of communication culture in the "Individual Development Program" and have the skills to monitor the success of this task.

III. Work on yourself. Although the term "self-study" is used in many sources as a synonym for the term "self-study", it is a term in its own right. The situation expressed on the basis of this concept also has its own characteristics. The concept of "self-improvement" means "the organization of purposeful, consistent, systematic actions of a student or specialist to develop themselves socially and professionally, to achieve maturity" [1, p.7; 4; 5; 7]. Thus, work on oneself means the content of several systematized and consistently organized actions of a student (specialist) in relation to independent study. The work of a student or a specialist does not happen by itself. Perhaps it is based on actions that encourage the student to act, based on a strong need and the desire to satisfy it.

Teaching students to work on themselves is one of the most important pedagogical tasks. The execution of this task occurs in a specific process. The process of teaching students to work on themselves is built on several stages. That is: to create in students the need to work on themselves; development of a plan (program) to meet existing needs; organization of practical actions to meet the need to work on oneself in accordance with the plan; monitor the sequence of actions taken to meet the need to work on oneself; if necessary, make changes to the existing plan (program) to meet the needs, fill it with new tasks [6; 10; 11; 12].

IV. Participation in cultural events. The active participation of students in cultural and educational activities in English (the process of spiritual and educational work) also helps them to effectively develop a culture of communication. Higher educational institutions, as well as the Republican public movement "YoshlarIttifoqi" and their regional, city and district branches guarantee the achievement of the expected result from the inclusion of activities to develop students' culture of communication based on the English language. These activities include "English-speaking environment and communication", "Communication area", "Communication online", "Expanding the circle of friends through communication in English!", "Communication zone between me and an English student", such as talks, round tables, meetings, competitions,

forums, competitions and festivals [13; 14]. The fact that such activities are based on written and spoken language helps students to more effectively develop a culture of communication based on English. In particular, competitions have a great Participation in scientific conferences. Student scientific conferences also play an important role in developing a student's culture of communication based on English. In particular, student scientific conferences, scientific seminars and trainings with the participation of students play a special role in the effective development of a culture of communication based on the English language. The geography of such conferences can be wide (international) and narrow (within the republic, region, city, district, university) [15;16]. Regardless of the scale, scientific conferences should be focused on organizing active communication between conference participants.

Mutual exchange of experience. Orientation to the mutual exchange of experience as one of the effective ways of forming a student's culture of communication based on the English language serves the successful assimilation of knowledge, skills and abilities on the principle of "student-student". At the same time, it is necessary to establish an active, continuous process of communication, especially between students of foreign countries and universities of Uzbekistan, guarantees that they have the qualities of a culture of communication where education is conducted directly in English, and students of higher educational institutions of the republic. Not only face-to-face, but also online communication is equally important in shaping students' culture of English-speaking communication based on the mutual exchange of experience [17].

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EXTENSIVE READING AS AN OUT OF CLASS LEARNING IN EFL

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ABSTRACT

Extensive reading has sparked a lot of interest in the last decade as a way to improve learners' foreign language learning. Extensive reading is usually synonymous with reading a large number of materials in order to gain a comprehensive understanding. Readers are more concerned about the text's context as they read extensively. When reading a long passage, readers are more concerned with the overall sense of the text than with the meaning of individual terms and sentences. Extensive reading is considered to be successful program that can help students learn foreign languages. As a result, the aim of this review article is to demonstrate how useful extensive reading is as a language learning strategy. The focus of the paper is on the effectiveness of extensive reading for foreign language learners.

KEYWORDS: *Extensive Reading, Literature Review, The Benefits, Extensive Reading Vs Intensive Reading.*

INTRODUCTION

Reading is one of the skills that a foreign language learner should develop. It is most often taught in the language classroom by careful reading (or translation) of shorter, more difficult foreign language texts. According to the Vaezi, Shahin (2007) [1] reading is normally done to gain a full and thorough understanding of something. However, many people regard reading as a pleasurable free time practice that broadens one's awareness. Suppose you are a student of an EFL class where reading is being taught.

If one is required to complete a task after reading and must keep this task in mind while reading, the object of reading is diverted from its primary goal of enjoyment and information. In light of these arguments, students' responses to the issue of whether they enjoy reading in English are not surprising. After all, students did not have a real chance to develop themselves.

The Extensive Reading curriculum provides a way to make this transition. Since the reading content is purposefully chosen to be simple for students, greater volumes of text are read.

Students have the opportunity to enjoy reading, which increases their confidence in reading and motivates them to learn more. And this is the only way they will be able to become proficient readers.

What is the reading?

As we know the scholar of Bamford (Extensive Reading Activities 1) pointed out about extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text. He also shared his thoughts on individualized reading, which means students select books they want to read, and they read independently of the teacher, and are not expected to complete any tasks afterward. Such as the scholar Bamford, (Extensive Reading Activities 1) states that, they are allowed to put down their books if they find the content boring or challenging. Extensive reading can be incorporated into any EFL class, regardless of content, intensity, student age, or language level; the only requirement is that students have a clear understanding of the foreign language and are literate in it.

According to another scholar Krashen (Krashen, Power of Reading 2) extensive reading is part of the Free Voluntary Reading movement, which promotes independent, voluntary reading. Sustained Silent Reading and Self-Selected Reading are two other types of FVR.

1.1 The Benefits of Extensive reading

As we see extensive reading is a subject that has received a lot of attention in recent decades, and several studies have backed up its benefits. According to Bamford (Bamford Extensive Reading Activities 1) that students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer. And also he emphasizes the motivational value of extensive reading, citing its primary advantage in the development of positive attitudes toward foreign languages and increased desire to learn them.

The basic principles of Extensive Reading by Julian Bamford and Richard R. Day

Here are we can see the useful for acquainting the reader with the fundamentals of the comprehensive reading approach, and as proof of this, these basic principles of extensive reading approach are also cited in Extensive Reading Activities for teaching Language by Julian and Richard R. Day. [2]

They are:

1. The reading material is easy. Learners read content with little to no new vocabulary and grammar terms. (For beginners, there should be no more than one or two unknown vocabulary items per list, and for advanced learners, no more than four or five.) If students have to struggle with difficult content, they will not be able to read thoroughly.
2. There is a wide range of content accessible on a number of subjects. In the library, there should be a range of resources available for students to choose from. This section includes graded readers, magazines for language learners with various levels of skill, and children's literature. Young adult literature can serve as a bridge between graded and ungraded reading materials for high-intermediate students. Advanced students should read books, magazines, and

newspapers written for native English speakers. Since the students are reading for various reasons, the variety promotes a versatile approach to reading (for information or pleasure).

3. Learners have a say in what they read. Students take on a different position in self-selection than they would in a typical classroom, where the teacher selects or the textbook provides reading content. This is why students enjoy intensive reading so much. They're also allowed to put down any books that aren't engaging or are too difficult for them to finish.

4. Learners try to learn as much as they can. The benefits of intensive reading for language learning come from the sheer volume of reading. A book a week is a good target to set for yourself in order to reap the benefits of intensive reading. This is a reasonable goal since books for beginning language learners are typically short.

5. In most cases, reading speed is quicker rather than slower. Students' reading fluency is due to the fact that the content is easily understood by them. The use of dictionaries is discouraged among students because it disrupts reading and makes fluency difficult. Instead, students are advised to disregard or guess the significance of a few unfamiliar things they can come across in context.

6. Reading is typically done for fun, knowledge, or to gain a better understanding of something. Despite the fact that intensive reading necessitates a high level of comprehension, comprehensive reading promotes reading for enjoyment and knowledge. The goal of reading is not 100 percent comprehension; adequate comprehension is sufficient to achieve the goal of reading.

7. Reading is individual and silent. Learners read at their own pace. Sometimes silent reading periods may be reserved from class time when students read their self-selected books in the classroom. However, most of the reading is homework. Students read out of the classroom, in their own time, when and where they choose.

8. Reading is its own reward. Comprehension questions are rarely asked after extensive reading. The aim of reading is for the reader to have a positive reading experience. However, after reading, teachers can ask students to complete follow-up activities. These are meant to illustrate the students' reading experience rather than their comprehension.

9. The instructor is in charge of orienting and guiding the students. Before beginning a comprehensive reading program, students must understand what it is, why they are doing it, what advantages they will get, and how they will continue. The instructor keeps track of what students read and how much they read, as well as their responses to what they read, in order to help them get the most out of their reading.

1.3 Extensive reading vs. Intensive reading

Here we can consider some of the differences between extensive reading and intensive reading. According to Harold Palmer and Michael West (Bamford and Welsh 1) extensive reading as a term naming an approach to teaching a foreign language reading. Moreover, Bamford and Welsh states that the concept was coined to differentiate between comprehensive and intense reading. "Careful reading (or translation) of shorter, more difficult foreign language texts with the intention of full and thorough understanding" is what intensive reading entails. [3] Besides that Extensive reading is focused on reading simple content with one or two unfamiliar words per page for general comprehension. Students choose their own materials and have the option to stop

reading if the content is not engaging. After reading, there are no tests; the intention is for students to express their personal reactions to what they have read. In the way that its main elements are intent and enjoyment, ER imitates reading in the first language. Bamford (Bamford and Welsh 1)states that intensive reading can be linked to reading instruction in terms of its component skills, such as identifying a text's key concept, reading for gist, and so on. In comparison, extensive reading is “associated with reading vast volumes of text with the aim of understanding the overall meaning of the text rather than the meaning of individual words or sentences.” [4, 5]

CONCLUSION

The pattern in language learning and teaching has shifted over time, necessitating position adjustments for both teachers and students. To be effective in their language learning, students must rely more on themselves, and teachers are no longer the primary directors.

Teachers must instead become effective language managers, facilitators, and organizers in the classroom. Teachers and students in a language classroom must collaborate to help students gain learner autonomy. Teachers must ensure that students are interested in deciding what and how they will understand, and that the target language is used to interact in the classroom at all times. With these criteria in mind, comprehensive reading appears to be a viable reading strategy for promoting reader autonomy in a reading classroom.

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LEADERSHIP, SEPARATIST/SECESSIONIST AGITATIONS AND PROSPECT FOR NATIONAL UNITY IN NIGERIA

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ABSTRACT

Insecurity is one of, if not the most visible and widely discussed issue in contemporary Nigeria. Throughout the country, acts of insecurity occur on a regular basis. Nigerians are deeply concerned about this troubling trend. This study investigates the core reasons of insecurity in Nigeria and their consequences for the country. The study also examines the role of leadership and the sprouting of insurgency and separatist groups such as (Boko Haram, Niger Delta Avengers, MASSOB, IPOB, the Fulani herders conflict among others) and how it has affected the unity of the nation overtime. The study argues that leadership failure and structural dysfunction are the major triggers that led to the emergence of these separatist's groups. The study, offers/suggests measures to address these insecurities in the country. This study adopted descriptive and analytical method of historical research.

KEYWORDS: *Dysfunction, Consequences, contemporary*

INTRODUCTION

Nigeria earned her independence from Britain on October 1, 1960, amid celebration of joy and merry. Nigerians were on the streets, as well as public and private homes and venues, to commemorate this landmark occasion. At this period in time, Nigerians' joy knew no bounds, especially when considered in the perspective of the people's subjugation, humiliation, and exploitation as a result of colonialism. To Nigerians, it was a dawn of a new era which will be an era of no colonialism and colonial subjugation; an era in which Nigerians would be in charge of their own affairs; and an era in which the country would grow economically. Citizens were told by the nationalists who took over the mantle of leadership from the colonialists that they would right the anomalies of colonialism and lead the country to economic growth and success. [1]

But after the attainment of independence, the long term problems set by colonialist began to hunt the newly independent nation. For instance, it has been explained by many scholars that the way and manner the Nigerian state was configured by the British colonialist "had not encouraged horizontal interactions, even though it had maximized vertical interaction between the various groups and the colonial administration." [2] For example, as seen by their actions and pronouncements, the colonial authorities representing the two sides of Nigeria were hesitant to unite the two groups. (North and South) This exclusivist attitude pervaded the "Nigerians" they educated toward statehood. [3] The *awareness of parochialism* [4] which the colonial authority imposed instilled suspicion, leading to mistrust among ethnic groups and widening the nation's

fracture lines. It's worth noting that the colonial regime suppressed most of these separatist impulses and existing fault lines, which only fully manifested after they left.

Seven years after independence, the country was engulfed in a three-year civil war (1967–1970), which terribly affected the country's nationhood. The Nigerian state is currently undergoing regional agitations and centrifugal pressures from many parties and individuals fighting for space after nearly six decades of "nationhood." While some of these groups and individuals have become so vocal in their demand for the reconfiguration or restructuring of the so-called Nigerian "federal system state" to give more strength, power, and resources to the component units in order to drive development in the peripheries. Importantly, these organizations' contestation comes at a time when the component entities are badly weakened economically, politically, and structurally in relation to the central authority.

This paper will look back at Nigeria's political history and show how structural inequity and governance failure have resulted in separatist agitations and the creation of the various divides with grave ramifications for the Nigerian state's survival.

History and Emergence of Separatist Agitation in Nigeria

There are several literature on the subject of separatist agitation, that have shown that the diverse-ethnic and diverse-religious construct of the Nigerian nation have created more problems for the unity the country. [5] The nation's plurality had created the ground for recurrent acrimony and tensions in the socio-political and economic processes both before and after independence. The British colonial administration's method of amalgamating these nations was largely responsible for the discrepancies. For example, the colonial government's amalgamation of 1914 was intended to create a political union of the North and the South, rather than to create a single country. [6] As a result, little attempt was made to unify the Northern and Southern Protectorates from 1914 until 1946. These Provinces were managed separately by the colonial authority, which battled hard to keep them apart. The feeling of nationalism and oneness, which is essential for the country development, was not instilled by British colonialists. Both provinces had their own institutions that they founded and maintained. Separation like this tended to increase ethnic identity and exclusivity, stoking the fires of ethnicity and sectionalism. [7]

The 1946 Richard's constitution further compounded the Nigerian issue and encouraged separation by dividing the country into three regions: North, West, and East. As independence drew nearer, the three primary ethnic groups that ruled the three areas — Hausa/Fulani in the north, Igbo in the east, and Yoruba in the west — retreated to their ethnic cleavages, desperate to usurp power from the departing colonial administration. To accomplish their goal, the political elite separated into ethno-regional and religious divisions. Along these lines, political parties were founded, and each group rallied support from its regional and clannish bases, exploiting the underlying distinctions that exist among these groups in the process. [8]

For example, the Hausa/Fulani in the north align with the Northern People's Congress (NPC), the Yoruba in the west aligned with the Action Group (AG), and the Igbos in the south aligned with the National Council of Nigerian Citizens (NCNC). Other ethnic or sectional political groups, such as the United Middle Belt Congress (UMBC), emerge to demand a separate Middle Belt State from northern Nigeria in order to advance their own interests in the power struggle. These groups also manufactured and exploited the widespread fear of dominance and inter-ethnic inequality. [9] To mobilize support for their struggle at the center while at the same time

intensely controlling their respective regions. [10] As noted elsewhere, “the socio-political and economic competition which was generated by the manipulation of these sentiments had far reaching consequences in post-independent Nigeria.” [11]

The attainment of independence in 1960 exacerbate the separatist sentiments previously mentioned. Various parties have taken up arms to compete or negotiate for place in the post-colonial Nigerian state over the last sixty years of "nationhood." as Onoja so brilliantly put it, “uniting either as a region, ethnic nationality or religious group, the north, east, west and south southerners have adopted this method of seeking redress to perceived injustice.” [12] Several examples would suffice here: The Tiv revolt or insurgency of 1964 was the first instance of uprising that expose the state fragility of Nigeria as a country. [13] From 1960 to 1966, a series of events within the Nigerian state centered on issues of governance, injustice, unfairness, marginalization, and distrust culminated in the Nigerian Civil War, which lasted from 1967 to 1970. The Nigerian civil war was the Igbos' most serious attempt at secession, which resulted in a full-fledged war. The concerns that sparked Igbos agitation and culminated in the three-year civil war are still unsolved nearly fifty years later.

Ten years after the Civil War, precisely in the early 1980's, an Islamic insurgent group known as the Maitatsine emerged. This group rejected the use of western technological products such as wrist watches, bicycles, radios and televisions. The leader of the group, Mohammed Marwa, who originally came from Cameroun, founded the sect and claimed to have divine revelations, which superseded those of the Prophet. [14] He appealed for an Islamic based system of justice, and an end to Western oriented corruption. He mobilized the young urban poor in a series of uprising from 1980 to 1982, first in Kano and later in Yola, Kaduna and Maiduguri, in which thousands died (including Maitatsine) and several property destroyed. [15] The police were unable to restore order when the riot broke out in Kano until the army and air force were drafted to nip the insurrection in the bud. As Ayuba has noted, the government blamed the trouble on religious extremism rather than underlying economic deprivation epitomized by governance failure. [16]

In the early 1990's, precisely ten years after the Maitatsine insurgency, another insurgent group - the Oodua People's Congress (OPC) –emerged in the southwest. Their grouse was to fight for the restoration of the presidential mandate of Chief M.K.O. Abiola, the acclaimed winner of the June 12, 1993 presidential election. According to its founding president, Fredrick Faseun, “the OPC was established to defend the rights of every Yoruba person on earth.” [17] The OPC took up arms against the state and made governance difficult particularly in the south western part of the country. The subsequent suspicious death of Chief Abiola compounded the crisis. The election of Chief Olusegun Obasanjo as president in 1999 did not pacify the Yoruba because he (Obasanjo) was viewed as a stooge, imposed by the northern elites to further their own interest. In fact, from 1999, the group had changed its *modus operandi* – from defending the rights of all Yoruba and seeking self-determination for them – to crime fighting activities and the resolution of personal disputes. [18] The litany of OPC confrontation with the state indicate heavy losses were suffered from both sides with casualties in men and materials. For instance, in October 1999, there were skirmishes between the police and the OPC militia in Ilesa, Osun State, and in the Ajegule area of Lagos State resulting in the death of 23 persons. In July of the same year, the OPC engaged the Hausa settlers in Shagamu, Ogun State in a fierce clash which resulted in the death of 50 people, while a retaliatory attack by the Hausa against the Yoruba in Kano caused the death of over 100 people. There were several other altercations.

Similarly, in the 1990s, the Niger Delta also revolted against the state in an attempt to expose the environmental degradation that greeted their environment. Historically, this was not the first time they were doing so. They had done so during the 1970s and 1980s but the climax of these sporadic protests took place in the 1990s under the umbrella of the Movement for the Survival of the Ogoni People (MOSOP). Initially a very peaceful campaign which was recognized internationally was embarked upon by MOSOP. However, a militant approach was later introduced to the struggle, especially after the execution of the Ogoni nine including its leader, Ken Saro Wiwa, by the state under General Abacha on 10th November, 1994. [19]

A more militant and rebellious dimension was introduced in the struggle in 1998 by the Ijaw Youth Council (IYC), a confederation of youth associations in the Ijaw homeland which included an armed wing called the Niger Delta Volunteer Force, popularly called Egbesu Boys. The Egbesu Boys demanded control of local oil resources, focusing their campaign on multinational oil companies. In December 1998 the IYC issued the Kaima Declaration in which it gave oil companies a nineteen-day ultimatum to vacate Ijawland. [20] The group made good its threat as it sabotaged oil installations and pipelines and kidnapped oil company workers for ransom, prompting massive government repression. Elsewhere in the North, the Arewa People's Congress (APC) was formed to serve as a counterpoise to the activities of the OPC in the west. In the east, there was a resurgent activism by the Igbo who demanded for self-determination. Initially working under the umbrella of Igbo People's Congress (IPC), the emergence of a more extreme group – the Movement for the Actualization of the Sovereign State of Biafra (MASSOB) - agitated for the dismemberment of Nigeria and the formation of a separate state for the Igbo.

By 1999, groups' resort to arms against the state became a common thing among the three major ethnic groups and a few minorities groups. While the arms struggle in the west took the form of ousting the regime of General Ibrahim Babangida from power following the annulment of the June 12, 1992 elections, the northern equivalent was formed in reaction to the activities of the OPC, which engaged in some altercation with the Hausa-Fulani in the west. The Niger Delta engaged in separatist agitations as reaction to the environmental degradation which was a consequence of oil exploitation by multinational companies. Thus, by 1999, the country was deeply divided and also engulfed in protracted disputes over land, politics, religion, ethnicity, resources, and money. The frequency and ferocity of these conflicts indicated governance failure.

Since the return of democratic governance in 1999, the Nigerian state has continued to grapple with several nation-building challenges arising from separatist agitations, militancy and ethno-religious conflagrations from several groups within the country. Other groups that emerged within the period include Bakassi Boys, the Egbesu Boys of Africa and the Hisbah Guards – all of which were militia groups that took over from the police, the function of protecting lives and property. These agitations, have no doubt, continued to threaten the cooperative existence and survival of the Nigerian state. Each passing day, the state is confronted with a new separatist scourge threatening the survival of the state, to the extent that it would appear the government is unable to respond.

Dimensions of Deepening Separatists Agitations Since 1999

Boko Haram

Since 1960, the Boko Haram sect has been unquestionably the most feared terrorist organisation in Nigeria. The group first appeared in 2002 and reappeared in 2009, with Mohammed Yusuf convincing the destitute and despairing teenagers that they were the result of years of neglect by the ruling elites. [21] As a result of the corruption, frustration, and hardship experienced by the majority of unemployed youngsters, particularly in the northern region of the country, the group arose. They also blame the country's problems on Western-inspired values, which they believe are incompatible with Islamic thinking. According to them, Nigeria's democracy has only served to promote neglect, poverty, and pauperism among the people of the north, while politicians continue to live in luxury. In this regard, the organization considers anything Western to be bad and anathema to the existence of Muslims in Nigeria and its environs. Ayuba aptly captures the context in which Boko Haram should be understood thus:

The rise of Boko Haram demonstrates how the administration in northern Nigeria has gradually alienated the bulk of the indigenous population from their portion of the country's wealth. As a result, the group is a product of corruption-related poverty and unemployment.

Since re-emerging in 2009, the group has carried out a series of damaging attacks against security and non-security institutions, resulting in the loss of lives and property. Mohammed Yusuf, the group's leader, was apprehended and killed extra-judiciously by the authorities on July 30, 2009. One of the sect's main issues is the failure to capture and prosecute the security officials who killed their leader extra judicially. Shortly after their leaders were assassinated, the group moved underground, enlisting the help, logistical, and financial backing of r organizations Al-Qaeda which is also an Islamic terrorist organization. [22] The organization reappeared in 2010 with vengeance, attacking security stations, churches, mosques, marketplaces, media outlets, and car parks, among other targets. [23] Since its resurgence it has killed thousands of people within and outside the country.

In the north-eastern states of Borno, Adamawa, and Gombe, the group raised its flag in many local governments in 2014. Apart from pushing the armed forces to their limits, the group's operations forced the Independent National Electoral Commission (INEC) to postpone the 2015 general election for a time in order for the armed forces to recapture parts of the territories taken over by the sect. Boko Haram was designated as a Foreign Terrorist Organization (FTO) and a Specially Designated Global Terrorists Group by the US Department of State on November 13, 2013. This declaration was sequel to the internationalization of the activities of the group, following its supposed links with Al-Qaeda in the Islamic Maghreb (AQIM). [24]

The Niger Delta Avengers (NDA)

The Niger Delta Avengers (NDA) are a militant group negotiating for space in Nigeria's Niger Delta region. The formation of the group was revealed in March of 2016. Since its inception, the group has targeted oil-producing facilities in the delta region, resulting in the closure of oil terminals and a drop in Nigerian oil production to levels not seen in more than two decades. Attacks on strategic oil installations have resulted in the closure of some of these oil companies, which has had serious economic consequences. The NDA's goal is to establish a sovereign state in the Niger Delta. They have threatened to disrupt Nigeria's economy if the government fails to

meet their demands. Its members come from all walks of life, including the young, educated, and well-traveled.

After Abacha executed the leaders of MOSOP (popularly known as the Ogoni 9) and the belligerence of Obasanjo's presidency, the NDA emerged as an offshoot of a coalition of rebel groups that had existed in the Delta region. The NDA, like MOSOP and other early 2000 groups, objected to the region's continuous deterioration by prospecting oil firms without tangible compensation or benefits to the impacted populations. In what is known as the Amnesty Deal, the insurgents coerced a concession from President Yar'Adua in 2007. [25] The government offered amnesty or unconditional pardon to all Niger Delta militants who had directly or indirectly participated in the commission of offences related to militant operations in the Delta area as a result of this agreement. The government also pledged to provide the militants and other adolescents in the area with education, training, and empowerment in a variety of skills. The government had also promised sustainable development of the region.

The group resurrected its attack on oil installations in the area in 2015. The renewed offensive should be viewed in the context of President Buhari's policy, which seems to be at odds with the amnesty agreement. Apart from a slew of other demands, the Niger Delta Amnesty Programme, for example, must be permitted to continue and well supported. Furthermore, the group has requested that the government clean up all oil-polluted lands in the Niger Delta and compensate all oil-producing communities. The federal government's reluctance to heed these requests, as well as its attempts to pressure members of the group to stop agitating, radicalized its operations. The Nigerian state, which is an oil-dependent economy bled profusely, with terrible effects for the people as a consequence.

MASSOB AND IPOB

There are two separatist groups formed in the south east after the return of democracy in 1999, fighting for the revival of Nigeria's defunct state of Biafra. The MASSOB and the Indigenous People of Biafra are the two groups mentioned above (IPOB). While Ralph Uwazurike, a lawyer, leads MASSOB, Nnamdi Kanu, a political activist living in the United Kingdom, leads IPOB. The establishment and recognition of the Republic of Biafra, which includes the south-east and south-south areas of Nigeria, is central to these groups' ideology. Despite the fact that MASSOB's doctrine is based on Mahatma Gandhi's nonviolence principles, the Nigerian government has accused the group of violence. For example, the group's leader, Ralph Nwazurike, was arrested and jailed on treason accusations before being freed in 2007. He was jailed in 2011 together with 280 MASSOB members, but President Jonathan ordered his release a few days later. MASSOB has claimed that state agents have been arresting and assassinating its members since its formation. In 2008, the group produced a list of 2,020 members who were allegedly slain by security personnel between 1999 and 2008. Due to its insurgent activities, President Jonathan branded MASSOB as one of the extremist groups threatening the security of Nigeria. The president specifically declared that:

The Nigerian state faces three fundamental security challenges posed by extremist groups like Boko Haram in the north; the Movement for the Actualization of the Sovereign State of Biafra in the south-east; and the Oodua People's Congress in the south-west.

The Indigenous People of Biafra is another group in the south-east whose activities and goals are similar to or identical to those of MASSOB (IPOB). During the Nigerian Civil War, this group consisted of the indigenous ethnic groups that made up Biafra. Nnamdi Kanu, who was jailed by the Nigerian government in 2015 but released on bail in 2017, leads the group. This group, like MASSOB, is fighting for self-determination and the restoration of Biafra as an independent state from Nigeria. The group argues that Nigeria's current structural framework makes forming a viable union impossible. It has staged a number of rallies both inside and outside the country in order to raise awareness about its agitations. In the south-east, some of its protests halted commercial activity and caused disruptions here and there. Despite the fact that the group claims its rallies and agitations are peaceful, the Nigerian government has cracked down hard on its members. The Nigerian government claims that the group is illegal and that it is pursuing an illegal secessionist goal that threatens Nigeria's territorial integrity.

Furthermore, there are current happenings that bordered around the activities of these groups. The Federal Government has proscribed and declared IPOB as terrorist organization, IPOB attacks on security agencies, killing of police men, attacks on correctional service has become frequent in the recent times. To worsen it, the declaration of Mondays as sit-at-home days which has largely disrupted economic activities in the area is worthy to be mentioned and the attempt to deny citizens of their franchise by asking voters not to come out for the Anambra elections etc. although, of recent, the leader of the secessionist IPOB Group Nnamdi Kanu was re-arrested.

Fulani (Herders) Militants

The Fulani herders, who have continued to threaten numerous farmers and villages in Nigeria, are another group that uses weaponry to negotiate for space. In recent years, the group's actions have taken on a militia-like tone. The organization has been on the rampage for the past decade, targeting various villages, notably in the middle belt, killing farmers and destroying farm produce and lands. Because of the secrecy of its operations, particularly its hit-and-run methods, very little is known about this organization. Many rural communities are living in constant terror as a result of the hidden tactical approach used in targeting communities. Felix Igbahenah (2016:74) elucidates on these attacks in Benue State and elsewhere thus:

In recent times, some farming communities in Gwer-west local government area of Benue State have suffered series of attacks by armed fighters suspected to be mercenaries hired by Fulani nomads. These attacks have led to wanton loss of lives and properties, as well as displacement of native farmers. Describing one of such attacks The Benue State Emergency Management Agency (SEMA) said, the magnitude of the disasters and destruction (public buildings, basic services facilities, houses, agricultural lands etc) is horrific.

Several settlements in Benue, Nasarawa, and Plateau States have been assaulted and sacked by roving herdsmen in the recent decade. For example, on January 2, 2018, the group raided multiple villages in Benue State's Guma and Logo Local Government Areas, murdering a total of 73 people. The deaths so enraged the state's authorities and residents that they decided to hold a mass funeral for the victims. Following the mass burial, several other deaths occurred in these local governments and other Tiv-speaking areas, prompting the government to reluctantly launch Operation Cat Race, a military operation in the affected area.

They've also targeted communities in Adamawa, Borno, Kaduna, Gombe, and other states in the far north. Later, the group's operational strategy shifted to the country's eastern and western

regions. The Fulani militia has invaded practically every zone in the country in the past three years. Unlike other terrorist and rebel organizations with well-defined goals, the Fulani militia's goals are mostly unknown. Individuals from the Fula people, a semi-nomadic pastoral ethnic group found in numerous West African countries, make up the little-known tribe. It has been suggested that, despite certain government victories against terrorist organizations, rising instability in the Central African Republic (CAR) and Nigeria has aided the group's spread. Although the motive and objective of the group remains unknown, as much as 92 percent of their attacks target private citizens, reflecting the group's primary concern over the ownership of farmland and related resources.

Due to the intensity of their attacks, the Global Terrorism Index (2015:43-44) indicates that Fulani Militants (mostly herders) were the fourth deadliest terrorists group in 2014; using machine guns and other sophisticated weapons to attack villages and intimidate farmers. For instance, after killing about 80 people from 2010-2013, the group killed 1,229 in 2014 and most of these deaths occurred in Nigeria's Middle Belt Region particularly in the states of Kaduna, Nasarawa, Plateau, Benue and Taraba, which recorded 847 deaths.

Leadership Failure and Structural Dysfunction

Nigeria is currently at a cross road as a result of these aforementioned issues. Nigeria's current predicament can be explained in terms of structural flaws and governance shortcomings. After six decades of "nationhood," the Nigerian state is currently experiencing centrifugal tensions from a variety of parties and individuals vying for space within the country. While some of these groups and individuals have become so vocal in their demand for the reconfiguration or restructuring of the Nigerian state to give more strength, power, and resources to the component units in order to drive development in the periphery, others have become so vocal in their demand for the reconfiguration or restructuring of the country to give more strength, power, and resources to the component units in order to drive development in the periphery. [26] However, as the restructuring debate continues, there are various competing viewpoints on the nature of the reorganization. We've grouped the competing issues into...

For example, some are advocating for economic restructuring [27]. Another faction believes that the politics, not the economy, needs to be restructured. Another group argues that the restructuring that should take place should be both economic and political in nature. The third group contends that the country does not require economic or political transformation; rather, moral restructuring is required. There is also a fourth group that believes there is no need for restructuring at all, and that the so-called restructuring clamor is being pushed by politicians, particularly those who failed in the 2015 elections. They claim that these types of politicians were merely looking for relevance in the 2019 election, and that they were asking why they did not start restructuring when they were in power. The fifth group stated unequivocally that what is wrong with Nigeria is the process by which Nigerians carry out their responsibilities, not the structure. According to individuals who hold this viewpoint, the country has to restructure its procedures rather than its structure. This viewpoint is comparable to those who believe that the country's institutions should be strengthened rather than restructured. There is also a sixth group that is entirely opposed to any restructuring since they believe it will result in the country's complete dissolution. Those who do not believe in Nigeria's cooperative existence but believe that "Nigeria's unity is settled and not negotiable" espouse this viewpoint.

The author strongly agrees with some Nigerians who are calling for the Nigerian state to be reconfigured due to several shortcomings that have been a stumbling block to progress for a long time. Regardless, there is a sense that no matter how we rebuild, until the nation's governing mechanism and process are adjusted, the country will not progress. By governance, we mean both the leadership and the people who follow it, both working together to achieve the nation's goals. This is crucial because it is frequently attempted to delink followership in order to explain governance factors; in this situation, it is intended to appear as though the follower should be a passive participant in the governance process. However, effective government necessitates meaningful engagement between leaders and followers. "Clearly, leadership and governance necessitate active and meaningful interaction between leaders and followers as a means of setting minimum criteria essential for emerging societies to offer checks and balances, as well as to open a communication channel between both sides."

A symbiotic link between governance, leadership, and followership is required to achieve the goals of governance, especially within the framework of liberal democracy. "The leader represents the public wheel that drives the country to higher political and economic heights in order to create national and worldwide impact," in a democratic context like ours. [28] While followers are expected to keep the leadership accountable for their public actions or inactions. Unfortunately, many of these characteristics are lacking in African leadership and followership, particularly in Nigeria.

It is an unavoidable fact that post-colonial Nigeria's past is littered with leadership vacuums. Several of the country's leaders, at all levels of government, never had a clear vision of effective governance- the vast majority having no clue where they wanted to lead Nigerians. Many have attacked previous leaders and governments, condemning them for failing to match the people's expectations, amid this backdrop of leadership myopia. Nigerian authorities have proceeded to aggressively widen the nation's fault lines economically, politically, socially, and otherwise, entangled in a web of their incompetence and lack of vision. As a result, rather than being ideologically driven, politics is and has always been ethno-politically entwined. [29] Politicians seeking power have frequently exploited these fault lines and differences to feed the flames of discord among the populace.

In the long run, some of these fault lines and diversities have proved impossible to control, resulting in corruption, instability, poverty, high unemployment, economic deterioration, infrastructural collapse, and underdevelopment (these include: road, health, education, transport infrastructure, etc.). Since independence, all that has passed for public policy has been misery, hunger, marginalization, exploitation, dominance, and deliberate impoverishment. [30] The multiplier effect is the increasing number of separatist agitations among various groups, earning the country the label of failed state. Nigeria has scarcely ever been so successful in any endeavor that its example should serve as a lesson to other countries on the continent or around the world, owing to poor governance.

As previously stated, in a democratic setting, the leadership/followership synergy is a critical component of the social compact. As a result, there is a link between critical citizenship and active followership in order to create democratic balance and benefits. To put it another way, critical and active followership and a country's progress have a mutually reinforcing relationship. Unfortunately, as the Nigerian example indicates, this link between leadership and followership has been lacking in Africa. Whereas successive leaderships have failed to deliver effective

leadership, the followership has grown increasingly disengaged from the political and governance processes. As a result, the detachment of followership from leadership, as well as, to a significant degree, the governing process, has remained the bane of the country's change. [31] While it is true that bad leadership contributes to the problem, leadership can and does work when followers or citizens hold leaders accountable for their acts and inactions. For example, in Nigeria, it is followership (traditional, religious, and community, among others) that encourage public officials to steal; it is followers who snatch ballot boxes from politicians during elections; it is civil servants who engage in fraudulent and corrupt bureaucratic bottlenecks; and it is student union leaders and labor leaders who bestow awards on corrupt and under serving officials. We could go on and on about this. The truth is that the only way to solve Nigeria's leadership crisis is through followership. [32] As Rick Ungar rightly observed, citizens should hardly “expect strong leadership without good followership.” Invariably, followership capital is a needed resource for political transformation, good governance and development.

CONCLUSION

Nigeria is today on the verge of falling off the cliff as a result of separatist movement. These protests stem from the nature and character of the Nigerian state's foundation, which has resulted in structural discord. In the last fifty-eight years, this imbalance has elongated the nation's fault lines. The creation of a weak, clannish, provincial, self-centered, corrupt, and visionless leadership, which has severely impoverished the people, is one of the primary contradictions that has resulted from this. It is sufficient to acknowledge that the core causes of these issues are political. All of the economic challenges that the modern Nigerian state faces arise from the way political power has been, and continues to be, monopolized by a small and greedy elite.

Individuals and groups in Nigeria have gotten so disillusioned with the government that they have resorted to using weapons to negotiate space. This is due to the fact that the country has been and continues to be dominated by a small elite who have arranged society for their own personal gain at the expense of the great majority of the population. Political power has been concentrated to such a degree that it has been exploited to generate enormous wealth for those who have it. While economic institutions are important in deciding whether a country is impoverished or successful, politics and political institutions decide which economic institutions a country will have. Nigerian politics, governance, and political institutions are so clannish, biased, and myopic that they have failed to build robust economic institutions that will drive or accelerate growth. Who will come to our aid? The followership must rise to the challenge and create a society in which political rights are more widely distributed; where merit governs human affairs and career opportunities are open to talents; a society in which the government can be held accountable and must be responsive to citizens; and a society in which the vast majority of people can take full and maximum advantage of economic opportunities. This will not be easy; the followership will have to battle for, and gain additional political rights, which they will then utilize to increase their economic chances.

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RISK FACTORS CAUSED BY CONGENITAL DISORDERS IN CHILDREN

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ABSTRACT

Although some birth defects can be controlled and treated, approximately 3,2 million of these children are lifelong disabled. In addition, birth defects are a leading cause of infant mortality. But where do these shortcomings come from? While some congenital defects are inherited, others are the result of harmful environmental factors known as dermatogens, while others are the result of complex interactions of genetic and environmental influences. But in about half of cases of birth defects, the causes are unknown. Despite the progress made in further deepening the reform of the health care system in our country, strengthening and protecting the health of children, congenital anomalies (developmental defects) play a leading role in the structure of their morbidity, disability and mortality. Among them, 7 500 are said to be infants under one year of age. 60,5% of infant deaths were due to perinatal cases, 16,8% to respiratory defects, 11,7% to congenital anomalies and 11% to other diseases.

KEYWORDS: *Congenital Anomalies, Congenital Malformation, Congenital Heart Defects, Perinatal Causes*

INTRODUCTION

Globally, congenital anomalies prevalent among the population are an important medical and social problem. They have doubled in the last decade of the twentieth century and have played a significant role in the pathology and mortality of infancy, perinatal and childhood. Today, 1,800 out of 10,000 children worldwide are born with congenital anomalies. [1,2]

The emergence of developmental anomalies has been of interest to scientists for several years. However, the etiology and pathogenesis of this complex problem are still insufficiently studied. With this in mind, the appearance of defects in the fetus can be either due to a mutation, or due to the teratogenic effect of some factor, or a combination of the two. [3,4]

The causes of birth defects in humans can be thought of as follows: endogenous causes:

1. Hereditary changes
2. endocrine diseases
3. "Maturation" of germ cells

4. The age of the parents

Exogenous causes:

1. Physical factors:

- a) radiation
- b) mechanical effects

2. Chemical factors:

- a) drugs
- b) chemicals used in industry and household
- c) hypoxia
- d) poor quality food

3. Biological factors:

- a) viruses
- b) mycoplasmas
- c) protozoal infections

In addition, it is necessary to recognize some pathological conditions in the mother's body, the negative impact on fetal development. Among these reasons is Saveleva G. According to M et al, the most common are satellite insufficiency. [5,6]

One of the main factors of perinatal pathology in Uzbekistan is the presence of anemia in pregnant women.

Endogen causes: The most important of these factors, and the worst in terms of consequences, is a mutation in heredity. According to some scientists, almost all developmental defects in humans are the result of mutations. Mutations can occur at three levels: gene, chromosome, and genome.

The importance of the fact that most hereditary-related birth defects are caused by mutations in genes can be clearly seen in pregnancies that end in abortion. In humans, mutations occur as a result of simple physiological processes (natural mutagenesis) or as a result of additional effects on hereditary structures (physical, chemical, biological) (induced mutagenesis). The most dangerous of the physical mutagens now is ionizing radiation. From a large number of chemical mutagens to insecticides, fungicides and herbicides widely used in agriculture, important in clinical teratology, in industry of which formaldehyde, acrolein, epoxides, benzene, arsenic, aromatic hydrocarbons used in the food industry, and 26 others can be shown, these substances can have mutagenic effects from the germ cell to the developing fetus. [7,8]

Numerous observations show that the chromosomes of somatic cells are damaged by viruses of diseases such as epidemic hepatitis, influenza, measles, chickenpox, typhoid. Another endogenous factor is hormonal changes and metabolic defects that occur in pregnant women, which often result in involuntary abortion of the fetus. Sometimes, the morphological and functional differentiation of fetal organs is disrupted, and such babies die within a very short time after birth. It has been proven for endocrine diseases such as diabetes, endemic cretinism, and pathological conditions such as phenylketonuria, galactosemia, and histidinemia. Among

them, the most important in the clinic are fetal injuries of women with insulin-dependent diabetes mellitus and phenylketonuria. Examples include diabetic embryopathy and diabetic phenopathies. Babies born with phenopathy are more prone to overweight. It is observed in infants' chest, increased subcutaneous fat layer, fatty dystrophy of the liver, hyperplasia of the pancreatic islets, decreased glycogen accumulation in the myocardial muscles, liver, microangiopathies. [9,10]

In diabetic embryopathies, defects occur in the musculoskeletal, cardiovascular, and central nervous systems. The mechanism of occurrence of these defects is associated with hypoglycemia, hypoxia, vascular disorders, and finally changes in fat and amino acid metabolism. [11,12]

The health of the new generation is related to the health of mothers. The reproductive function of an organism is governed by general biological laws. Periods of development, puberty, and extinction are, of course, reflected in the new generation, in other words, it has been proven many times that parents who have not yet reached the age of puberty are beginning to experience various defects in the generations. Children born to young mothers are more likely to have defects of the limbs and respiratory system, while children born to mothers over the age of 35 are more likely to have defects, especially central nervous system disorders. As parents age (especially mothers), the number of children born with chromosomal disorders increases. The increase in birth defects in children of older parents is due to some factors. [13,14]

Exogen factors: Opinions about the teratogenic effects of X-rays and the effects of other ionizing rays on fetal development vary. It is difficult to make a comprehensive analysis of this issue, of course. It should be noted that the teratogenic properties of ionizing radiation depend on the stages of fetal development, its dose, the intensity of the type of light, as well as the individual sensitivity of the organism. It is known that the nervous system is most sensitive to the damaging effects of rays. Direct exposure of the fetus to ionizing light can lead to defects in the fetus as a result of metabolic disorders in the pregnant woman, disruption of enzymatic processes, changes in the permeability of cell membranes. Therefore, as mentioned above, the central nervous system and other related (microcephaly, hydrocephalus) defects occur. When it comes to the effects of chemical factors, all scientists agree that any new chemical, even medication, should not be administered as much as possible during the first trimester of pregnancy (until a clinical trial). When evaluating the teratogenicity of chemical factors, of course, it is necessary to take into account the developmental stage of the embryo, genetically sealed susceptibility, the state of the mother organism, the chemical structure of the substance, its ability to pass through the placenta, metabolism. [15,16]

The nature of the transit of chemicals depends on the mass of their molecules, the solubility in lipids, the properties of their binding to serum proteins. It turns out that chemical compounds with a molecular mass greater than 1,000 cannot pass through an undamaged satellite. Thus, these substances do not have teratogenic properties under normal conditions because the chemical acts directly on the embryonic cells. As for the lack of satellite permeability, it is relative, and as a result of an increase in the concentration of a substance or drug in the mother's blood, the substance can pass from this natural barrier to the fetus. It is important how the substance or drug is delivered to the body, in other words, whether in small doses, or repeatedly, or in large quantities over a short period of time. Chronic consumption of some drugs stimulates the formation of enzymes involved in their metabolism, as a result of which these drugs are

eliminated from the body and have no teratogenic effect. It is also important how substances enter the body. For example, oral administration of drugs results in their rapid breakdown and inactivation. Drugs of the tranquilizer group that have teratogenic effects for human embryos include thalidomide and diazepam. [17,19]

Babies born to pregnant women who have taken thalidomide develop a variety of defects in the limbs, gastrointestinal and nervous systems. Drugs that prevent seizures also have teratogenic properties, leading to folic acid deficiency in the fetus. [19,20]

Typical symptoms for embryopathies associated with taking anticonvulsants include microcephaly, palate, nose, ears, upper lip, and other defects. Later, psychomotor developmental delay and mental retardation are observed in such infants. [21,22]

As a result of taking anticoagulant drugs in the early stages of pregnancy, hypoplasia of the nose, damage to the optic nerve and developmental delay are observed in the developing fetus. [23,24]

According to some data, treatment of pregnant women with penicillin can lead to the birth of a child with elastosis (skin damage). Thus, some drugs can have both teratogenic and mutagenic effects. [25,26]

Among the substances that adversely affect fetal development, alcohol is of practical importance. There is a lot of information in the medical literature about alcoholic embryopathies. These congenital defects are characterized by hypoplasia, slowing of physical and mental development after birth, and various other defects. The most serious changes are mainly manifested in the development of the brain. [27,28]

L.O. Badalyan and E.M. Mastukova accurately described the features of the development of fetal alcohol syndrome. Speech development of such newborns slows down, there is a lack of thinking. In addition, various psychosomatic disorders can occur. The development of this syndrome is associated with a decrease in folic acid in the embryonic and fetal tissues. This is due to the long-term circulation of ethanol in the blood of partially decomposed products, in particular, acetaldehyde. In addition, it should be noted that the activity of fetal alcohol-degrading alcohol dehydrogenase is 10%. [29,30]

Gasoline, benzene, formaldehyde, lead, mercury particles, and many other chemicals that are widely used in industry and agriculture can have embryotoxic effects or cause birth defects.

CONCLUSION

Improving the efficiency, quality and popularity of health care, as well as the formation of a system of medical standardization, the introduction of high-tech methods of diagnosis and treatment, the promotion of healthy lifestyles and disease prevention through the creation of effective models of patronage and dispensary case, approached with special responsibility.

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INTERNATIONALISMS AND ASSIMILATED WORDS OR NEOLOGISMS IN THE UZBEK LANGUAGE

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ABSTRACT

The article deals with the phenomena of internationalisms and assimilated words in the Uzbek language. The author of the article classifies the assimilated words in the Uzbek language according to their sources. More over the researcher gives distribution of assimilated neologisms in the Uzbek language in three groups.

KEYWORDS: *International Words, Assimilation, Old Turkic Language, Neologisms, Derivational Word, Onomatopoeia, Metaphorical Meaning*

INTRODUCTION

Assimilation of lexical units can occur in spoken and written speech. In the event of borrowing by spoken interaction, the words are completely assimilated in language. The borrowings which came by writing, mostly save their own phonetic, spelling and grammatical particularities. [1] L.P. Krysin considered that borrowing in language be reproduced phonetic and morphological facility of one language of the morphemes, words or word-combinations of the other language. [2]

Literature review and methodology

The most linguists began studying the reason of foreign borrowings in the beginning of the XX century. They consider that the main reason for borrowing is naming things and notions. Also they highlighted four main reasons of appearing lexical borrowings in the world languages. They are connected with: borrowing of new things or notions with duplicating already existing words in the language for using. It has 3 components play an important role in the formation of the Uzbek lexicon. These are:

1. All words are derived from the oldest Turkic language and play an important role in the development of the lexicon of the Uzbek language, in addition, everyday words and phrases are reflected in the above elements.
 2. Assimilated words, such words come from other languages, such as: Arabic, Persian-Tajik, Russian, German, French, Spanish, English and others. The interesting thing about this word is that they are mainly formed from a combination of classical languages (Arabic, Turkish, Persian-Tajik).
 3. Assimilated neologisms, words of this type are formed by adding suffixes, prefixes and suffixes to words that exist in the language.
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In addition to the 3 components mentioned above, secondary elements also contribute to the development of vocabulary. These are:

- Onomatopoeia, the formation of one word from one word to another
- Abbreviated words, abbreviated names are expressed only in capital letters.
- The entry of foreign words into our language and their use leads to the emergence of certain new words in our language, and this type of group of words is called assimilation words.
- At the heart of assimilated words are words, that is, the formation of assimilated words enters our language in its own form and meaning without any changes. For example bar, movie, leader.

Many people are familiar with the words without any changes or additions: bar, film, leader, because such words act as words in the Uzbek language, and some people on the contrary, they do not know the words that have been added or changed. For example, how many speakers know that some words come from English or French? Some adjectives are expressed in their original form or in the form corresponding to them: for example, French bojole, vest, coat, English punch and ponce, roast beef and rosbif (or rosbiffe). we can say.

DISCUSSION

Most of the borrowed words are translated words. There are two main types of such words: They are semantically translated words. We can see in the meaning and form of the word that comes from a foreign language that it corresponds to the Uzbek language and is used. For example, confort (home services) is represented in English as comforts. Or the word "authoritarian" in Uzbek a few years ago means "rendere autorevole", meaning "independent work". [3]

A group of words translated from a foreign language into Uzbek by the direct translation kalka method: sky-scraper in English; klassen kampf in German.

Assimilation is an important process that demonstrates the connection between words. The relationship between assimilation neologisms and bilingualism can be seen in the use of bilingualism by speakers depending on the situation and place. The origin of borrowed words is also evident in the influence of the vernacular or other languages, as well as in the mutual appreciation of the two languages. This is the case in German and Romance.

We can distinguish words by importance and richness. First, when the word is accompanied by a referent (ie object and idea, thought), for example, the word patata gaytan is introduced into Italian through Spanish or the word caffe is Turkish. words such as tram, transistor, juke-box came from English. [4]

The rich stylistic and social status of the acquired words plays an important role. It serves to remember the society, culture, living conditions: the richness of the acquired words is reflected in the words leader, flirt, baby-sitter, week-end. English words and phrases are sometimes convenient because of their brevity: in the language of journalism, they explain the words that occur in the field, for example, boom, show Italian equivalents are show (type of theater, a few different bo The Italian equivalent sit-in, consisting of gins, is to gather an audience in a particular place).

Assimilated words enter the language through written and oral forms. The word tunnel came through the written language. If the word tunnel came from the spoken language, it would be pronounced as tanel, just like in English. Budget, on the other hand, is pronounced badjet

because it comes from the verbal language. There are some English words that are pronounced differently in Uzbekistan, for example: English pronunciation Uzbek pronunciation flirt | flə: t | | flert | | flert | flirt Similar to English pronunciation Uzbek pronunciation. [5]

The following types of pronunciation come from a variety of factors, but a good command of a foreign language is also important. It should be noted that some words that have entered the Uzbek language have not been changed, including flirt, leader and others. Uzbek phonetics and Englishmanship are well established among Uzbek speakers, as in the bar, film, sports, flirtation, and others discussed above.

It should be noted that the English words in the Uzbek language are pronounced in the Uzbek language, the same situation is observed in the Italian words, for example,

We need to be able to correctly distinguish between the neologism of real assimilation and the meaning and metaphorical meaning of a word that comes from a foreign language. For example, some Middle Eastern scholars were able to remember words well, but could not pronounce them, so they used figurative meanings of words.

What are the neologisms of assimilation? Includes nouns, verbs, and adjectives. Assimilated verbs and adjectives combine in a narrow linguistic sense and also create a bilingual environment. It should also be noted that assimilated words are also called elements of morphology.

Modern linguistics emphasizes assimilation neologisms (the Greek word "neos" is new and the word "logos") as the main characters in the evolution of linguistics. The new word means the enrichment of the vocabulary. All the processes in the formation of a new word are called neology.

Assimilation neologisms are rapidly formed and developed in areas where news and information spread rapidly. As mentioned above, assimilation neologisms are also formed from existing words in the language, abbreviations, acronyms, and by changing the sounds of a word.

The appearance and disappearance of assimilated neologisms in the language is reflected in its adoption in the language or in dictionaries. If assimilated neologisms are accepted and used by citizens of the society, these assimilated neologisms are also accepted in linguistics and lexicography. The emergence of assimilation neologisms plays an important role in the development and transformation of language. The following types of neologisms are observed in the language:

Variable is a neologism with a new meaning, used in a narrow sense only by representatives of culture. Widespread – assimilation neologisms used by society, but not yet linguistically accepted. Stable, stable – all recognizable, used and continuous neologisms. There are the following types of neologisms:

Scientific – a group of words created to classify a new term or rule created in science.

Technological – a set of words that came into use with the advent of new techniques and technologies.

Political – a term widely used to describe new terms and commands introduced into politics and economics.

Widespread, popular – spread through the media.

Arabic names of plants and vegetables, including: orange, eggplant, spinach, sugar, artichoke, cotton; The group of words related to trade: shop (shop, warehouse), tara (discount), tariff (cost), maritime words: arsenal (arsenal).

The Arabs, who preserved the culture of the Greeks, Indians and Persians, reached the pinnacle of science and culture. The Arabs gave rise to a number of arabisms, including the following words in mathematics: algebra algorithm, zero (number), zero (zero); astronomical: almanac, calendar, apogee, zenith; industrial and technical words: alchemy, elixir, cannabis (fuel oil), talc, alkali (alkaline salt), chess: alfier (elephant). Some Arabs have a long history, such as the flask, the alchemists. In many cases, the process of assimilation of the above words can be seen in the semantic change of words. Over time, a number of other Arabisms entered the Uzbek language, such as bowl, red, madrasa.

Assimilated neologisms are synonymous words. A new word is a word or phrase that clearly expresses a specific concept or special thing related to any field (science, technology, art, etc.). The requirement for neologisms is that they must be unambiguous. In the lexical complex of the language, they form a separate weighty layer. Such words are the only layer that can be created, regulated and changed by society. Therefore, special attention is paid to the development of neologisms in almost all languages. Working groups and committees consisting of linguists and experts in the field are formed to prepare or standardize neologisms.

Result

The purpose of terminological work on all sciences and techniques is to carry out the process of exchanging information with each other, not only by specialists in those fields, but also by anyone who works with terms in general. This process is accelerated by dictionaries. The fact is that each term, which has its own "confirmation" in the dictionary, goes directly to the written textbooks, manuals, research papers, the press, as well as fiction. Therefore, any term requires a clear and accurate expression of this or that concept, which must be created in accordance with the rules of the Uzbek language. Most of the terms published in textbooks and manuals on economics, popular science works, dictionaries clearly express concepts on the basis of the internal laws of the Uzbek language, which is the current state of the educational process. it can be seen that it helps to be at the level of requirements.

Nowadays, the term is used in the same sense as the term. The term is derived from the Latin word (terminus – limit, limit), which means a word or phrase that represents a concept related to a particular area of knowledge or activity. The term passes into the vernacular through a certain terminological system, so the term and common words are complementary lexical units.

The nature of the system is characterized by a tendency to ambiguity in its terminological field, non-expression of feelings, methodological neutrality. The general and specific aspects of the term are not sufficiently explained. Words that are widely used in everyday life are also terms in various fields.

Thus, assimilation neologisms are linguistic units used in the same sense among certain groups of people, representing the concepts belonging to different strata of socio-political, cultural life.

CONCLUSION

To know the concept and translation of the neologism, it is necessary to know its morphological structure, lexical features that distinguish it from common words, the main types of terms and

methods of their use. This, in turn, makes it easier to fully understand the concept expressed by the term, to find the meaning of a new word in the dictionary.

The new word should be clear and concise. The concept of precision of a new word means the general meaning of its spiritual components.

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CHEMICAL COMPOSITION AND MEDICINAL PROPERTIES OF WATERMELON

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ABSTRACT

In the article given information on the chemical composition and healing properties of watermelon. Here are the rules of daily consumption of watermelon and how much of it can replenish the body.

KEYWORDS: *Watermelon, Lipid, Protein, Carbohydrates, Water, Potassium, Magnesium.*

INTRODUCTION

Watermelon (Citrullus) - a family of annual and perennial herbaceous plants belong to the family of squash, melon. Homeland - Africa (Egypt). It has been cultivated in India for 3,000 years. Widespread in India, America, Europe, China, Turkey, Iran, Japan and Australia. In Central Asia, watermelon is the second largest melon crop in the world after melons. Cultivated watermelon food (S. aedulis Pand.), Simple (S. colocynthoides Pand.) Types, the fruit of wild watermelon is known 4 types of bitter.

Watermelon's peel is thick (1.5 cm), medium (1.1.5 cm), thin, hard. The flesh of the red fruit is soft, waterly, juicy, sandy, and sometimes fibrous. The color of the flesh is red, some varieties are raspberry. Seeds, white, yellow, black, red, gray. 1000 seeds weigh 40-120 g. The fruit contains 8.0-13.5% dry matter, 5.8-11% sugar (fructose; 3.2-5% dry matter in watermelon, 1.2-3% sugar, 0.09 nutrients per 1 kg), More than 90% water, various vitamins (B1, B2, PP) and mineral salts, the seeds contain 25-30% fat, phytine acid. Watermelon is a heat-loving, light-loving plant, drought-resistant, the seeds begin to germinate at a soil temperature of 14–16 ° (favorable conditions 20 °). It germinates in 5-6 days after planting. There are early, middle and late varieties of watermelon. Early maturing varieties ripen in 80-90 days, medium ripening varieties in 90-100 days and late ripening varieties in 110-120 days [1,2,3].

Watermelon is a favorite summer dish for adults and children. However, not only the flesh part of watermelon, but also the peel and seeds can be eat.

In China, watermelon seeds are consumed as much as sunflower or pumpkin seeds. And not in vain, because they have anthelmintic effect, help to improve the vascular system, strengthen heart function. A quarter of watermelon seeds are oily and are used in food in some countries.

Literature review and methodology. Watermelons significantly improve the digestive process. Watermelon fruit fiber is an excellent stimulator of beneficial intestinal microflora. Watermelon is an alkaline product, it neutralizes the negative effects of egg, meat, bread, fish acids. Watermelon is rich in folic acid, which is necessary for the normal functioning of everyone, as it is involved in hematopoiesis, as well as the synthesis of amino acids. Folic acid is a stimulator of fat metabolism, has a pronounced sclerotic effect. The effect of folic acid is significantly enhanced by vitamins C, P, choline.

Watermelon reduces the negative effects of drug treatment, as well as anesthesia, it is useful to consume it after surgery and after a long illness [3,4,5].

TABLE 1. CHEMICAL COMPOSITION OF WATERMELON

Nuyurient	Amount in 100 g of fruit	Daily need	% Of need per 100 g	% Of the need in 100 kcal	G of 100 kcal norm
Calories	27 kcal	1684 kcal	1.6%	5.9%	6237 g
Proteins	0.7 g	76 g	0.9%	3.3%	10857 g
Fats	0.1 g	56 g	0.2%	0.7%	56000 g
Carbohydrates	5.8 g	219 g	2.6%	9.6%	3776 g
Dietary fiber	0.4 g	20 g	2%	7.4%	5000 g
Water	92.6 g	2273 g	4.1%	15.2%	2455 g
Omega-3 fatty acids	0.019 g	0.9-3.7g	2.1%	7.8%	
Omega-6 fatty acids	0.05 g	4.7-16.8 g	1.1%	4.1%	

TABLE 2.VITAMINS

<i>Nuyurient</i>	<i>Amount in 100 g of fruit</i>	<i>Daily need</i>	<i>% Of need per 100 g</i>
<i>Vitamin A</i>	17 mcg	900 mcg	1.9%
<i>Beta carotene</i>	0.1 mg	5 mg	2%
<i>Vitamin B1, thiamine</i>	0.04 mg	1.5 mg	2.7%
<i>Vitamin B2, riboflavin</i>	0.06 mg	1.8 mg	3.3%
<i>Vitamin B4, choline</i>	4.1 mg	500 mg	0.8%
<i>Vitamin B5</i>	0.221 mg	5 mg	4.4%
<i>Vitamin B6, pyridoxine</i>	0.09 mg	2 mg	4.5%
<i>Vitamin B9, folates</i>	8 mcg	400 mcg	2%
<i>Vitamin C, ascorbic acid</i>	7 mg	90 mg	7.8%
<i>Vitamin E, alpha tocopherol</i>	0.1 mg	15 mg	0.7%
<i>Vitamin K, phylloxinone</i>	0.1 mcg	120 mcg	0.1%
<i>Vitamin PP</i>	0.3 mg	20 mg	1.5%

Depending on the solvent of vitamins are divided into two:

1. Water-soluble vitamins- All B vitamins, PP and C vitamins.

2. Fat-soluble vitamins - A, E, K, D and beta-carotene.

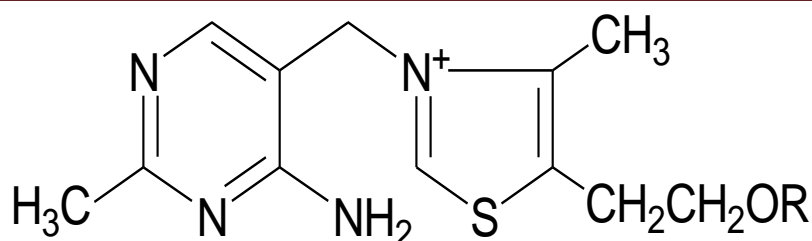
DISCUSSION

Vitamin A, (Retinol) - Retinol (vitamin A) is common in nature. Occurs in plant tissues in the form of provitamin A (carotenoid pigments that are converted to retinol in the body). Participates in the formation of visual pigments, ensures the normal growth of the organism, the adaptation of the eye to different levels of light. When there is a lack of retinol in the body, the skin becomes dry and white, itchy, itchy, small rashes appear, purulent diseases of the skin develop, hair becomes dry, dull, begins to fall out, nails become brittle. Not being able to look at the light, shabkoryaik mainly causes vitamin A deficiency. Provitamin A (carotene) is abundant in plants, especially in their green leaves, vitamin A in animal and fish liver, fish oil.

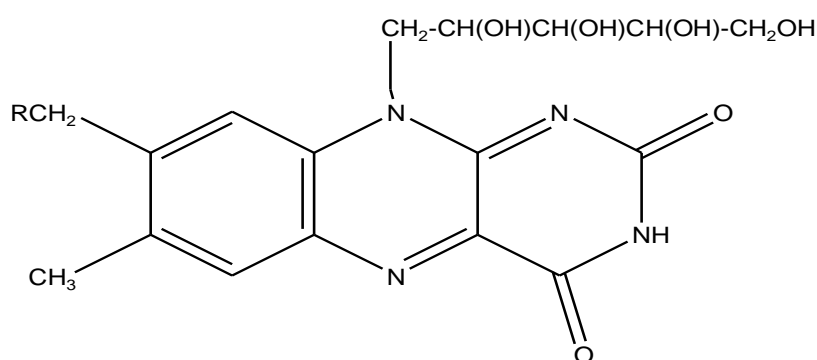
Vitamin E has antioxidant properties, is a universal stabilizer of cell membranes for the functioning of the gonads, heart muscle. Hemolysis of erythrocytes and nerve diseases are observed with vitamin E deficiency.

Vitamin B₁ (Thiamine), (former name - aneurine) - an organic heterocyclic compound, a water-soluble vitamin. A colorless crystalline substance that is easily soluble in water and insoluble in alcohol (it also contains a fat-soluble analogue of vitamin B₁ (thiamine) - benfotiamine). In an acidic environment, aqueous solutions of thiamine can withstand heating to high temperatures without reducing biological activity. In a neutral and especially alkaline environment, vitamin B₁, by contrast, is rapidly destroyed by heating. B₁ deficiency is characterized by the development of weakness, weight loss, muscle atrophy, neuritis, mental illness, disorders of the digestive and cardiovascular systems, paresis and paralysis. The main amount of thiamine is obtained from plant nutrients. The amount of thiamine is more common in wholemeal bread, wheat bread, soy, beans, peas and spinach.

Occurs in small quantities in potatoes, carrots, cabbage.



Vitamin B₂ - (riboflavin) Vitamin B₂ deficiency causes metabolism and all kinds of changes in the skin. Acute riboflavin deficiency is associated with impaired iron metabolism, anemia, and mental illness. The best sources of vitamin B₂ are liver, yeast, almonds, eggs, kale, cheese, spinach, rye bread, broccoli, dried apricots and plums, herring, avocados, pork, beans, turkey, nuts, seeds.

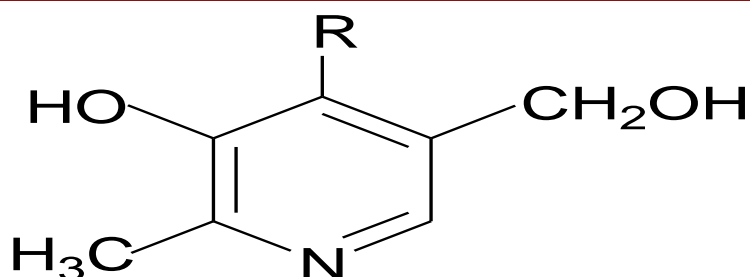


Vitamin B₅ (pantoic acid) is a water-soluble vitamin common in food products. Its main sources for humans are liver, kidneys, egg yolk and bran bread. In addition, it is produced in large quantities by the intestinal flora.

Vitamin B₆ or adermin - (pyridoxine, pyridoxal, pyridoxamine) is present in many foods. They are especially rich in whole grains, nuts and hazelnuts, spinach, potatoes and sweet potatoes, carrots, cauliflower and white cabbage, tomatoes, strawberries, cherries, oranges and lemons, avocados, meat and dairy products, fish, eggs, grains less.

Symptoms of B₆ deficiency in humans include microcytic anemia, dermatitis, including cheilitis (seizures in the corners of the mouth), seborrhea and glossitis (swelling of the tongue), depression, lethargy, confusion, and weakened immunity; children also have nervousness, increased hearing, convulsions.

The vitamin B₆ test is a blood test for pyridoxal phosphate with liquid chromatography.



Vitamin B₉ (Folic Acid) - Animals and humans get folic acid through food or through the synthesis of intestinal microflora. Folic acid is found in large amounts in leafy green vegetables, some citrus fruits, legumes, wholemeal bread, yeast, liver and honey. In many countries, legislation enriches flour manufacturers to enrich grains with folic acid. Some folates are destroyed during cooking.

Folate deficiency can cause megaloblastic anemia in adults, and folic acid intake during pregnancy reduces the risk of developing fetal neural tube defects.

Vitamin C (ascorbic acid) - A powerful antioxidant, prevents the fragility of small and medium-sized blood vessels, participates in redox reactions, the functioning of the immune system, promotes the absorption of iron;

Vitamin C is a major water-soluble antioxidant in blood and tissue cells. Vitamin C deficiency impairs the development and function of skin, gums, teeth, bones, normal wound healing, impairs the body's resistance to viruses, reduces the synthesis of steroid hormones, disrupts the synthesis of bile acids from cholesterol and regulates blood cholesterol levels. Vitamin C is mostly found in fruits and vegetables, kiwi fruit, rose hip, peppers, black currants, strawberries, red currants, cabbage, broccoli, raspberries, tomatoes, cauliflower.

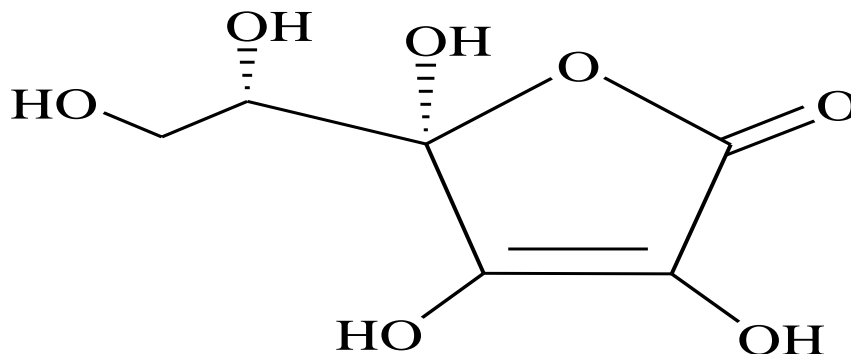


TABLE 3.MACRO- AND MICROELEMENTS

Nuyurient	Amount in 100 g of fruit	Daily need	% Of need per 100 g
Potassium, K	110 mg	2500 mg	4.4%
Calcium, Ca	14 mg	1000 mg	1.4%
Silicon, Si	12 mg	30 mg	40%
Magnesium, Mg	12 mg	400 mg	3%
Sodium, Na	16 mg	1300 mg	1.2%
Oltingugurt, S	6.1 mg	1000 mg	0.6%
Phosphorus, P	7 mg	800 mg	0.9%
Chlorine, Cl	24.7 mg	2300 mg	1.1%
Iron, Fe	1 mg	18 mg	5.6%
Iodine, I	0.02 mcg	150 mcg	
Cobalt, Co	2 mcg	10 mcg	20%
Marganes, Mn	0.038 mg	2 mg	1.9%
Mis, Cu	42 mcg	1000 mcg	4.2%
Molybdenum, Mo.	1.8 mcg	70 mcg	2.6%
Selen, Se	0.4 mcg	55 mcg	0.7%
Ftor, F	1.5 mcg	4000 mcg	
Chrome, Cr	0.23 mcg	50 mcg	0.5%
Zinc, Zn	0.1 mg	12 mg	0.8%

- Phosphorus- 100 g of pumpkin seeds contain more than some fish species
- Magnesium is a part of DNA, protein and bone structure; regulates the work of muscles and nerve fibers; stabilizes blood pressure; normalizes blood sugar
- Manganese - is involved in skeletal growth and development; Participates in hematopoiesis, supports reproductive functions, regulates lipid and carbohydrate metabolism
- Potassium is involved in muscle function; regulates the volume of fluid in the body, the balance of minerals; maintains blood pressure.
- Normalizes iron content, enriches it with oxygen
- Zinc- By the way, the World Health Organization recommends the use of pumpkin seeds as a good way to replenish zinc, which strengthens the immune system, is involved in the prevention and strengthening of prostatitis. bone tissue
- Calcium - an active participant in the coordination of intracellular processes; nerve conduction, muscle contraction, maintenance of cardiovascular function, bone formation and mineralization of teeth, blood clotting.
- Copper is necessary for the body to absorb iron, maintain blood pressure and participate in the metabolism of cholesterol and glucose.
- Selenium - strengthens the body's defenses or human immunity [4,6,7,8,9].

Decoction made from watermelon seeds and fresh watermelon peel has a very good diuretic effect. Watermelon peel is dried and used to prepare such decoctions in winter.

In diseases of the kidneys, heart and blood vessels, liver is used decoction of the flesh and skin of watermelon.

Result.

As mentioned above, watermelon seeds contain folic acid, which is found in other vegetables (potatoes, cauliflower, etc.), but all of them are cooked and folic acid is destroyed during heat treatment. This is important because it is involved in the regulation of hematopoiesis and many biochemical processes in the body. Therefore, watermelon is used for therapeutic purposes for anemia of various origins, diseases of the blood and blood-forming organs, and the consequences of radiation therapy.

Watermelon root and seeds are used for breast tumors. Watermelon sugar in cancer is a product rich in easily digestible fructose and glucose, macro- and micronutrients.

Watermelon sugar is made only from ripe sweet watermelons. The fruit mass is crushed, filtered through a sieve or strainer, filtered through a 2-layer gauze and put on fire. The foam formed during boiling is removed, the juice is filtered again and then put on a slow fire and evaporated, stirring constantly. When the volume of juice is reduced by 5–6 times, check the readiness of the syrup with a drop. Watermelon sugar is stored in jars, tied with a clean cloth or covered with a lid (not hermetically sealed). The inside of the fruit, and especially the watermelon juice, is an excellent means of relieving thirst, especially in the case of fever. In Chinese medicine, watermelon seeds are widely used as a health-promoting tool.

When the kidneys swell, chop the dried watermelon peel, pour 2 cups boiling water into 5 tablespoons of boiling water, close the lid and wait until cool. Drink 0.5 cups 4 times a day.

In the treatment of helminthiasis dry watermelon seeds in the oven, grind with a meat grinder, mix with milk in a ratio of 1:10. Drink 2-3 times a day. Drinking 2 glasses at a time between meals is a good benefit.

Grind fresh watermelon seeds 100 g (5 tablespoons) pour 1 liter of cold water, bring to a boil. Bring to a boil for 45 minutes, then stir during the boiling phase and bring to a boil. Drink 1 glass 3 times a day.

In the treatment of heart disease we squeeze watermelon juice, add 2 apple juice (approximately equal). Drink every day in the fall.

In the treatment of hemorrhoids it is better to put tampons with watermelon juice on the nodes. Stops bleeding well.

When kidney stones accumulate, watermelon peel is dried and used for winter treatment. Drinking a tincture made from it helps to dissolve kidney stones and prevents the development of the disease. If there are stones in the kidneys, the urinary tract and salts in the kidneys dissolve under the influence of the alkaline environment of the urine, an alkaline environment is formed when he consumes watermelon.

Watermelon peel can be used in the treatment and prevention of diabetes mellitus in the treatment and prevention of diabetes. It is very useful to drink a quarter of a glass of juice from a green watermelon peel 4 times a day. Watermelon has almost no sugar.

Watermelon peel can be used in kidney and gallbladder diseases in the treatment of kidney and gallbladder diseases. Patients are advised to drink tea from watermelon peel regularly. Cook the

dry mass of two tablespoons of bark with a glass of boiling water and leave for 30 minutes. Drink watermelon tea 20 minutes before each meal.

When the kidneys swell, chop the dried watermelon peel, pour 2 cups boiling water into 5 tablespoons boiling water, close the lid and wait until cool. Drink 0.5 cups 4 times a day.

In inflammation of the intestine is obtained strong tea from watermelon peel. Drinking one-third of a cup of this tea every 2 hours will alleviate the aggravation of diseases and inflammation of the intestine. Drink it every day until the symptoms of the disease disappear.

In a headache, a thick peel of watermelon is tied to the forehead. The pain goes back and doesn't bother me for long.

The benefits of watermelon peel in cervical osteochondrosis have a significant impact on those suffering from cervical osteochondrosis. To prepare the bath, you need to add to the water 200 grams of fresh watermelon juice, freshly ground peeled steamed with boiling water and baking soda at a temperature of 36.90C.

In the treatment of sore throat and tuberculosis, fresh watermelon peel is taken and the thick skin is cut. Grind them in a grinder, then squeeze the juice and use it to rinse the throat every hour.

In colitis - add watermelon peel (100 g) to boiling water (500 ml), boil it and drink 4–5 times a day.

We can make delicious sugar jam from watermelon peel. Jam made from watermelon peel is an excellent prophylactic tool against colds and urinary tract diseases [1,2,10].

Jam made from watermelon peel

1 kg of watermelon is taken from the peel and the peel is arched using a potato arch. The peeled skin is cut into cubes. To it add 1–1.5 kg of sugar. Top with 3 cups of water and a teaspoon of baking soda. Boil on low heat for 4 hours.

Dry the watermelon peel

To prepare for winter, the shells should be thoroughly washed, cleaned of green thin coating. It is dried for 12 hours in the range of 30-400. Dried shells can be stored in a cloth bag.

Watermelon peel in the form of dried, boiled and jam can be used in the treatment and prevention of diseases. Rich in vitamins and minerals, it boosts a person's immunity and prevents and treats diseases.

Antimicrobial and antifungal effect - Watermelon seed oil is a means of combating bacteria and fungi, especially *Escherichia coli*.

Antioxidant effect - Watermelon seed oil is a powerful antioxidant. Increases human immunity.

Anti-diabetic effect - watermelon seed oils affect the cells of the pancreas and prevent their disease. Therefore, they are important in the treatment of type 1 diabetes. They have the effect of lowering blood glucose levels and increasing insulin levels.

Effects of watermelon seeds on the treatment of gastrointestinal ulcers - Studies in rats have shown that an extract from these seeds is effective in the treatment of gastric ulcers compared to standard drugs.

In addition to its scientifically proven health benefits, watermelon seed oils have other benefits derived from their vitamins, minerals, and antioxidants.

- Hair Strengthening - Iron in the bones promotes rapid hair growth and magnesium and copper are responsible for its healthy appearance and rich color. Fatty acids moisturize hair, prevent dryness, breakage and split ends.
- Shiny skin - unsaturated fatty acids prevent dehydration and cracking of the skin and make the face a healthy and gray complexion.
- Antioxidants protect against wrinkles, aging spots and premature aging.
- Magnesium, potassium, and iron in the oil for the cardiovascular system are essential for the proper functioning of the heart and cardiovascular system, and arginine helps lower blood pressure levels.
- Positive effect on the nervous system - due to magnesium and B vitamins.

CONCLUSION

Watermelons and other melons and vegetables have the ability to accumulate chemicals (nitrate, etc.) used as fertilizers in fruits or root crops. After cutting such a watermelon, yellow, slightly compressed areas appear in the pulp in the range of 0.3 - 0.5 cm to 2x2 cm and more. Taking such a watermelon can cause nausea, vomiting, upset stomach and diarrhea, even in healthy people. It is more dangerous for young children and kidney patients. Severe dyspeptic disorders can occur in children, in some cases - convulsions and dehydration. In patients with kidney disease, renal colic and a sharp deterioration in health develop very rapidly.

In short, watermelon is rich in many vitamins and minerals, which enhances human immunity. Watermelon can be used in the prevention and treatment of many diseases [1,2,6,8,11].

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FUNCTIONING OF DERIVATIVES OF WORD-FORMATION CATEGORIES "SUBJECTIVE EVALUATION"

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ABSTRACT

The article examines the functioning of a derivative word with the meaning "quantity" in the text or microtext, which reflects different sides and aspects of the organization of the semantics of the derivative.

KEYWORDS: *Actualization Of Semes, Binary "Word-Formation" Agreement Of Names, Qualification Assessment, Quantitative Assessment, Quantifier, Quantitative Semes, Quantitative Shift, Indirect Motivation, Lexicalization, Lexical Meaning, Inter-Speech Category, Microcontext, Microtext.*

INTRODUCTION

The functioning of derivatives with the meaning of "subjective assessment", starting with the works of A.A. Potebnya, was considered many times, including E.A. Zemskoy, V.N. Vinogradova, V.V. Lopatin. Nevertheless, the pragmatic use of this inter-speech category in colloquial speech, periodicals, and fiction is so diverse that there is reason to consider some aspects of the functioning of "diminutive" and "augmentation" nouns, adjectives, adverbs, etc. First of all, it is necessary to note the effect of "expansion" of the word-formation category due to the connection of non-standard generating bases, for example: *Они работали по хозяйству на посылушках, и краску тёрли, и крыши красили (В.Гиляровский); Сегоднячко (TV show title); кукурлик-зверик (from the TV show).* [1]

In the last example, the need to give a name to a small toy of an indefinite type also causes the formation of an animal (in the "Word Formation Dictionary" *зверёк, зверок, зверюшка, зверушка* – т. I, 151), and the emergence of a derivative from a non-existent really producing basis.

Literature review and methodology

The word-formation category of subjective assessment is, as it were, projected in certain cases, for example, when communicating with young children, onto verbs, for example: *подрастунюшки, потягунюшки, роток говорюнюшки, руки хватунюшки, ноги ходунюшки; Потягуни-потягущечки от носочков до макушечки; Давай кушаньки-кушунюшки.*

Thus, to a certain extent, the derivational and grammatical contrast of names and verbs is overcome, since the formed form of clearly procedural semantics and in a predictive position resembles the nouns pluralia tantum.

Moreover, the number of deminutives from unimportant words is increasing: *спасибочки, спасибоще; Я ничегошеньки не знаю (PP); Обычная лестничная клетка, в подвал –*

нетушки, подвалы мне решительно перестали нравиться (И.Хмелевская); Я только-только пришла (РР); А кому в город ехать? Мне, чтоличко? (А.Алдан-Семёнов).

The pragmatic attitudes of such formations are extremely diverse: it is the expression of affection towards the interlocutor, and the expression of irony, and the expression of a categorical refusal, sometimes it is simply the realization of the desire for an expressive, non-standard form of expression. It is noteworthy that in order to fulfill, the implementation of these attitudes required the expansion of the word-formation category, which is already rich in the part of speech composition. Diminutives-nouns are often used with adjectives-quantifiers small, small, tiny, etc., and in some cases such combinations emphasize the real dimension, the separation from the class of homogeneous objects of the type "below the norm". [2]

More often, in this way, the dimension of inanimate objects or animals is emphasized, for example: Старичок с деревянной ногой вносит маленький самоварчик из красной меди (А.П.Чехов); С орнаментом, толстенное кольцо на левой руке выглядело как маленькая мембранка у глухонемых (И.Хмелевская); Птичка сама по себе махонькая, так с рябчонок, а ноги во-о какие, а нос во какой! (В.Гиляровский).

It is significant that in the last two examples, the scale of determining the size (and its assessment) is, as it were, established through other denotations, objects of other classes (толстенное кольцо, рябчонок, ноги, нос в сочетании со своеобразными местоимёнными квантификаторами). However, much more often, even in relation to inanimate objects, the designation of real dimension is combined with additional connotations (metaphors, personifications, etc.) that serve to create an artistic image, for example: Маленькая крытая платформочка, задавленная окружающим лесом и ежеминутно пугаемая гроыхающими поездами, робко прижималась к земле ... Сейчас поезд унесёт меня отсюда, и навеки исчезнет для меня эта низенькая и тёмная платформочка, и только в воспоминаниях увижу я милую девушку (Л.Андреев).

The importance of a small size is also emphasized by the diminutive низенькая, but not the size designation is the author's pragmatic attitude: in relation to the platform, definitions are used задавленная, пугаемая, that is, in essence, the state of mind of the hero is described. In relation to persons, combination with an adjective маленький can also mean short stature, for example, in a child: Маленький человечек благосклонно смотрел на вороного жеребца (И.А.Бунин). (A similar effect of "pure dimensionality" can be achieved by using a diminutive next to its producer, for example: Вся мебель – красного дерева с бронзой ... стол красного дерева с разными ящичками и ящичками (В.Гиляровский)). [3]

However, much more often quantitative assessment is combined with qualifying, negative or (less often) positive, for example: Этим благодетелем оказался маленький пузатый гимназистик (А.П.Чехов); Александр Иванович указал на маленького, сгорбленного старичка. (А.П.Чехов); В приёмную входит маленькая ..., как бы злым роком приплюснутая, старушонка (А.П.Чехов); Оля – маленькая, стройная, хорошенькая блондиночка лет девятнадцати (А.П.Чехов); Высокий и тощий Везувиев расписывался, а Черносвитский, маленький, рябенький человечек, дождался своей очереди (А.П.Чехов); Там за письменным столом сидела его жена Ольга Алексеевна, маленькая блондиночка, с папильотками в волосах (А.П.Чехов); Она – маленькое, хорошенькое созданыще с льняными кудрями и быстрыми, лукавыми глазками, сидела рядом с ним ... (А.П.Чехов).

In relation to inanimate objects, for example, premises, the use of the word маленький usually a sign "below normal" in all respects: *Цирюльня маленькая, узенькая, поганенькая (А.П. Чехов).*

In relation to a person, an indication of growth less than the norm can be supported by very peculiar textual quantifiers: *По опушке леса крадёт маленький сутуловатый мужичонок, ростом в полтора аршина, в огромнейших серо-коричневых сапогах ... (А.П. Чехов).*

In addition to the direct ironic indication of growth, its inconsistency with the norm is emphasized by the adjective сутуловатый (the impression of a visual decrease in height) and in contrast with the size of the shoes, as a result of which a general impression is created not only of small stature, but of a general insignificance, unsightly appearance of a person. Thus, quantitative and qualifying evaluative senses often interact and merge. In this case, the impression of insignificance is further enhanced by the choice of the deminutive мужичонок, compelling comparison with an immature creature (мужичок, мужичонка). The effect of the transition of a sign of growth to a certain quality can be openly motivated by the microcontext, for example: *Сам Петров был низенького роста, немного сутулый, так что его принимали за горбатого ... , и когда они забывали его фамилию, то называли его просто "горбатенький" (Л. Андреев). [4]*

DISCUSSION

B.B. Lopatin considers the adjective small to have lost its subjective-evaluative expression due to lexicalization [see. Lopatin 1987, 152], however, in our opinion, traces of this expression have survived (малый, невысокий), and in the above combinations, we can state the similarity of the expressive-semantic agreement identified by A.A. Potebnya (глупенькая головка, миленькая душечка, плохонький рассказец, слабенький ветерок, худенький старикашка). The same can be said about the adjective pretty, which is partially separated from the stem хорош- (except for the short norm – *Он хорош собой*) and correlated semantically with the adjective красивый. In our opinion, in combinations хорошенькая вдовушка, хорошенькое созданыице, хорошенькая брюнеточка (блондиночка) expressive-semantic agreement is also observed, since the author has the opportunity to choose an adjective (красивый, миловидный, привлекательный, прелестный).

V.V. Lopatin rightly asserts that "derivational" agreement "is manifested more diversely than the usual morphological agreement for adjectives. This is not always the agreement of an adjective with the noun that it syntactically defines ... In contrast to the regular, obligatory agreement. .. this agreement (in derivational forms) is optional ... So, the combination голубенькое платьице as much as possible голубое платьице and голубенькое платье ... ударчик слабенький, but also удар слабенький, and ударчик слабый ... – combinations expressing the same content and differing only in the degree of expression. In general, this is a characteristic feature of the pragmatic sphere of language - the possibility of choice for the speaker: to use or not to use this or that means "[Lopatin 1987, 149-150]. [5]

However, the material examined by us shows that such coordination is much more often carried out than not, although speakers or writers do indeed have a choice: to combine "non-diminished forms", two deminutives to attract other means of expression.

So, for A.P. Chekhov, the usual combinations are маленький попик; маленький, седенький попик; маленький, толстенький человечек; маленький, рыженький человечек; маленький

солдатик; маленькая кушеточка; маленькая повестушка; хорошенькая мордочка (about a woman); довольно-таки сквернёнькая струнка; наши пьянёнькие глазки; человечек в заячьей шубёнке.

Thus, there is not only a binary "word-formation" agreement of nouns and adjectives, but the building of whole consensual chains.

A characteristic feature of this author is the phenomenon of permeation of the entire micro-context by deminitive formations, for example: *Пришёл доктор, Иван Адольфович, маленький человечек, весь состоящий из очень большой лысины, глупых свиных глазок и круглого животика; Вокруг коричневой шеи старичка обвивалась хорошенькая ручка Гришиной невесты; Мы оглянулись и увидели маленького человечка с менторской улыбочкой на губах; Маленькое, хорошенькое личико собралась заплакать. Глазки, бедные голубые глазки, усиленно мигали и подёргивались влагой. Губки сжимались от злости и досады*. Such a "whipping up" of deminitives can be used with a twofold purpose: both to express the real dimension, and to express the attitude towards the described person. So, in the first of the above sentences, a caricatured small person is also indicated (against the background of a contrasting and hyperbolic description – *весь состоящий из большой лысины* ...), and negative psychological characteristics of the face (through a combination *глупые свиные глазки*). In the last of the above sentences, a purely expressive, positive, sympathetic, but not without a grain of irony, characteristic of the face prevails.

The same saturation of the text with deminitives, often along with other means of quantification, is characteristic of M. Zoshchenko, for example: *Жених – вообще такой престарелый господинчик ... А рядом с ним – невеста. Такая, представьте себе, молоденькая девочка ... Такой, буквально, птенчик, лет, может девятнадцати. Глазёнки у неё напуганные, голосок дрожит ...; Такая белобрысенькая. Но такая удивительно миленькая душечка. Тоненькая, как мечта поэтов*. It is the deminitives in combination with other quantifiers (*престарелый, буквально, такая, удивительно*) turn out to be both a means of conveying an expressive contrast in the age of the bride and groom in the first sentence, and a means of conveying an extreme degree of admiration for the heroine in the second, and this is not impeded by the formation of a deminitive *белобрысенькая* from the basis, which often expresses disapproval of appearance.

It should be emphasized that the choice of the mark of the assessment, even with the same or similar set of vocabulary, is completely situational, sometimes one word is enough for an assumed positive assessment to transform into a negative one, for example: *На её щёчках заиграли красные пятнышки, глазки надулись, и по кошачьему личику потекли слёзы* (А.П.Чехов). In this sentence, this word is the adjective *кошачий*, and comparing the human face with *мордочкой* animal reduces the characteristics of the appearance and character of a person. It is not uncommon to use one of the agreed deminitives in a figurative meaning, for example: *Теперь он червячком глядит, убогеньким, а прежде что было!* (А.П.Чехов); *Мой покойный папаша сильно угнетал одного маленького чиновника* (А.П.Чехов); *А я – молчок, потому что маленький, серенький* (А.П.Чехов); there is also a comparison of deminitives from completely different semantic fields, for example: *А вот волосики всё равно что ворох сена на скудной землице!* (И.Хмелевская). [6]

The shades expressed by combinations of deminitives are truly countless, for example, the following sentence expresses deep respect, despite the diminutive "form" of the denotation: –

Хлебушко чёрненький – труженику первое питание, – говорил Иван Филиппов (В.Гиляровский). However, in general, the evaluation "minus" in the use of deminutives prevails over the evaluation "plus", especially when formed from abstract nouns: маленькая идея, менторская улыбочка; хочется чего-то простенького, но с уваженьицем (periodically). Perhaps that is why the education and use of increasing formations (formally "negative" part of the assessment scale) is significantly inferior to the use of deminutives: negative assessment, and with a touch of irony, sarcasm, etc. can always be expressed through deminutives, for example: Соль оригинала заменялась салыцем, и пьеса готова (В.Гиляровский).

Perhaps, of course, a more innocent use of this word-formation category, however, again with an excess of the semantic potential inherent in the word-formation meaning, for example: Из старого одеяла, тряпок, парика и ночной рубахи мы изготовили куклу. Получилась просто куколка! (И.Хмелевская). If the previous sentence uses partial tones соль – салыце with the switching of figurative meanings (the essence is dirt), then in the second it seems that the productive and the derivative are compared. However, the derivative куколка does not symbolize a quantitative shift (we are talking about a doll of human height): thus, there is a kind of "transition of a small amount into quality". [7]

Deminutives can also become a kind of means of expressing self-irony, for example: Я сдерживала характереи и мурлыкала медовым голоском (И.Хмелевская). And here nouns-deminutives express a clearly negative assessment (in this case, self-esteem), and the verb semantically correlates with them мурлыкать and adjective медовый. An interesting phenomenon is the substantiation of adjectives -deminutives; in colloquial speech, it is common as an expression of a benevolent attitude or expression of affection in generally accepted communication formulas: новенький, новенькая, мой старшенький, младшенький. However, with occasional substantiation, the assessment is usually negative, for example: – А что с этим твоим ... бывшеньким? (И.Хмелевская); Пугливенький, получающий деньги за высокого парня, и пугливенький в "Мариотте" – прямо-таки разные люди (И.Хмелевская).

Deminutive adverbs can express a softened assessment of the action, in particular, this is very typical for the letters of A.P. Chekhov:

- Ваша рецензия меня немножко удивила;
- Вы немножко ошиблись;
- Медицина моя подвигается помаленьку;
- Практика наклёвывается помаленьку;
- Наверное, потихоньку ты стала уже пописывать повести и романы...

In the last example, the semantic agreement of the adverb is observed потихоньку and the verb softening mode of action пописывать.

However, the adverbs cited are quantifiers-deminutives; when forming deminutives from quality adverbs, an ironically negative assessment is more common, for example: Сразу после завтрака исчезла поспешенько (И.Хмелевская); Вскоре загребли братию вместе с товаром, а на другой день они благополученько цвели на свободе (И.Хмелевская); Поцеловав дочь ещё раз и сладенько улыбнувшись бомонду, он строго нахмурил брови и круто повернулся (А.П.Чехов). [8]

RESULT

In the last example, the effect of an ironically negative assessment is emphasized by the involvement of a deminutive adverb in the lexical contrast of the first part of the sentence, the adverbial turnover, with the second, main part: поцеловав, сладенько, улыбнувшись, бомонду / строго, нахмурил, круто. It is not excluded, of course, and the effect of a positive assessment, expressed through a qualitative adverb-deminutive, for example: *Ем и слышу, как лес шумит и пташка кричит ... и так сладко и тоненько, словно дитё (А.П.Чехов)*.

The evaluation sign, "plus" or "minus", is formed in the adverb, as in other cases, based on the semantics of the producing word, but the elements of the microtext, which is built with the help of the deminutive, play a much larger role. Means of grading assessment can be adverbs of the second degree of diminutiveness or a combination of a deminutive with adverbs of degree, for example: *Я малёхонько. Малёхонько я, Маша (М.Зощенко); Платье очень миленько на ней сидит (РР)*.

Deminutive instants usually tend to the sphere of negative assessment, for example: *Для меня дорогонько (дороговатенько) (РР); Зайдите месяца этак через два, через три ... долгонько (А.П.Чехов); Ой, тошнёнхонько! Зарезали меня, подлецы (М.Зощенко)*.

Nouns and adjectives of the "magnifying" part of the size-assessment scale can denote really size-quantitative relations, regardless of the assessment, or with a minimal evaluative connotation, for example: *Грудница, словно у слона (А.П.Чехов); Этакая бочища, пудов, может, на восемь. Вот такая бочища! (М.Зощенко); Такой большущий, толстый, розовый мальчуган! (А.Аверченко)*.

Usually in such cases the sign of the assessment is "plus", as if admiration for the dimension above the average norm; It is significant that in the last example there is agreement on the quantitative semantics of the adjective большущий and the noun мальчуган, and the noun is perceived as a magnifying one to мальчик only contextually. Semantically, the non-derivative adjective толстый agrees with them, and the element of positive assessment is explicated by the adjective розовый.

The combination of the name of the adjective большущий with a noun with an augmenting suffix can be purely evaluative, for example: *Из него со временем выработается большущий писателюше (А.П.Чехов)*.

It is natural that real dimensional relationships are characteristic of derivative words formed from specific subject nouns and designations of persons of specific, not characterizing semantics. Abstract nouns, designations of persons by profession, mental properties, etc. in "magnifying form" suggest other types of value relationships. The combination itself большущий + увеличительное существительное is very rare. Linguistic means of a different kind are used as quantifiers for magnification, for example: *Теснотища там неимоверная (периодика); Был конец августа, и по городу слонялись несметные толпища туристов (И.Хмелевская); Такая скупщица, что и выразить тебе не могу! (А.П.Чехов); Стеганул ливень, такой дождина, что и светофор не виден, сплошь мгла (В.Черняк)*.

As you can see from the above examples, the meaning of magnification with a minus sign is underlined by quantitative-qualifying adjectives неимоверные and несметные, whole syntactic constructions, a synonym ливень, a description of the consequences of the intensity of the

phenomenon. It is noteworthy that the pronoun adjective такой it is used as an intensifier of both the diminutive and the magnifying parts of the scale.

As already noted, the expression of a positive assessment in terms of derivative words with the magnification value is not excluded, but more often such an assessment is negative, for example: *Как взглянет на меня своими глазницами, так меня и покоробит всего (А.П. Чехов); Голодуха загнала их к музе, а не что-либо другое (А.П. Чехов); Он большущий шарлатанище (PP); Он настоящий бандюган (PP); У него вот такой носяга (PP); Вот нахалюга! (PP).*

Of course, in many cases it is the negative evaluative semantics already embedded in the derived word that dictates the possibility of forming a "magnifying" derivative from it, which only expressively emphasizes the value of the negative evaluation, but in many other cases the choice of the evaluation sign is situational. For example, the adjective здоровенный more often used as a negative evaluative (здоровенный дуб, здоровенный лоб, здоровенный кабан – everything in a figurative meaning), but in the following example, it clearly expresses a positive rating: *Вообще в Вашей книге Вы такой здоровенный художник, такая силница, что Ваши даже самые крупные недостатки, которые зарезали бы другого художника, у Вас проходят незамеченными (А.П. Чехов).*

Curious is the formation of a superlative degree from a suffixal adjective of the derivational category of subjective assessment, for example: *Управляющий ..., здоровеннейший парень с обрюзглым, испытым лицом ..., уже пьян (А.П. Чехов).* However, such education is possible only from adjectives with the suffix -енн- and is absolutely excluded from adjectives in -ущ-/-ющ- (вреднющий, злющий, толстущий) the microtext assessment could be positive. Of course, the meaning of a negative assessment from negative evaluative adjectives (злой, вредный, грязный) is, as it were, predetermined.

It should be noted that adjectives in -енн- are formed from words that are more neutral in terms of evaluation (здоровый, толстый, тяжёлый, широкий), the suffix only quantitatively modifies the meaning of a certain feature, and the evaluation sign is formed in the context. The meaning of two degrees of assessment (злой – злющий, подлый – подлющий, хитрый – хитрющий) for the sender of the speech often turns out to be insufficient, then a third link is added: *ужасно злющий, несказанно подлющий, страшно хитрющий.*

In the grammatical system, the amplifying meaning of the superlative is comparable to this, for example: *Вообще в её теле есть недостаток, который я считаю наиважнейшим, – это полное отсутствие женственности (А.П.Чехов); Костюм свеженький, прямо с иглолки, из французского трико, самый наимоднейший, облакал его большое тело (А.П.Чехов); Но он ещё захотел непременно породниться с самой древнейшей аристократической фамилией, – у него мелькнула такая фантазия (М.Зоценко).*

As can be seen from the examples given, the means of amplification of an excellent degree can be synthetic (наиважнейший), analytical (самый древнейший) and complex, analytical-synthetic (самый наимоднейший). Apparently, the choice of these means is associated with the installation on a more polynomial than the degree of comparison, an evaluative scale, and not with stylistic flaws, as is sometimes considered.

Obviously, to a certain extent, this is comparable to the creation of additional divisions of the quantitative-evaluation scale in the opposite, "diminishing" direction: *Вы мне можете быть*

полезным одним малюсеньким ответиком на вопрос: как вы хотите у нас застраховаться (А. Аверченко); Носик, говорю, будто бы и мой, да дырочки в носике будто бы и не мои – махонькие очень дырочки (М. Зощенко); Вместе с коляской пред ним пролетели все его заветные мечты, которыми он любил угощать себя ..., сидя ... в своём тицедушном кабинетике (А.П. Чехов).

In all three of the above examples, the effect of expressive-semantic agreement of nouns and adjectives is observed, however, the adjective маленький is replaced by its derivative - an adjective of the second degree of diminutive малюсенький, by combining it with a vernacular derivative махонький (in SI Ozhegov's "Dictionary ..." as “Совсем небольшой, маленький”) with the adverb of the degree *very*, and - the most original solution - by the adjective тицедушный in a figurative sense.

CONCLUSION

Thus, both in relation to the degrees of comparison, and in relation to derivational derivatives, there is a tendency to increase the number of divisions of the quantitative-evaluation scale, to make this scale more flexible and differentiated.

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SOURCES FOR THE WORK "SA'LOTI MASUDI"

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ABSTRACT

The article deals with Mas'ud as-Samarkandi who lived in the 14th century and his work "SalotiMas'udi" devoted to the problems and principles of Islamic shariat, and also the article provides analytical information about the works used by the author of the book to write his work.

KEYWORDS: *Fikh, fakih, Mas'ud as-Samarkandi, "SalotiMas'udi", Islamic shariat, Hanafiymathhab,sahaba, tabiins, mujtahids.*

INTRODUCTION

"What great nobles, scientists, politicians and commanders of the secular and religious sciences who have become an integral part of the universal civilization and culture have emerged from this sacred land. We are especially proud of the invaluable merits of the great scientists who were born and raised in our country in raising knowledge about Islam to the highest level in history.". Their tremendous contribution to the development of world culture still has a significant impact on all aspects of life today. [1]

"In great history, nothing goes unnoticed. It is preserved in the blood of nations, in their historical memory, and is manifested in their practical work. That is why it is powerful. Preservation, study and transmission of historical heritage from generation to generation is one of the most important priorities of our state policy". In this context, in-depth study, deep understanding and wide dissemination of the works of great thinkers is of great importance. [2]

Object of research and applied methods.

The object of research is the work of the jurist Mas'ud ibn Mahmud ibn Yusuf as-Samarkandi "Saloti Mas'udi". Methods such as scientific description, comparative-historical, comparative-typological were used to cover the research topic.

Results obtained and their analysis.

The works of the Hanafi school, including the work of the jurist Mas'ud ibn Mahmud ibn Yusuf as-Samarkandi (late XIIIth-early XIVth centuries) "Saloti Mas'udi", which now pays great attention to religious and national values in our country, can serve as a source for a deeper understanding of our identity. .

"Sa'loti Masudi" is dedicated to the vital issues of the religious law of all Hanafi Muslims, which are widespread in Central Asia. This book is "Saloti al-Mas'udi", the ruling of which is fiqh, and the issues of the fetus are Shari'ah", that is, Salat al-Mas'udi is a book that contains fiqh rulings and Shari'ah issues.

The reason why the book is called "Saloti al-Mas'udi" is given at the beginning of the book: "It is called "Saloti al-Mas'udi" because it begins with the prayer chapter." Unlike other traditional books of jurisprudence, the book "Saloti Mas'udi" begins with the chapter on prayer, not on the chapter on ablution. Most of the issues in the book are also devoted to prayer (Volumes 1 and 2 describe prayer and related issues, while Volume 3 deals with zakat, fasting, pilgrimage, marriage, divorce, sacrifice, conditions for slaves, trade, waqf, and wills. etc. fiqh issues are covered).

The author's extensive focus on matters of prayer is, definitely, a matter of time. Because the creative activity of Mas'ud al-Samarkandi dates back to the period after the Mongol invasion. During this period, the influence of various sects, such as Mu'tazilites, Qadaris, Jabaris, and Karmatians, increased. Naturally, for the same period and situation, there was a need for far-reaching and perfect works on matters of prayer.

The significance and value of "Saloti Mas'udi" is that it is written in the Hanafi school, is entirely devoted to Shari'ah rulings and life issues, and is written in a unique scientific style. Masudi proves every judgment with narrative and mental evidence. In order to further strengthen the subject, he raises extremely important and controversial issues and resolves them on the basis of the opinions and narrations of the scholars of the Ahl as-Sunnah wa'l-Jama'ah, the great jurists and the famous Companions and hadith scholars.

The advantage and difference of Saloti Mas'udi from other books of jurisprudence is that in it the author also explains the basics of the Ahl as-Sunnah wa'l-Jama'ah belief in order to correct the beliefs of Muslims before entering into furu'ul-fiqh (minor issues).

An important aspect of the treatise is that it is based on the book Al-Fiqh al-Akbar by Imam A'zam Abu Hanifa (may Allah be pleased with him), the teachings of Imam Muhammad Hasan (may Allah be pleased with him) and Imam Abu Mansur al-Moturidi (may Allah be pleased with him). The pamphlet is authentic and reliable because the sources on which the author relies are reliable.

Documents and evidence are provided in each issue from the Qur'an, the hadiths of our Prophet (saas) and the opinions of Imam A'zam Abu Hanifa. There are also quotes from the works of Abu Yusuf Yaqub, Muhammad ibn Hasan al-Shaybani, Burhaniddin al-Marghinani and other influential religious figures. [3,4]

To write Saloti Mas'udi, the author collected questions from a total of **84** books, narrated hadiths from **125** famous Companions, and narrated from **129** imams and mujtahids.

For example, Abdullah ibn Mas'ud (may Allah be pleased with him), Jabir ibn Abdullah (may Allah be pleased with him), 'Umar ibn al-Khattab (may Allah be pleased with him), Ali ibn Abu Talib (may Allah be pleased with him), Abdullah ibn Umar (may Allah be pleased with him) .a.), Aisha (r.a.), Abu Hurayra (r.a.), Zayd ibn Thabit and others' hadiths were included.

Among the great jurists, imams and mujtahids Abu Yusuf Ya'qub, Muhammad ibn Hasan al-Shaybani, Imam Zufar, Hasan ibn Ziyad, Burhaniddin al-Marghinani, Najmiddin Umar an-Nasafi, Abu Hafs Kabir al-Bukhari, Imam ajall as-Sarakhsi, Imam Sharaf an-Nawazi, Imam Zuhayr al-Ozjandi, Imam Zahid Fakhr, Abdullah al-Jurjani, Abul Hasan Karhi, Abul Qasim Hakim (rh.)'s thoughts were mentioned.

Widespread works, such as Muhammad al-Shaybani's "al-Mabsut", "al-Jame' ul-kabir", "al-Jame' us-sagir", Quduri's "Mukhtasar", Shamsul-aimma al-Halwa'i's "al-Mabsut" and "Kitabun-nawadir", Shaykh al-Islam Ali Isfahani's "al-Mabsut", Alouddin as-Samarkandi's "Tuhfatul-fuqaha", As-Sadrush-shahid Hisamuddin's "al-Fatawa-assugro" and "al-Fatawa-al-Kubro", Shamsul-aimma as-Saraxsi's "al-Mabsut", Shaykh al-Islam Burhaniddin al-Marghinani's "Hidoya", Abullays as-Samarkandi's "Khizonat al-Fiqh" were used, as well as their commentaries.

Thus, the faqih Mas'ud al-Samarkandi, in order to classify this book, considered the works and comments of many authors written in various fields of Islamic law. In order to shed more light and better explain a legal issue, he compared the opinions they expressed with each other and gave his own personal opinion and conclusion.

When Mas'ud al-Samarkandi wrote "Saloti Mas'udi", he used the names of the Companions and the followers, the founders of the main madhhabs (mostly Abu Hanifa and Imam Shafi'i) and mentioned the names of the great faqihs with the utmost respect and quoted their opinions. Most of the scholars referred to by Mas'ud al-Samarkandi were members of the Hanafi madhhab of Movarounnahr, who were found to be the most eminent scholars of their time.

Theoretical sources of the work "Saloti Masudi" are:

First, the verses of the Qur'an;

Second, the narrations of the first four caliphs, the Companions and the followers, the sacred hadiths they narrated;

Thirdly, the works of Abu Hanifa Nu'man ibn Thabit, Abu Abdullah Muhammad ibn Idris al-Shafi'i, Malik ibn Anas, Ahmad ibn Hanbal, the founders of the four madhhabs of the Sunni school (mainly the opinions of the above two mujtahids. The reason is that at that time these two sects were dominant in Movarounnahr and Khorasan);

Fourth, the works of Imam Abu Yusuf, Imam Muhammad, Imam Zufar, and a number of other famous imams and mujtahids, among the disciples and companions of Imam Azam Abu Hanifa;

Fifth, the works of Burhanuddin al-Marghinani, Najmiddin Umar an-Nasafi, Imam ajall as-Sarakhsi, Abu Hafs Kabir al-Bukhari, and other great jurists;

Sixthly, Mas'ud al-Samarkandi in his book "Saloti Mas'udi" also considered the views of various false sects when it came to the solution of legal problems and expressed his views on each of them.

Naturally, through these methods, the work "Saloti Mas'udi" has become much richer in content, easier to study, more scientifically accurate guide. This can also be seen from the variety of sources mentioned in the play.

Extensive theoretical sources of "Saloti Mas'udi" clearly show how wide and multifaceted Mas'ud al-Samarkandi was. [3,4]

In conclusion, it can be said that the study of the heritage of the faqihs is of great importance for world science, along with the scholars who worked in Movarounnahr. Because the rich legal experience and heritage of our ancestors serve as a solid foundation for the development of the independent Uzbek state. [5]

At the same time, the study of the teachings of the Hanafi school and the scientific study of related works will remain one of the important tasks in proving the correctness of religious stability and the path taken by various extremist movements in modern times.

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DEVELOPING COMMUNICATIVE COMPETENCE OF ESP LEARNERS WITH THE ROLE-PLAYING ACTIVITIES

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ABSTRACT

This article is based on giving basic information and investigating the advantage of role-playing activities on the communicative skill of pre-intermediate ESP learners. For this case, the outstanding scientists and researchers examined the students' speaking ability in two groups: the experimental group and the control group. Twenty-four male and female ESP learners at pre-intermediate level were selected after taking a pre-test. Then, they were divided into two groups in a random manner. In the experimental group, role-playing tasks were utilized for teaching conversation, but the control group was shown to the conventional method of teaching speaking. After some basic meetings and discussions of treatment, a post-test was conducted in order to check the students' speaking capability. According to the factual data, two independent and paired sample t-tests were used to analyze the data, collected using three testing instruments: Longman Placement Test (2004); the semi-structured interviews; and SPSS software version 20. Based on the inferential statistics, the participants in the experimental group illustrated an importantly better performance in the post-test. It was finished that the treatment provided for the experimental group had a positive effect on the learners' speaking ability. Additionally, the participants' attitudes to role-playing tasks and their roles in language learning were positive. It is expected that ESP teachers and text book writers, syllabus designers, and material producers will get advantage from the findings of this article.

KEYWORDS: *Communicative Competence, Communicative Activities, Role-Playing Activities, ESP Learners, Components Of Communicative Competence.*

I. INTRODUCTION

The term communicative competence refers to both the tacit knowledge of a language and the ability to use it effectively. It's also called communication competence, and it's the key to social acceptance. The concept of communicative competence (a term coined by linguist Dell Hymes in 1972) grew out of resistance to the concept of linguistic competence introduced by Noam Chomsky. Most scholars now consider linguistic competence to be a part of communicative competence. According to Canale and Swain's theory, there is a main model of Communicative Competence that can be used in oral and written form of communication. In "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" (Applied Linguistics,

1980), Michael Canale and Merrill Swain identified these four components of communicative competence [1]:

- 1) Grammatical competence includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation.
- 2) Sociolinguistic competence includes knowledge of sociocultural rules of use. It is concerned with the learners' ability to handle for example settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts.
- 3) Discourse competence is connected with the learners' mastery of comprehending and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts.
- 4) Strategic competence related to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also connected with such performance factors as coping with the nuisance of background noise or using gap fillers.

Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom and have also limited exposure to English speakers in the international community. Richards and Renandya (2002) pointed out that a large percentage of the world's language learners study English in order to improve quality in speaking. Speaking is used in most daily interactions and transactions and that is why many the researchers, language experts, curriculum designers, teachers, mentors and language trainers claim that speaking is the main sense feature of the second language learning and teaching. People who know a language are related to as speakers of the language, as if speaking contained all other kinds of knowing and many if not most foreign language learners have not interest primarily in learning to speak. From this time, speaking is considered as one of the essential elements of communication in EFL and ESP teaching. It provides opportunities for learners to present their meaning in spoken way.

Communication is one of the four macro skills necessary for useful talking in any language, particularly when speakers are not using their mother tongue. Most of the time, English learners find it difficult to enhance their speaking ability and establish their relations with others. Since English is a global language utilized, as a means of communication, speaking skill should be improved along with other skills so that these integrated skills increase communication achievement of the learners in an international community. For many people, mastering speaking abilities is the main aim of acquiring a foreign or second language and the other skills are overshadowed by its importance (McCarthy, 1998 [1]). Thus, teachers are demanded to emphasize on the verbal form of FL and try to help students engage in speaking. In other words, when students are engaged in dialogues, their motivation and self-confidence will develop and help them with their speaking abilities. To teach speaking abilities, teachers used to conduct and give some patterns to focus on some particular elements of language form. They tried to continue practicing by repetitions. As we know, practice makes perfect. On this case, the teacher used and provided some chances for the students to listen and to repeat peculiar strings of language that may pose some linguistic difficulty in oral form (Brown, 2007) [2].

As a great achievement in teaching a foreign language, task-based language teaching (TBLT) has proved itself very effective in bringing about real situations of language use in language learning setting. Still, as Kumaravadivelu (2006) [3] comments, the more the novelty of communicative language teaching is wearing thin, the more “Task-Based Language Teaching” (TBLT) is gaining significance. In other words, in the post-modern era, the word “communicative” is gradually being replaced by the word “task”. Hence, task-based instruction is shedding a new insight on teaching English as a foreign language. As the title of this research illustrates, its underlying aim is to research the efficiency of role-playing on the speaking ability of pre-intermediate ESP learners.

The late 1970s and early 1980s witnessed the beginnings of what we now recognize as a “communicative approach” as we better comprehend the functions that must be incorporated into a classroom (Brown, 2007) [2]. Meaning was significant in communicative language teaching (CLT) while grammar was ignored completely. Grammar would be acquired unconsciously. During the last decades, technology has developed so fast and learners are required to cope with them. CLT was more appropriate because it demanded interacting with speakers of other languages especially from the developed countries in order to accept merits of technology and cultural interactions. Scientists believed with great force that students would learn language fast if they interacted with other language learners in various contexts to negotiate meaning (Richards, 2006) Richards popularized group work, role-play, and project work as interesting and commonly used activities of CLT. Zainudin (2011) and his colleagues presented that these activities created an information gap. Richards supposed that communication must take place to shorten the gap and do the task. The focus of these activities was to negotiate meaning. It happened in a real situation. So, these activities improve the learners’ opportunities to attract in learning and acquiring the language.

The tenets of communicative language teaching pay attention to students’ capacity to utilize language in real-life situations, which were conducted in foreign and second language classroom. In task-based instruction, the priority is not the *forms* of language, but rather the functional *purposes* for which language must be used. While content-based instruction focuses on subject-matter content, task-based instruction focuses on a whole set of real world tasks themselves (Brown, 2007) [2]. This model offers the opportunity to “natural” learning inside the classroom and emphasizes meaning over form, but can also cater for learning form. Additionally, when learners are preparing their task, they are expected to consider language form in general rather than focusing on a single form. It is completely giving motivation and compatible with learner-centered educational philosophy. Furthermore, through various situations students have many opportunities to check their speaking skills and integrate the other skills.

As we come to the origin of role play, it is absolutely interesting and effective way of improving communicative competence. The history of role-play goes back to ancient times of Greeks when the play was used as a medium for requirement. Perhaps, the first role-play session was run when a master teaching a pupil, said to him: ‘Act as if I am a customer and you are serving me’. The pupil played his role. The master played his role as a would-be-customer. When they made discussion their roles afterwards, play was utilized as method of instruction (Dorathy, 2011 [4]). The educational usage of role-play in recent years has become more widely used. As Newmark points out, (Lakhdar Barker, 2006 [5]), imaginary play has always been a powerful educational device both for children and adults. By creating a dramatic situation (role-playing) in a

classroom by relabeling objects and people in the room the teacher can enlarge the classroom indefinitely and support imaginary natural contexts for the language being used.

Harmer (2001) [6] advocates the use of role-play for three reasons:

- a) It is interesting and inspiring;
- b) Quieter students get the opportunity to show themselves in a more open way;
- c) The word of the classroom is broadened to include the outside world.

Nguyen (2017) in his study compared the effect of role plays on young learners with adults with two different numbers of learners. Results illustrated that there is an essential difference in the scores gained from the adult group in the post test and found that the role-plays in pairs and small groups helped the weak students and role-plays should be used in the working adult students. That is, using role plays was demonstrated to exert a positive effect on the speaking ability enhancement of the learners compared to busy and young ones. It was observed that those learners who got more attention and scaffolds illustrated greater progress in their speaking.

According to Tompkins (1998), role-playing or simulation is a valuable technique for foreign language learning. It gives the learners opportunities to act out different roles chosen to show actual role that would be in the field of situation. Role-playing is a good technique to check interaction in foreign language classroom, and in teacher and management trainings. It shows a shift of attention and focus to more real, certain conversation and communication. [7]

Thus, incorporating role-playing in the classroom adds diversity to the activity of the classroom. It is an opportunity for language production along with fun. Real life situation can be created and students can have advantage from practice; especially if it is created for a specific purpose. The teaching of English for specific purposes in its early days was largely motivated by the need to communicate across language in areas such as commerce and technology. A key feature of an ESP course is that the goals and content of the course are oriented to the specific needs of learners. ESP courses then focus on the language, skills, and genres appropriate to the specific activities the learners need to carry out in English, mainly, ESP students are adult learners. They are also often a homogenous group in terms of learning goals, although not always in terms of language effectiveness. So, due to the significance of communication in the process of learning a foreign language and difficulties of ESP learners in learning this vital skill, the aim of the present study is to investigate the effect of role-playing as a technique on developing speaking ability of pre-intermediate ESP learners.

II. METHODOLOGY

This paper took the merit of a quantitative, quasi-experimental research design. The participants, who were the staff of a hotel in Chabahal, were 24 learners at the pre-intermediate level selected by taking a pre-test. Their age range was above twenty-five. They were male and female learners but the gender was not under the focus of this research. These participants were in two groups: twelve participants in the control group and the twelve others were in the treatment or experimental group. These two groups were not selected randomly, but they were defined to treatment and experimental groups randomly. At first, the learners participated in a placement test conducted by the language center affiliated to the English department of Chabahal Maritime University to measure how much they know English.

This study was held at a hotel in Chabahar. A Longman Placement Test was administered prior to the study to ensure that learners were at the same level of proficiency. Actually, to present the efficiency level of the participants, four macro-skills of language learning were tested. Then, to check and assess the level of learners' speaking ability, a speaking examination as a pre-test was managed in both control and experimental groups. In the interview, the learners were asked some questions about their personal backgrounds appropriate for pre-intermediate learners, such as their age, academic major, hometown and their mother tongue. After the administration of the pre-test examination which supplied with information for the test of participants' homogeneity, the treatments started in research groups for eighteen sessions. It took six weeks, and was held three times a week continuing for two hours of teaching. In the experimental group, role-playing was conducted in performing conversation through in-group activities. To follow a general lesson planning, the researcher tried to observe three steps in the experimental group.

Step 1. Preview (Pre-Task Phase)

To help the learners prepare for what they were going to act out in the speaking, the researcher asked different questions about the topic to check and make active their background knowledge. Then, some appropriate vocabularies with preview activities were practiced.

Step 2. Listening and Speaking (Task Phase)

After a preview activity, the researcher played the listening material for a general understanding to give the opportunity to the learners to get the basic interpretation and act out the material later. At this stage, learners were expected to listen to the pronunciation of the new words and learn the structure of the phases or sentences. The following week, learners were given a text in the form of dialogues. They were asked to read them together, to get the gist, and to express their ideas about the content of the role they were going to perform. Finally, learners were asked to act out and play the role of each individual according to the tape.

Step 3. Acting out or role-playing

In the final stage, dialogues were given to the learners to practice each situation with one another. The situations were examples of real-world conversations related to the hotel staff, required to meet the needs of following personnel: receptionists, porter, waiters/waitress, room-attendants, technicians, and kitchen staff. To conduct role-playing, the teacher's role was very important. The teacher helped the learners whenever it was needed. Each role-play was performed at least twice with learners changing their roles. In group situations the competent learners acted out the role-play to the whole class. [8]

The teacher used to take one of the roles if needed. The teacher avoided making corrections until role-playing was finished. The teacher was also a facilitator. As learners kept on practicing the role-play, they sometimes found that they had problems with understanding new words and phrases. In the practice stage, the teacher had the chance to 'feed-in' the appropriate information. This required the teacher to act as a sort of facilitator or a spectator monitoring the class and offering assistance when it was necessary at the end. The teacher sometimes engaged in the classroom activity as a participant; that is, when the situation demanded, the teacher got attracted and took part in the role-playing. [9]

But, in the control group, the conventional method of teaching speaking was used. That is, the teacher asked questions to warm up the learners and practiced suitable vocabulary items with

preview activities. In the control group, the teacher utilized reading tasks and conversation between two learners without giving them the chance to act out role-playing. Finally, both groups' speaking ability was measured after the treatment and quantitative data was gathered through post-test. Post-test was an interview recorded. The interviews were rated by two PhD candidates in TEFL. So, semi-structured interview was used to check and evaluate how the participants of the experimental group felt about using role-playing tasks and its impact on enhancing their speaking skill. [10]

Data Analysis.

The quantitative analyses of the collected data were conducted with the aid of SPSS (version 22) software. For the aim of replying questions given by this research, at first descriptive statistics and an independent sample t-test were used to introduce the kind of data, data distribution, and data comparison to observe the groups' homogeneity and provide information to compare with the post-test data. An independent sample t-test was used to compare post-tests to participants on role-plays. Also, two paired sample t-test were used to evaluate whether the two groups had acquired any knowledge of speaking due to the treatment they accepted. A paired sample t-tests was used to compare the mean scores for two various groups (control and experimental). A test of Cronbach's Alpha formula and Pearson Product Correlation Coefficient were regulated to depict the internal consistency of the evaluation. Also, the data achieved from the interview were analyzed using descriptive analysis method. [11]

III. RESULTS

The researchers managed an item interview with twelve participants of the experimental group. The questions on the interview examined attitudes and world looking of the participants of the experimental group towards using role-playing tasks and their effects on their speaking ability. The most of the ESP learners believed that these tasks had an important impact on their speaking capability. Twelve participants (100%) in the experimental group answered that it was an enjoyable experience for them. A great number of the students found role-playing tasks were so informative and interesting. Shima said that "they were very interesting and attractive." All the participants in the experimental group stated that they intended to continue using these tasks, so that they helped them to enhance their speaking ability. All of the ESP learners mentioned that they like role playing tasks because they helped them to be so innovative and creative as well. Ali declared that: 'I like them, sir. I think they are so suitable for improving speaking skill.' One of the questions was about the students' motivation to speak English by using role-playing tasks. The majority of the ESP learners agreed that role playing motivated them to speak English language. According to the interview, most of the students will use these tasks to improve their speaking skill. For example, Sine stated: "I didn't try to improve my speaking ability up to now, but when I got familiar with these tasks, I plan to reinforce it." They were also interested to gather some new experience through using these tasks in the class. Actually, the interest and enthusiasm among the ESP learners regarding role plays were vividly present through the amount of positive response. Then we can finish that many pre-intermediate ESP learners had a positive attitude towards utilizing role-playing tasks and their effects on their speaking ability. [12]

IV. DISCUSSION

As it was mentioned above, today's study made an effort to answer the research questions regarding the impact of role-playing task on improving ESP learners' speaking ability and the approaches, treatments of ESP learners towards using role play and its effect on their speaking skill. Actually, it was conveyed that there was main difference between the performance of the role play group and control group on the post-test in comparison to their pretest results achieved; yet the role play group had a better performance in comparison to the control group which confirmed the essential reasons, impacts of role playing on the speaking ability of pre-intermediate ESP learners. Factually, the results illustrated role-playing tasks were useful and developed the speaking ability of pre-intermediate learners because they helped the ESP learners focus not only on language, but also on the learning process itself. It can be said that role-play tasks can transform the language teaching and learning process from non-inventive to an inventive and attractive form and provide ESP learners an opportunity to practice speaking skills in multiple social contexts and roles. [13]

Also, role-playing technique can expand ESP learners' creativity in the process of language learning. Providing role-play tasks in classrooms contributes to the collaborative and cooperative learning and raises the level of exposure to peer scaffolding which benefits all learners. Also, with regard to the findings of the study obtained from the post- treatment interview, the participants of the experimental group had a positive attitude concerning the advantage of role-playing tasks on their speaking ability. The present study's results accord with Nguyen's study (2017), which compared the impact of role-playing tasks on young and adult learners with two different numbers of learners. The Results showed that role-playing tasks had significant effect on improving speaking ability of EFL learners. Therefore, by applying role-playing tasks in the process of language teaching, we can support good chances for introvert learners to present their ideas and combine the world outside with the classroom (Harmer, 2001) [6].

Students who practiced role-playing had to use the power of their imagination, have rehearsals and act out in class in front of their peers and this process probably improved their expressive ability. They were thus more conscious of the grammatical competence when demonstrated their roles and more prepared for the actual conversations in real events. Interestingly, the participants in the present study enjoyed various models and the researcher observed less and less errors in their speaking with working out functional and situational conversations one after the other in the proceeding sessions, which highly pinpoints the conscious-raising and self-monitoring development power of learners who practice role plays. Also, the current study showed that when Learners are involved in role-playing activities, they can improve fluency in language and oral communication skills, as well as the use of the body in face-to-face communication. From the results of the study, it is concluded that incorporating role-play into classroom adds variety, a change of pace and opportunities for considerable language production.

V. CONCLUSION

The results of this study indicated that role-playing tasks had a significant impact on developing speaking ability of Iranian pre-intermediate ESP learners and they had a positive attitude regarding the usefulness of role-playing tasks for enhancing speaking ability. Role playing tasks were effective in teaching speaking and they can be one of alternative techniques in teaching speaking. In addition, it provided learners the chance not only to evaluate their own learning progress and proficiency, but also their peers' performance.

The main limitation of the study was the size of the class with limited number of students. Since the participants were staff of a hotel and busy most of the time, the researcher sometimes found it difficult to get together for further practice. Besides, the participants felt reluctant to become involved for fear of being humiliated before their colleagues. Yet, this technique has many positive impacts on the speaking ability of ESP learners so that it assists them to be exposed to a variety of experiences into the educational setting and enable them to interact with others. The researchers indicated that the foreign language teachers and instructors need to create a learning environment to compensate the authentic atmosphere in the process of language learning using pair-group work which helps in carrying out the learning process to be a successful work in promoting and adopting new techniques that will help to expand the speaking skills. Also, language teachers can get benefit from the results of this study so as to manipulate the methodology throughout their classes and keep their students motivated and encouraged. Furthermore, this study will assist university ESP students to develop their speaking ability along with technical English. Based on this study, further research can be done into the application of the technique on pre-intermediate university students having courses on General English. English language institutes offering English courses on different improvement levels can also carry it out. The study can be approached worldwide in several countries not just in teaching English but in teaching any other foreign Language.

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A STUDY OF USING GAMING TECHNOLOGIES IN TEACHING RUSSIAN IN TECHNICAL UNIVERSITIES

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ABSTRACT

This article discusses the benefits of using a number of games in teaching Russian to increase students' vocabulary. A real way to preserve cognitive motifs is for students to "include activities in mastering the Russian language in an activity that has a certain personal meaning". The advantage of this game is that it is based on the situation. This game is not only useful for the study of science, but also helps to develop mental abilities. As a result, interest in the Russian language may fade. It is even necessary to start the process of greeting them in an unconventional way, for example, with the arrival of the teacher, an effective way to start the lesson with a greeting Russian song.

KEYWORDS: Game, Russian, Student, Education, Creativity, Ability, Information, Intelligence, Technology, Activity, Teaching

INTRODUCTION

The task of education today is to teach students to work independently in a growing information learning environment, the effective use of modern information technology in various fields and the rational use of information flow. To this end, it is necessary to create opportunities and conditions for continuous independent work of students, as well as to teach them to think creatively and make independent decisions.

The solution to this problem, of course, depends on the quality of teacher training, which is the main organizer of this process. The future of any society is determined by the level of development of its education system, which is an integral part of it and a vital necessity. Reforming and improving the system of continuing education in our country, which is moving forward on the path of independent development, raising it to a new level of quality, introducing advanced pedagogical and information technologies and increasing the effectiveness of education has become a state policy. The ongoing socio-economic reforms in our country also highlight the need for specific changes and innovations in the education system. [1]

In recent years, there has been a significant increase in interest in the Russian language. It is recognized as the language of professional communication in various fields of activity. The most important task of a teacher is to encourage students to learn Russian. Currently, teachers are looking at the impact of Arsenal in the study to introduce the world to the rich culture and traditions of the country's culture and traditions. Ways and means of shaping all types of speech will be reviewed: reading, speaking, listening, letters. Activation of the learning process,

stimulation of cognitive activity, traditional lessons, along with game technology, help to implement the learning process. The reason for such a great interest in different games is, first of all, the abandonment of traditional forms and methods of teaching. It should also be noted that there is a decline in maintaining a sufficiently high motivation. Kicrobotiv interest in learning a foreign language. This phenomenon occurs because students face some difficulties as they get harder. Entertainment, which is one of the ways to encourage education and enlightenment activities, allows you to take advantage of all levels of learning. Consequently, the interest in using game technology in foreign language lessons is not accidental. [2]

Game technology is one of the current issues of didactics to increase students' ability to learn as a condition for creating a motivational basis for learning the Russian language. A real way to preserve cognitive motifs is for students to "include activities in mastering the Russian language in an activity that has a certain personal meaning". Motivation determines the importance of what students know and learn, their attitude to the field of education, and their attitude to its outcomes.

Is the science of "Computer Science" being taught effectively, which is aimed at gaining knowledge of modern information technologies, which are now rapidly being introduced in all areas? Are students gaining basic skills in working with information technology for their careers? Can all teachers today design lessons correctly? What factors determine the effectiveness of a lesson? It is a pity that we cannot answer such questions positively at the moment. According to the survey, in some groups of educational institutions in the country, students received relatively low scores in the control of computer science.

This is a low quality indicator. As a student in the field of education today, he/she should be able to effectively use modern software, hardware and communication tools to continue the next stage of education, in particular: knowledge of the role of information and information technology in modern society. have the skills to receive, collect and process information as an information management tool; working in global computer networks and using them to obtain useful information and use it to develop creative thinking.

There are a number of fun games in the process of teaching Russian. It should be noted that language games should be used in teaching children so that all students participate equally and learn something new from the lesson (for example, new dictionaries can be memorized, if this process is repeated every day, the student can dictionary richness rises to a higher level). It is inappropriate for students to start learning Russian with grammatical concepts, as it can quickly bore students, especially younger ones. As a result, interest in the Russian language may fade. It is even necessary to start the process of greeting them in an unconventional way, for example, with the arrival of the teacher, an effective way to start the lesson with a greeting Russian song. This way, students will not lose focus on each task during the lesson. They even look forward to Russian lessons. Of course, all this must be organized by the teacher, and it is the responsibility of the educator. So here are some games to make learning Russian fun. [3]

Role-playing games can be used to increase the effectiveness of Russian language lessons. The advantage of this game is that it is based on the situation. This game is not only useful for the study of science, but also helps to develop mental abilities. In this game, topics are selected and students create dialogues. For example, a conversation between a passenger during a taxi stop, or a conversation in a clothing store - all this is done both in Russian and in Russian. In this game, we can use the tactic of working in groups, that is, dividing students into groups and dividing

them into different topics. In this case, competition also arises. Competitiveness is a measure of success, and the more students who do well, the more motivated the rest of the students will be. It is also advisable to use didactic games to make Russian lessons meaningful. [4]

OBJECT - This game is designed to increase students' vocabulary. We know that the most important part of studying Russian is to memorize a new word. Given the character of the students, each student memorizes a dictionary in their own way. We are convinced that memorizing new words through games is convenient for everyone and makes the process easier. In the game we mentioned above, during class, 15 items in the classroom are placed on the table, and students come and look at these items. The items will be covered and then students will be asked to write down what they saw in Russian for a certain period of time. The student who spells the most words correctly wins. In order to ensure the quality of this game, I can say that in order to involve the students who are in the same situation, who did not participate, in the lesson, it would be expedient to ask them to make one sentence on the names of these objects, and this also prevents indifference.

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A STUDY OF MODERN LANDSCAPE ARCHITECTURE

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ABSTRACT

This article discusses the fact that landscape architecture is a meaningful and elegant profession, and that a landscape architect uses elements of nature to create an environment for human needs.

KEYWORDS: *Landscape, Nature, Content, Architect, Experience, Ability, Problem, Structure, Formation, City, Place, Population.*

INTRODUCTION

Getting acquainted with the rich and profound experiences of landscape architecture is equally important not only for architects, but also for architects working in other fields of architecture, especially rural architects. The term “landscape architecture” first appeared 150 years ago in England after the 1850s and in the United States from 1872 in connection with the problems of organizing large international exhibition parks and national parks there. In Uzbekistan, the science of landscape architecture was formed and developed mainly during the years of independence. In order to fully understand the development path of landscape architecture, it is important to define the essence of this term, what landscape architects do and a deeper understanding of the industry’s place in the wider architectural world. [1]

Architects are known not only for the construction of buildings and structures, the creation of cities, but also for the architecture and organization of open spaces. These include streets, squares, flower beds, alleys, beaches, neighborhood gardens, squares, boulevards, private parks, parks, national parks, alleys, parks and historical landscapes. The list of such artificial open spaces can go on and on. The main purpose of landscape architecture is to create a compositional artistic, architectural-planned landscape of such open spaces through natural landscape and artificial elements, including small architectural forms, elements of external beautification and information devices.

Architecture, urban planning and landscape architecture are inextricably linked and differ from each other in the materials and tools used to shape the environment. All three spheres have served for a common direction and purpose in the history of the development of human society. Landscape architecture has also met the needs of society at all historical social stages, such as architecture and urban planning, and incorporated the artistic, cultural and universal achievements of its time. [2]

A distinctive feature of the art of gardening, which is an important branch of landscape architecture, is the natural "building materials" used in their creation. These include, first of all,

the flora, the aquatic world, the earth, the rocks and all the features of the terrain in general. It is these materials that are the main source in shaping the open space environment.

Landscape architecture is an infinite and vast field of artistic and general cultural heritage inherent in human society. Of course, it is difficult to fully describe the secular description of landscape architecture. The science of landscape architecture is the formation of students' architectural landscape outlook, the acquisition of skills in landscape design and their application in practical design work. [3]

Objects of landscape architecture are surface - open and semi-open areas at different planning levels, serving different functional purposes. These are urban, rural, industrial, recreational, conservation, and other areas of the national economy. Only on the basis of landscape landscaping can its social, ecological, aesthetic convenience and profitability be achieved.

Landscape architecture enhances access to urban and recreational land, as it enhances the attractiveness and scenery of the area and attracts people living in urban and rural areas and enjoying recreational opportunities. Landscaping, landscaping of areas used for recreation, recreation, health, microclimate and other purposes, as well as improving the quality of cultural and social services provided by trade and other services. as profits increase, the profitability of these areas for the urban economy and the economy as a whole will rise further.

Landscaping trees and shrubs, flowers, creeping and perennial plants, and lawns play an important role in the landscaping of landscape architecture. That's why those who study this art need to know the science of dendrology. For this reason, attention is paid to teaching students the world of plants used in landscape architecture, the various green compositions made of them, and how to apply them in practice.

Landscape architecture is so closely associated with open landscape devices that the history of landscape architecture is entirely intertwined with landscape devices. While landscape architecture is a general term, landscape devices complement it, giving quality and content to all its objects, small architectural forms associated with the landscape, elements of landscaping, all of which shape the landscape. devices.

It is difficult for any specialist or creator studying the theory and practice of landscape architecture to achieve any success in this field without studying its components - landscape devices, their shapes, classification systems and types, methods of their implementation. When we compare landscape architecture with traditional architectural practice, we see that the decisive factor is its revitalizing nature, the healing role of the aesthetic, ecological and architectural environment, and, if possible, the beginning of humanity. No matter how important the traditional functional and especially technical aspects that shape the environment are, they play a supporting role in landscape architecture. The flora, the water, the natural relief of the place come first. It is this situation that has led to the proliferation of landscape architecture in the context of a particular art form. [4]

The landscape architect seems to be working with living nature, basically using these elements of nature to create an environment for human need. In doing so, it seeks to minimize and effectively use natural elements and the environment. On the other hand, it creates a completely new "artificial nature" and adapts it to human goals and artistic needs. This trend has been and continues to be manifested in various forms and connections throughout the historical development of landscape architecture.

The genesis of landscape architecture means the forms of its initial appearance on the earth, its historical roots, causes, objective and subjective factors in its emergence.

The earliest roots of landscape architecture go back to ancient horticulture. With the emergence of the first cities on earth, fruit and ornamental varieties of horticulture are formed. They are designed to meet the utilitarian aesthetic, economic and recreational needs of human society. Such gardens originally belonged to the class of officials, rulers, priests of society.

They occurred in the regions where the first civilizations of the world developed, in the process of increasing human needs for nature, the formation of a system of water and irrigation facilities. With the development of horticulture, the art of gardening also emerged based on the recreational needs of society. The first countries of horticulture were Ancient Egypt, Babylonia, Iran, Ancient Greece, Rome, India and China, which are tropical and subtropical regions with warm climates, rich geographical rivers.

From time immemorial, unique styles, landscape compositions, traditions and devices have been formed and used in the relationship between man and nature, especially in the art of landscaping and gardening. The basics, beliefs, and practice of these styles and traditions have become the rules and regulations of the art of gardening, and the landscape in this field. architecture formed the structural foundations of science and practice.

This means that modern landscape architecture has been formed and developed over a long history, and includes its various traditions and styles, landscape devices and design elements. In different cultural and educational, climatic, socio-economic conditions of different regions and peoples, these methods are adapted, improved, changed and updated in those regions. For example, not only the usual horizontal landscaping, but also the method of vertical landscaping, the method of growing trees and shrubs not only in natural forms, but also by pruning and giving them a variety of artificial green forms, and so on.

Regular planning style in landscape architecture means a tree placed in parallel in the landscaping of gardens, alleys, corridors, areas with parallel and transverse straight lines, symmetrically along the canals, on the basis of an orderly plan. and the holistic composition of shrubs, flower beds, squares, roads, and landscape structures. Modern landscape architecture can also be a mixture of the two different planning styles described above: a regular style in areas where public visits and events take place, and a free-style landscape style in areas of leisure and travel. In the regions of Uzbekistan, most parks are formed in such a mixed style.

The peculiarity of the theme "Landscape Architecture" is that it solves this problem not only in terms of studying the art of gardening, but also in terms of using landscape architecture for modern aesthetic and ecological purposes and enriching our culture in this area. a new approach is needed.

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METHODS OF INDEPENDENT LEARNING IN THE CREDIT-MODULE SYSTEM

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ABSTRACT

This article provides information about the credit-module system, which is the process of organizing education. The module-based teaching system uses a rating system to assess students' knowledge, skills and abilities. Student Independent Study (IFT) is a student-specific learning activity that focuses on independent didactic assignments, motivation to learn, and knowledge in a particular subject.

KEYWORDS: *Credit, Module, Credit Hour, Student Independent Work.*

INTRODUCTION

The credit-module system is a process of organizing education, which is a model of assessment based on a set of modular technologies of teaching and credit. Carrying it out as a whole is a multifaceted and complex systemic process. The main tasks of the credit-module system are:

Modular organization of educational processes;

Determine the value of one subject, course (credit);

Assessment of students' knowledge on the basis of rating points;

Allow students to create their own curricula individually

Increase the share of independent learning in the educational process; ease of training programs and the possibility of changes based on the demand for specialists in the labor market [1, p.1].

The above is not only to conduct teaching on the basis of innovative educational technologies, but also to learn independently from the student, to take a new approach to education, to acquire the necessary and in-depth theoretical knowledge based on the demands of the labor market, training to form practical skills.

A module is a part of a curriculum that covers several subjects and courses. It is a set of several courses aimed at developing students' knowledge and skills, analytical and logical observation. The teacher organizes the learning process, gives live, video and audio lectures, coordinates and monitors the student's activities. The student will study the topic independently and complete the assignments.

The module-based teaching system uses a rating system to assess students' knowledge, skills and abilities. It assesses all of a student's learning activities, including in-class and out-of-classroom learning.

Each student must collect credits in order to receive a diploma in their chosen field and specialty in the future. Accumulated credit will help the student to improve his / her skills or get a higher education throughout his / her life. In economic terms, the accumulated credit becomes the student's academic "asset".

Credit technology gives learners the right to choose the elective subjects included in the working curriculum, thereby directly participating in the formation of an individual curriculum. They are given the freedom to choose not only subjects but also professors. Giving students the opportunity to choose subjects is a positive thing. It is also a measure of the value of learning.

ECTS (European Credit Transfer and Accumulation System – ECTS) The system also offers a number of facilities to universities. In particular, it ensures the similarity and uniformity of curricula, which clearly reflect the information about the educational process in a particular field of study and specialization. It also allows for the pre-negotiation of the content of the programs at the host university in order to achieve recognition of the degree. The student retains responsibility and independence in resolving all issues related to education. In the European education system, courses and the entire educational process are calculated on credit, and in Uzbekistan and other CIS countries on academic hours [2, p.12].

In contrast to the current curriculum, in addition to the compulsory subjects in the credit system, elective subjects are also included in the student's individual course schedule. Students will not be expelled or dropped out of class. If he cannot collect the credits from which subject (course), he will only retake the examination in that subject. Higher education diplomas are awarded upon completion of the required credits.

According to the ECTS system, the amount of credits that students have to accumulate in a year is 60. Assuming that one academic year consists of two semesters, a student must earn 30 credits per semester. If the bachelor's program is 3-4 years, the student must collect a total of 180-240 credits to obtain a bachelor's degree, and 60-120 credits to complete a 1-2-year master's program [3, p.20].

As you know, we have limited access to information sources and various international databases. As a result, in higher education, professors focus on finding information, assimilating it, and disseminating it to students after initial processing. That is, teachers were merely the recipients of information.

In this case, the student acts as a receiver of information as an object of the educational process, spending most of his time listening to lectures in the classroom. Today, with the acceleration of access to information, the expansion of access to international scientific and technical databases,

and the acceleration of globalization, the issue of developing students' independent learning has been on the agenda.

Curricula of specialties and specialties are supplemented by disciplines that are not related to the requirements of the labor market, mainly in terms of the principle of employment of professors and teachers, giving them classroom hours, as well as , were formed on the basis of the distribution of disciplines by mutual agreement of the heads of departments.

Not only was the student not allowed to choose subjects and professors, but he was also not allowed to study in the library, giving up boring activities. Student truancy was considered a serious loss, with warnings of more than 30 hours per semester and expulsions of more than 74 hours per semester. The student had to sit in the classroom, whether he liked the subject or the teacher, whether the knowledge he was given was left behind!

So, in the traditional system, no materials were provided on what knowledge the student will acquire in the future, what kind of professors and teachers will teach the profile of the direction, the summary of disciplines.

However, all information about the direction and specialties of education in all higher education institutions of developed countries, in particular, a brief syllabus of the subjects reflected in the curriculum (subject identification, professor-teacher) information, course description, purpose of science, learning outcomes, teaching methods, science plans, literature, assessment methods), professors and teachers who teach in the field of science and their achievements, to the specialist in the labor market brief requirements, ie information on what theoretical, practical knowledge, skills and professional qualifications will be available will be published on the official website of the university. At the same time, unfortunately, applicants find it difficult to find this information on the websites of our universities. It's time to dump her and move on.

The introduction of this system in higher education will improve the quality of teaching, ensure transparency, eliminate corruption, reveal the true knowledge of the student and create the basis for students to study and work independently. Today, the European credit system is practiced in almost all universities of the ancient continent.

The introduction of this system in higher education will improve the quality of teaching, ensure transparency, eliminate corruption, reveal the true knowledge of the student and create the basis for students to study and work independently. Today, the European credit system is practiced in almost all universities of the ancient continent.

Student Independent Learning (TMI) is a student-specific learning activity that focuses on completing didactic tasks independently, engaging in learning, and enhancing knowledge in a particular subject area. The content of TMI is associated with the implementation of practical tasks that allow to form logical thinking, creative activity, a research approach to the study of the material. The content of TMI is determined by the nature of the subject, the technical capabilities of the university and the educational and methodological support of the library. Typically, TMI includes student self-directed learning (TMT) in addition to student self-directed learning (TMT)[3, p.4].

In the example of the Department of Solutions in the credit module system, we will describe the methods of solving problems in the implementation of independent learning. By solving problems in chemistry, students develop the competencies they will need throughout their lives

to develop into future professionals. Helps to solve correctly and easily, to become an educated businessman, a perfect person. Knowing how to solve problems in chemistry is an important basis for a deep understanding of the basics of chemistry [4, p.206].

Students must be able to solve at least 2 ways to solve a given problem in order to earn a credit score for independent study.

Now let's look at ways to solve the problem of solution concentrations:

1. Percentage concentration - S%

a- mass of solute, b-solvent mass

Problem. 50 g of substance is dissolved in 1.5 liters of water. Find the percentage concentration of the solution?

1- method.Solution: a.total mass of solution.

$$1500+50=1550$$

b- concentration of solution.

$$1550 \text{ } 50\text{g the substance is dissolved}$$

$$100 \text{ } x \quad x=3.2\%$$

2-method: $S\% = \frac{50}{1550} \cdot 100 = 3.2\%$

2- issue.1l 200hacm HCl dissolved in water (N. sh.). find the concentration of HCl C% in the resulting solution? 1l=1000g

Solution.1l dissolved in water 200 volume HCl HCl=36,5g

$$36,5 \text{ } 22,4\text{l} \quad x=325,9\text{g} \quad 1000+325,9=1325,9$$

$$X \text{ } 200\text{l}$$

$$1325,9 \text{ } 325,9$$

$$100 \text{ } x \quad x=24,58\%$$

The credit-module system of education is aimed at the student and his / her independent study, which allows him / her to collect and transfer credits, which allows him / her to study in different educational institutions.

In the credit-module system, the volume of independent work of students increases by 50-60%, in the current system of education this figure is almost 40% [5, p.3]. Therefore, it is impossible to fully implement the credit-module system without paying enough attention to independent education and the formation of its methodological forms. With regard to the current education system, the types of independent work under the guidance of a teacher can be divided into standard and non-standard types.

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**PRE-COLONIAL DEFENCE MECHANISMS IN CENTRAL NIGERIA:
PERSPECTIVES ON THE IGBIRA, IGALA AND NUPE PEOPLE**

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ABSTRACT

North Central Nigerian is suffering from many types of insecurity such as kidnapping, banditry, armed robbery and the encroachment of Boko Harm terrorists. This paper is an attempt to reassess the security and defensive mechanism put in place by the pre-colonial peoples of the Central Nigerian area with special reference to the Igala, Igbira and Nupe communities using secondary sources in order to investigate how we can learn from the defensive mechanism of these pre-colonial communities, modernize and adopt it to modern challenges. The paper established that the communities, over the time, employed different defensive mechanisms peculiar to their terrains and the respective challenges they were facing as of then, and to some extent, these mechanisms helped them in checkmating and curbing the various security threats they witnessed. The paper employed descriptive and analytical methods of historical research in its analysis.

KEYWORDS: *Pre-Colonial, Mechanisms, Encroachment, Kidnapping, Banditry,*

INTRODUCTION

Since the inception of human species, man has been in constant quest for domination and survival. This is because he is constantly facing the threat of obliteration from natural disasters, predators (such as lion, tiger etc) that prey on him and fellow humans in his wandering search for food, water, space among others. In later years, he became a sedentary animal and has been, over the time of his existence, developing mechanisms to defend and secure himself, loved ones, values, home, source of livelihood and environment from perceived, imaginary and real internal and external threats. [1] It is mostly his failure to survive or/and protect his home that lead to his migration to other places. These and other precipitating factors for his movement are called push factors of migration. This has been consistent from the crudest mechanism of running away, hiding and employing stone weapons to subdue his enemy to the iron age where he possesses more lethal weapons, to modern age where modern and sophisticated defense soft and hard-wares are employed to defend what man called home, its territorial integrity, waters (as with naval forces), air (e.g Air defense forces). In all these, one thing is central; man is in constant struggle to survive. In pre- modern society, man employed traditional and less complex, but effective, mechanism to defend himself and loved ones from threats.

Traditional defense mechanism is the internal and local arrangements organized by different polities of a given area for the purpose of protecting and maintaining themselves against internal

and external threats and aggressors. This is in order to protect, develop their cherish values and ensure the well-being of their communities. [2] As every security threat is local, Its relevance in defending a certain society as local initiative because its taking in to cognizance the understanding the dynamics, peculiarities and dimensions of insecurity and threats cannot be overemphasized. It is against this background that this paper attempt to assess the traditional defense mechanisms of the people of central Nigerian in pre-colonial times.

Defining the Area

History does not occur in a vacuum or abstraction, but rather in a defined and specific location. The present area of the central Nigeria consists of states such as Plateau, Benue, Kogi, Kwara, Niger and Nasarawa. In the pre-colonial times, it consisted of kingdoms such as the Nupe kingdom (later emirate) and chieftaincies along with semi-centralized (such as the Igala and Idoma) and non-centralized communities. It is a hilly, rocky and mountainous with caves which is crucial in the defense mechanism of the people populating the area; it also has multiple ethnic groups and is perhaps the most diverse area in Nigeria with ethnic groups such as the Idoma, Igala, Tiv, Jukun, Nupe, Yorubas, Igbira, Kambari, Gungawa, Zuru, Gbagyi, Atyap, Ninzong, Hausa, Fulani, Angas, Kaje, etc that settled in area at different times establishing organized communities. The Kwarrarafa Empire of the Jukuns and the Nupe Kingdom were the largest political units to evolve in the colonial times, though later Kontagora and Ilorin emirates were added to the list.

But the question that would pose itself here is, why is it relevant to study the pre-colonial defense mechanism of these areas in the 21th century? Today, the central Nigerian area defines the broad insecurity that is bedeviling Nigeria. It is infested with security challenges such as farmers-herders crisis, ethno-religious conflict, kidnapping, banditry, armed robbery and theft among others. The relevance of this research is that it enables us to look at the traditional defense mechanism employed by the peoples in the past, to enable us assess and restructure the security mechanism in the present as Nicholo Machiavelli once said:

.....It is easy by the diligent study of the past, to foresee what is likely to happen in the future of any republic, and to apply those remedies that were used by the ancients, or, in not finding any that were employed by them , to device new ones from their similarity with the past. [3]

Pre-colonial Conflicts in the Central Nigeria

Going by the Darwinist interpretation of history on the survival of the fittest, humans since millions of years during their historical evolution were struggling animals and were always in constant struggle to either dominate or defend themselves from threats. It was this capability and instinct of dominating that led them to emerge as the most dominant specie in the animal kingdom while the defensive instinct helped them to defend themselves against predatory animals and fellow tramping humans among others. In the course of human development this dominator and defensive traits are consistently visible, hence the inevitability of conflict among humans and other forces. It is against this background that humans continually engage in expansionist wars to dominate and defensive mechanism through trainings, tactics, strategy, alliances, and weapons in order to peacefully survive.

Central Nigerian area is not different from this trait as since time immemorial, the area had been infested with expansionist wars and conflicts between the various kingdoms and ethnicities in the area. There was the Jukun expansionist campaign between the 16thc-17thc, [4] the Nupe Jihadists, the Zazzau expansionist exploit and the various slave raids by the predatory centralized states. For instance, Amina the warrior's daughter of Bakwa of Zazzau was reported to die in Attagara during one of her expansionist campaign to central Nigeria. Writing in the 19th c, Muhammad Bello bn Fodio:

The first to whom power was given in this land according to what we have been told was Aminatu, the daughter of Sarkin Zakzak. She made war upon these countries and overcame them entirely. She died in Attagara. [5]

Saying of her exploits in the central Nigerian area, the Kano chronicle also has this to say "All the towns as far as Kwararrafa and Nupe. Every town paid tribute to her. The Sarkin Nupe sent 40 eunuchs and 10,000 kola to her." [6] The need for traditional defense mechanism in the central Nigerian area arose because of the security threats and onslaught posed by these expansionist states in pre-colonial times.

This impacted their world outlook and even settlement pattern as they mostly live on hills and mountains, rocks, caves or forests to avoid the mounting cavalry of the Hausa states. Perhaps it was this security menace that informed the naming rituals among the plateau people of the central Nigeria where a male child would be tied to the back of a little boy who was given a bow and arrow and was instructed to recite the following lines after shooting the arrow on a clear target:

As you (pronouncing the child's name) grow from childhood into adult life. The bows and arrows are your weapons of defense. Our survival as people depend on our use of them. When in danger use these weapons to defend and protect the family, clan, the feeble and the community. In your power and skillful hands bring abundant meat from the bush to feed the family, the aged and friends. [7]

These security threats shaped the settlement of the peoples of the area where they mostly preferred to settle on rocks, hills, mountainous areas, thick bushes, caves etc for defensive purpose against the predatory pillage, conquest and raiding of the centralized states of the North (e.g Kwararrafa, Hausa states, Borno and later the Sokoto Caliphate and its emirates) the and the South (such as Benin and Oyo). Settling on the high lands help them to know about the enemy's encroachment through watch posts on giant trees, mountain peaks and hill tops (*Mahanga*). They also train the youths through age grade systems, hunting and apprenticeship in arms making. There is also the use of divination and masquerades, arms, charms, magic among others to deter crimes and protect the societies from external and internal threats. [8]

In essence, the organs within such local structures had the capacity to deal squarely with those tendencies that undermined and threatened the internal cohesion, corporate entity and existence of the polities [9]

However, for the sake of focus, this paper would limit itself to the defense mechanism developed by the Igala, Igbira and Nupe communities of central Nigeria in the pre-colonial times.

Defense Mechanism in Pre-colonial Igala Land

It is pertinent to note that before talking about the defense mechanism of the Igala people one has to look, albeit in brief summary, about the Igalas. In modern Nigeria, the Igala people are mostly found in the east of the river Benue confluence, Kogi state in North Central Nigeria in places such as Igala-mela Ajaka, Ofu, Dekina, Bassa, Ankpa, Omala, Lokoja Ibaji, Ajaokuta etc. The Igala people are about 4-5 million today as the 9th largest ethnic group in the country. [10] The origin of the Igala people is shrouded in mystery as there are many theses put across by different historians. [11] But when we are talking about the origin of certain ethnic group are we talking about the origin of their kinship or the people themselves? According to some literatures, the origin of the Igala is from the Yoruba, this is based on the similarity between some Igala and Yoruba linguistic expressions. At another level, there is the hypothesis of the sky origin which explains that the Igala were the progenitors of one heavenly being known as Aganapoje. There is also the Borno origin thesis, the Egyptian origin thesis, the Jukun and the Benin Origin. [12] Nevertheless, by around 16th c, the Kingdom of Igala was formed at Idah as Ane-Igala with the Attah as the king, the father and the national symbol of the state.

Because of the nature of the Igala people, especially their quest for survival and expansion in the pre-colonial era, it became necessary for them to work out a defense mechanism that would protect them from internal and external aggression. For example, the Igala people had to defend themselves from the encroachment and harassment of empires such as the Benin Kingdom, the Kwararafa (Jukun) and the Hausa states and the Sokoto caliphate later, once the Igala people were under the overlordship of the Jukun of Kwararafa, so the need for working out defensive mechanism cannot be overemphasized.

The Attah was the chief security officer of Igalaland but was supported by the traditional local clan's heads in their respective domains such as the Agboko, Agandako, Omoghaje, etc. The Attah delegated some of his powers to these local chiefs. [13] For instance, on the authority of the Attah, the heads of the clans from the riverine communities such as Abokko, Agandako and Ogbaje serve as customs and security of their clans, inspecting goods and cargos entering the Igala land through the waters. They provided reports; protect traders, trade routes, ports etc. These clans send residence to the capital at Idah for easy communication between their local chiefs and the Attah and to assure their loyalty to him.

In constructing the structure of his new Kingdom, the immediate concern of the Ayegba was how to solve a problem that had always faced new rulers; how to sustain his position by preventing attacks from the remnants of the old power block and external invaders; in this case the Jikuns" [14]

One of the defensive mechanisms of the Igala was the Masquerades. The Masquerades were the incarnate and representatives of the dead ancestors of the land that protected the Attah and the state institutions and correct the living. There were twelve Masquerades. Awe was their head and the most important who had the power to even check the Attah himself and used it striking stick to strike and deter trouble makers. The other Masquerades, Ewe, the bearer of the leopard-skinned stick and who represents the ritual authority of the royal ancestors. Others were Egu,

Amuda, Ajamalade. They represented the watchful eyes of the dead, enforce laws and orders, publicly discipline criminals such as thieves, called out and shame offenders and impose fines on those who breach local security arrangements ranging from locally made bears to live stocks. The Masquerades were more of the dead ancestors protecting the living and the Igala civilization from threats. Underscoring this point, Abdulkadir has this to say:

The Igala masquerades by their nature and connection to the land of the dead and by their mystical proven prophetic powers acted as constraints to acts that would otherwise be detrimental to peace, security and stability of the Igalaland. [15]

The oracle also helped in securing the Igala community by employing its divine services to educate the state about future security threats and what the gods recommended. For example, when the Igala was Jukun's vassal and the Attah Ayanga Odolo refused to give annual tribute to the Aku of Wukari, the Jukun empire set for a mission to decimate the Igala at Idah, the Attah consulted the oracle where it was recommended that he sacrificed his daughter, prince Inikpi, which he did and the Jukun threat was subsided. [16] In this scenario we are presented with two viewpoints. Firstly, an act that might be termed as barbaric and secondly, an act of sacrifice to fatherland. From one perspective that the act of taking one's life in a traditional African Juju could be termed as barbaric and uncalled for. At the other hand we can see how the highest office in the land, the most important person in the land can go to the length of sacrificing his offspring to protect and defend the kingdom from external aggression which showed that, had there been any easier task, he could have executed it without thinking twice, but could there be more difficult choice? This demonstrates how the defense of the Igala people is of paramount importance to the state; that nothing is too expensive or special to sacrifice.

Also, the Igala exploit the availability of settlers among them from other parts of the Nigerian area to boost their defensive mechanism. In contrast of what may be expected of chasing away and harassing strangers, the Igala welcomed them and made use of their charms, strength and tactics to defend themselves from internal and external aggression. For instance, the Igala had Hausa traders in their midst and when the Jukun army were marching to vanquish the kingdom, after the latter declared its independence, the Attah Igala employed the charmed Hausa medicine men to help in the protection of the state. The Hausa poured traditional medicine inside the Inachalo waters near the enemy's encampment which produced fish in the waters, when the Jukun troops ate the fish they fell to Diarrhea weakening them and leading to their death in hundreds at the hands of the Igala troops, hence, decimating the numbers of the Jukuns. This does not mean in any way that the Igala did not have native charm but, perhaps their charm, would be familiar to their aggressive neighbors, the Jukuns, so by employing the Hausa charms, they caught the Jukuns by surprise and easily defeated them.

Furthermore, another important defense mechanism of the Igala was that, though, the state may lack standing army, there was a mechanism put in place to assemble troops if the need arises. The titled councilors were always responsible for mobilizing the army in the times of war and accompanied the king to battle field. [17] Other court attendants were also called in. From this we can infer that the Igala did not have any standing army for the purpose of defense as obtainable in Oyo, this is perhaps because it was not a militarized state but only interested in its self-internal defense.

However, Youths were prepared and taught how to handle arms such as cutlasses, arrows and shields for eventualities. Here, the pertinent question is how effective was this arrangement in the time of invasion or external aggression? From expansionist perception this can work properly, for the state would be readily prepared. Also, for defense purpose, this could hardly work, because the attacking party would for the most part, made a surprise attack which would make it very difficult to mobilize forces from different parts of the kingdom in required time. Though one may argue that the oracle may give prior information of pending attacks, there is still the issue of training, discipline and regimentation which needs troops to be stationed and drilled by experienced military officer for a long period of time. For example, Shaka's military revolution, among many other things, made use of standing army against the traditional call up army which revolutionized military operations in the area.

As for internal defensive mechanism, before things escalated into chaos, a traditional mechanism was put in place where disputes were settled at family levels, if it persisted then it would be taken to the village level; other minor cases such as land dispute were settled by the local village heads Omada and Gago, but more serious cases of murder, treason, and rape were referred exclusively to the Attah's court (Ogbede), though for the most part, he delegated these powers to other eunuchs called Ogbeh, who also referred back to the Attah in the face of more complicated cases. In this regard, the state deterred crimes by punishing criminals. This helped in stopping crimes as it was very effective and there were few cases of internal aggression.

Just as the army, there was no standing police force for internal security but rather personal body guards in slaves and attendees protecting important people and places. However, in the case of social disturbance, they were sent to quell it. Practicing the time tested policy of deterring crimes, the Igala punished crimes publicly, for instance, in 1850 Crow her reported seeing the execution of a runaway slave who stole and sold slaves. Kidnappers and armed robbers were also executed by impaling (Ediyokpa), murder was punishable by death and thieves were sold as slaves.

Nevertheless, one problem with the internal security and defense mechanism in the Igala kingdom is that, while the kingdom kept expanding over time, the absence of a standing army and police made it difficult to continually protect the integrity of the state, there were logistical challenges such as the movement of troops or security from one end of the state to the other, as most of the mechanism that was put in place concentrated in the capital, Idah. Furthermore, the jihad exposed the weakness of the state to curtail external aggression.

Defense Mechanism of the Igbira People

As with most Nigerian ethnicities, the origin of the Igbira tribe is shrouded in mystery. In about 12th-14th centuries, the Igbira tribe lived in an area in central Nigeria on the Gongola known as Bira (present day Taraba state); from there, they migrated into the basins and valleys of River Benue, hence the name Ibira (a variation of Igbira) and then to the south west confluence of the Benue and the Niger in the 16th and 17th centuries, where they further migrated northwest to their present location, which, in modern Nigeria, correspond to the Kogi central senatorial district in Kogi state, north central Nigeria. The 1991 national census puts the population of the area 722,032. Another national head count was undertaken in 2006. The provisional figure of 884,396 released by the National Population Commission (NPC) is being disputed. It is distributed as follows: Okene LGA (320,260), Adavi LGA (202,194), Okehi LGA (199,999), Ajaokuta LGA (122,321) and Ogori Magongo LGA (39,622).

The Igbira arrived at their present location from across the Niger in about late 17thc and settled according to five clan groups of Eika, okechi, Adavi, Okengwen and Ihima, Iganyi evolved later. The smallest unit of the Igbira socio-political organization was the family unit headed by the eldest family member, then the clan, inter-clan, the clan elders liaisewith the chief priest to restrain and ensure enforcement of local laws within the community. [18] While on the other hand, the chief priest and the warriors designed the state's defense strategy. Just as in the case of the Igala people, the Igbira of the central Nigeria also suffered from internal and external threats, hence, had to develop security mechanism that would defend them from these aggressions. For example, the Nupe emirate raided the chiefdom between 1860s-1870s, the Igbira were able to resist the jihadist and also launched a decade and half resistance against the British colonial domination.

As geography shapes human history, the nature of threats the Igbira people faced in the pre-colonial times also shaped their settlement patterns to be more defensive and security conscious. They usually lived in hilly and rocky environments which allow them to have a par anomic view of invading forces from afar through traditional watch posts. This also made it difficult for invading forces using calvary (as it happened) during the Jihad to attack them, for horses could not reach the top of the hill. This was among the natural defense initiative employed by the people of the central Nigerian area, the Igbira inclusive, to avert threats and aggression from external forces. [19]

Divination was also very crucial in the defense mechanism of the people of Igbira. The Iraha shrine was such a place of divination for defense against external threats. The Isovo Irayi divinations held in the Igbira New Year (November and December in the Gregorian calendar) offered sacrifices to the gods who in turn told the people what was in store for them for the coming years including natural calamities and security breaches. Besides, the gods would also recommend a solution to the community. For instance, it was the gods through the Isova Irayi divination that foretold the coming of the Jihadists from Bida in the mid 19thc century, which gave them prior information that helped them prepare and repelled the Nupe warriors, despite the latter's superior cavalry, arms and numbers. The gods also prophesized the invasion of some mystical yellow creatures (the Europeans) whom, as they warned, shall not be fought, hence, protecting the Igbiras from the wanton massacre of the British fire arms. However, at another level, Okene and Suberu argued that the Igbira resisted the British force for a decade and half. [20]

There was also the Ekwu masquerade that was employed to impose priestly decisions. As the messenger of the gods, it had supernatural powers seeing beyond the mortal naked eyes. In the annual event of *Ekwuchi*, the masquerade uncovers evil schemes, criminals, and warned them. In the case of persistent crimes that may threaten the community, it surprisingly appeared in crimes scenes to dose out crimes or kill the criminals to cleanse the society of their evil. It also recommended sacrifices to the gods in order to avert dangers and calamities, on suspecting external security threats, the masquerade walk round the boundaries of the Igbria land to protect the people. Added to this, the Ori traditional worship, after due sacrifice, provided accurate and instant answers to the people on matters of security concern. This helps because the Priest responsible was selfless and immaterial. The answers and predications of the priest through the gods helped them to avert, defeat, mitigate or minimize the calamity and casualties of a threat.

The Igbira also used charms to prevent metals from piercing through their body and also used it to disappear in the case of being over powered.

However, one limitation associated with the Igbira defense mechanism, despite their resolute mechanism and determination to protect their father land was their arms. Compared to the arms of the European, the Igbira charms and arms were inferior and could not protect them from the European conquest as their bows and arrows, spears, swords and machetes were not in any way a match to the European maxim guns. [21] Added to this, the state does not had centralized army command This limitation made mobilization of large body of troops, consistent and continuous training and perfecting tactics, logistics and communications very difficult.

Defense Mechanism of the Nupe Kingdom

The Nupe people of north central Nigeria are mostly in present Niger state, Kwara and Kogi state. The Kingdom of Nupe was one of the centralized states in pre-colonial Nigeria and one of the few that dominated the scene along with Kwararafa in the North central area. Contrary to what the popular narration has that the Kingdom was founded by Tsoedo (Edegi), the Kingdom, over the course of time from around 1000A.D to 1900 evolved in three phases with each phase having it on peculiar architecture. The earliest one was the Bini confederacy of 12 small chiefdoms from around the first Millennia A.D up to around 1500s, then the Tseodo Mega state of Nupe (1500-1800) and later the Nupe emirate (1800-1900). Soit is pertinent to look at the three different phases of the development of the Nupe kingdom as each has it different defense mechanism.

The Bini confederacy as the earliest political administration was the coming together of local chieftaincies on the Niger united by ethnicity and interest. The history of the pre-tseodo Nupe communities was limited because of lack of records. There was no standing army among them, but rather each of the confederates contributed units to fight external and internal threats. They also had three age grade system which were *Enadzankanzhi* (the younger ones) that were put under training, *Ena Drufuzhi* (this are the Youth) who were engaged in community services and internal policing when necessary, and *Ena Misaszhi*(the elders) whose advices were sorted out in the case of any national emergency.

The defense mechanism of these early Nupe settlements was also embedded in their religious settings. The chief priest was the head of religious processions and also checked societal vices, the religion itself was believed to administer justice and punishment. However, the *Enanyankunzis* were the main fighting force under the *Ndacheko* (Chief Hunter) who was the professional responsible for the state calls up army. There was also the *Etsu Tanchi* (head of bow and arrow). Nevertheless, though an evolving and developing state, the confederacy was bedeviled with many gaps, especially that of security characterized by the unavailability of standing army which facilitated the victory of Tseodo in the 15thc century partially because of his exposure with the more organized Igala Kingdom. It was only during wars or eminent threatagainst the confederacy that, a temporary joint army, far from being standing army was assembled to fight a common enemy. This poses the question of organization, continuous training, mobilization, planning, specialization and logistics.

Personalities are also the determinants of history, the rise of Tseodo was crucial for the emergence of the Nupe Kingdom as a mega state in about 1500. Tseodo was said to be prince and son of Attah Igala and has a Nupe mother. His father was the son of Attah of Igalaland who

was on hunting expedition to Nupe when he met his mother at Nku, a village of the Bini confederacy. It has to be noted that the Bini confederacy was under the overlord ship of the Attah Igala. [22] He grew up among his mother's people and later was sent to Igala as a slave. His father, the then King, recognized him through the charm and a ring he gave his mother to give him. He was loved by his father but fearing the mechanism of his jealous and envious half-brothers, he left for Nupe in a mythical canoe.

Tseodo was fortunate to have a firsthand knowledge of the Nupe Bini- confederacy, he was raised there and also lived among the Igala. He exploited the relative weakness of the confederacy and conquered them as Sheshi noted: "while details of the conquest may be unknown due to lack of sources, it was not difficult to subdue the Bini group probably due to lack of a standing army" This era was characterized by a revolutionary approach to the defense mechanism of the Nupe as it now became a militarized state.

One of the characteristic of the defense mechanism of the Nupe people in the Tseodo era was the constant changing of the capital. Because the Kingdom engaged in expansionist wars, the capital kept changing from one location to another making it very difficult for the enemy to understudy the domain. The capital was first established at Nupeko then Gbara, then Mokwa, Jima, and later Raba, for strategic and defensive reasons, making it very difficult for the enemy to attack the capital.

Secondly, offenders were instantly and summarily punished to curtail their excesses and serve as deterrent to others. There were at least eight execution centers located in *Jebba, Tada, Gbera, Santali, Giraji, Ceworu, Fofo* and *Tayi*. Thirdly, the Nupe also borrowed a leaf from the Hausa states by importing houses from Borno, Kano, Katsina and North Africa to develop a cavalry making the state a super military state that was capable to protect itself against external aggressions and internal rebellion. At a time, the Kingdom had 5,555 horses for cavalry [23]. This could be seen from the Mugbe-Mugbe wars in 1820s between the Nupe kingdom and the fulani warriors in alliance with Ilorin. In this war, the Nupe army, trying to defend the state's territorial integrity made use of both cavalry and infantry foot soldiers. Here, it has to be noted that, cavalry and its complex organization needs a long period to be perfected, the Nupe cavalry was feared in the area under discussion, hence one can infer that the kingdom probably developed its cavalry centuries earlier before the Jihad wars. Furthermore, the state also incorporated its craftsmen such as the black smith among others into the defense system by making arms such as swords, spears, shields, etc, other craftsmen produced bows and arrows, sword scabbards, horse saddles etc for the military. It also had an alliance system with Oyo during the Jihad wars to curtail the menace of the Jihadist. [24]

However, despite this military strength and organization, the Tseodo dynasty fell in the 1820s to the Fulani warriors of Malam Dendo. The Fulani gradually infiltrated the state as Mallams (scholars) and later militarily conquering it. The greatest undoing of the Tseodo dynasty was the dynastic dispute between warring princes that weakened the state. After the death of Etsu Mu'azu in the early 19thc, two princes, Jimada and Majiya, became entangled in dynastic war over the throne dividing the Nupe populace, public opinion and forces. The Fulani successfully played one prince against the other. Majiya killed Jimada in 1820, but the latter's son (Idris) ran to meet with the Fulani against the former and after his ascension as the puppet Emir, the Fulani later absorbed the power of the Estu and pledged their loyalty to Gwandu, the western part of the Sokoto caliphate. [25]

But perhaps the greatest failure of the Nupe defense forces was lack of strategy, their problem aroused when during the battle with the Fulani warriors, they placed their cavalry in the rear and the infantry in front. The Fulani mallams said some incarnations that blinded the Nupe soldiers and their horses leading them to tramp on the infantry at their front. Again, they usually made use of Fulani mercenaries who could easily infiltrate their ranks and abandon them for their ethnic cause and solidarity as it happened during the jihad wars. [26]

After the Jihad and the successful emergence of the Fulani overlords over Nupe kingdom, the new emirate evolved a new defense mechanism that was more elaborate and complex than what was obtainable in the Tseodo's era. For instance, the new Emir (Etsu), equipped the defense forces with new weapons; horses as he would naturally had more connections and acceptance with the new far northern powers of Kano, Katsina and North Africa for religious and ethnic solidarity. ⁴⁴He also formed his personal body guards and slaves to police and protect the markets, trade routes and streets.

In this new arrangement, the *Mayaki/mai yaki* (Warrior in Hausa) was the chief of the army who always stayed in the palace, he was assisted by the *Uban dawaki* (the horse master) was the commander of the cavalry, the cavalry was now an elite force. There was also the office of *Sokyara* that commanded the mounted vanguard; the Ejeko, the commander of the archers and *Sonkali*, the head of the infantry. This shows how the jihad revolutionized the defensive mechanism of the Nupe emirate by bringing in more professionalism and division of labor to the state. [27] The Nupe cavalry were well known, Kontagora and Gwandu emirates used to call them in to quell rebellions in their domain. The army had its nucleus from the 200 palace body guards, however within its expansive ranks were slaves, mercenaries, and volunteers. The nobles also contributed foot soldiers (Dadkiri), horse men (Dodkoczi) and gun men (Bindigaciz) during wars to defend the state. [28] For the palace guards, they were divided into two, i.e. *Dogarai* (Infantry) who were equipped with guns, arrows and bows and were under *etsu dogari* and the *lefedi* (the cavalry) wearing cotton wool armour and bearing swords, spears and big leather shield. [29]

All these were put in place to protect the state from external and internal aggression as well as to project the influence of the state to other places. Nobody was allowed to disturb the king's peace; there was an elaborate judicial system based on Islamic Shari'ah to check and prosecute crimes, even nobles were kept at watch in order not to engage in uncalled action that may jeopardize the "king's peace." Nadal observed that "Rebels were quelled, wars (against the state) were answered with war, and raids answered with raids to protect and reestablished the King's peace" [30]

CONCLUSION

From the foregoing, this paper attempts to conceptualize and contextualize the nature of conflict in central Nigerian area and the need for the various kingdoms, communities and societies such as Nupe, Igala, Igbira to defend themselves from internal and external threats. It has been ascertained that these societies had developed a unique and complex defense mechanism peculiar to threats bedeviling their survival. This includes masquerades, divinations, age grade system, settlement patterns, and in the case of the Nupe advanced army and cavalry. The judicial and police systems were also meant to check internal security threats. However, other factors such as lack of standing army and developed police force and dynastic disputes (in the case of the Nupe) limited the defense mechanism of the societies. Added to this, was their unsophisticated

weapons weapon technology compared to the European invaders in the late 19th and early 20th century that led to their subjugation by the foreign power.

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UZBEK FAMILY IN THE PROCESS OF TRANSFORMING FAMILY TRADITIONS

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ABSTRACT

Studying the historical formation of family relations in the territory of Middle Asia provides an opportunity to see the true causes of the emergence of certain family values, traditions and customs. Knowledge of the causes of the emergence of a certain custom will help to realize the need for their use in modern realities or to eradicate them from the family-household way of life. A competent assessment of the traditions of the Uzbek people will contribute to the development of the family institution and strengthen family values.

KEYWORDS: Family Institute, Transformation, Uzbek Family, Family Relations, Family Formation, Family Law, Spiritual Enlightenment.

INTRODUCTION

Globalization as a worldwide process of economic, political, cultural integration and unification has also affected the issue of the status of the family and family relations. The process of intensifying the transformation of the institution of the family around the world has begun, which has also affected the Uzbek family. However, regarding the transformations around the family and intra-family relations that have been taking place for the last quarter of a century, there is no consensus: some scientists declare a family crisis, the loss of the foundations of the family and its destruction; and others argue that the family is increasingly strengthened in the complex vicissitudes of the modern world and is returning to its traditional values and foundations. [1] Therefore, to investigate the process of transformation of the Uzbek family in the processes of the influence of global processes on it and to determine what it is today for the bearers of cultural and religious traditions becomes very relevant and topical. The transformation of the family is understood as its social change, the transition from one state to another, its directed development. [2]

The family had a special form in each historical period. The formation of a family for the population of Central Asia in the first half of the 1st millennium BC was associated with the level of social development of these tribes: during this period, the process of the beginning of property differentiation is observed, but complex rules governing property relations related to the formation of the state have not yet been developed. Marriage as a legal phenomenon has not received its formalization with a legal definition of the legal status of each family member. However, there were certain rules of behavior and customs governing the relations of people in marriage: the attainment of the age of majority, the freedom to choose a partner in marriage, the marriage ceremony, the place of each member in the family. Women had a fairly high status and a free

position, there was a certain degree of equality between husband and wife in relation to family property, joint farming.

The forms of the family are described in detail by ancient historians. Marriage among the peoples of Central Asia was paired: Herodotus reports on massagets: "each of them marries one woman..."[3], this makes it clear that despite the fact that the family was patriarchal, the separation of small families was allowed, which was a prerequisite for the transition to a monogamous family. Describing the family-marriage relations of this stage of human development, F. Engels notes that "... the conclusion of marriage is not the matter of the persons who have joined the bark themselves, who are often not asked, but their mothers" [4]. One of the marriage rites of the Saks is known, described by Claudius Ellian ("Various narratives"): "Whoever of the Saks wants to marry a girl must fight with her. If the girl gets the upper hand in the fight, the defeated wrestler becomes her prisoner and comes to her full disposal; only by conquering the girl, the young man can take her into his power" [5]. And in the Avesta, the wife by status takes place after the spouse with certain rights in the management of the household, in the texts of the Avesta, the wife is called "nmanapatni" - the housekeeper. The possibility of a free choice of a future husband for Saka women is evidenced by an episode described by ancient historians from a wedding celebration: in the presence of all the guests, the daughter of the Saks king Omarga had to present a cup of wine to her chosen one. The same ancient sources report that the Saks "have brave women and participate in military dangers together with their husbands." [6]

During the early Middle Ages of the VIII –IX centuries, Islam spread throughout Central Asia. The city of Bukhara becomes the fortress of Islam. Central Asian peoples adapt their customs and traditions to the norms of Islam. Considering that the basic rules of marriage and family relations before the arrival of Islam were regulated by the customs of the local population and had a certain similarity with the norms of Islam, this process served to improve family relations and thanks to this the family received a legal status. With the advent of Islam, issues of hereditary legal relations and other property issues are also regulated. The legal culture of the population is increasing. Family relations that previously existed only within the framework of traditions and customs are now regulated by law. Legal responsibility is assigned to each family member, which made it possible to strengthen the institution of the family. There is a process of harmonization of local pre-Islamic customs with Sharia norms - customs that did not go against Islamic principles and found their new development on the basis of moral and ethical norms and spiritual values of Islam.

Before the arrival of Islam, developed social and legal relations already existed on the territory of Movarunnahr, and the population adhered to relatively high standards of morality and morality, which generally did not contradict the spiritual values of Islam, and this was what served as the dawn of Islam in the region and its rebirth into a spiritual and scientific center of Islamic culture. Thus, during a relatively short historical period after the spread of Islam, great scientists in the field of Islamic sciences appear on the historical territory of our state. For example, Imam al-Bukhari is the author of the authoritative and reliable collection of hadith "Jome as-sahih", which became the second reliable book after the Koran.

In the XIII century, Central Asia was conquered by the Mongols, who mercilessly destroyed cities and the culture of the people. The state is in a state of chaos. True, Islamic norms have managed to be preserved, and moreover, after a while, Mongolian rulers who have converted to

Islam appear. This fact allows the local population to return to their previous way of life, as well as continue to regulate marriage and family relations by Sharia norms.

All subsequent centuries before the formation of the USSR, family relations are within the framework of Sharia. After the emancipation of Oriental women and their involvement in mass work, the attitude towards the family changes dramatically. The role of women in society is growing significantly, the family no longer lives according to Sharia law. Here, once again, there is a transformation of the institution of the family, the transition from Sharia law to Soviet norms. If earlier Sharia law required an agreement between the groom and the father (or other close relatives) of the bride, now the Soviet family had to be created only by mutual consent of the bride and groom, but did the majority of the population adhere to this practice? However, the marital relationship, the relationship between parents and children is completely changing. Polygamy, which was allowed in Sharia, is prohibited. The age of the mating is increasing. In a few years, the family foundations have completely changed. True, all this did not lead to the complete eradication of Sharia norms in marriage and family relations, to one degree or another, as they say behind closed doors, they continued to obey Islamic norms at the cult and ritual level. So, for example, Muslims at the time of marriage, along with the secular registration of marriage, often went through an unspoken procedure of Muslim marriage. When a child was born, the azan was read, the circumcision of boys was performed. Islamic values have retained their significance in people's daily lives. Due to this, after gaining independence, the Uzbeks began to strive for the revival of Muslim traditions in marriage and family relations.

The issues of marriage and family relations have always attracted the attention of scientists. The works of Russian authors who lived in Turkestan during this period are devoted to the marriage and family relations of Uzbeks in the second half of the XIX- early XX century. Observing the family and household way of life of the Uzbek people, these researchers give a general description of premarital, marital relations, as well as family rituals of the peoples of Central Asia. Of particular note are the works of such authors as A.D. Grebenkin, spouses V.P. and M.V. Nalivkin, N.S. Lykoshin [7]. The work of Abdurauf Fitrat "Oila"[8] on the Uzbek family and marriage, performed at the beginning of the XX century, is particularly noteworthy because he was one of the first local authors to choose as his object reflections on the family and family relations of our people.

During the Soviet and post-Soviet period, Uzbekistan conducted a lot of research on marriage and family relations. The problem of the traditional Uzbek family is given considerable attention in the works of academician K.Shaniyazov[9], the joint work of O.Buriev, I.Shoyardonov, K.Nasriddinov[10] are devoted to the history of the Uzbek family, which contains extensive factual information about the family structure and family relations of the population of southern Uzbekistan in the late XIX - early XX century.

The study of the historical formation of family relations in Central Asia makes it possible to see the true reasons for the appearance of certain family values, traditions and customs. Knowledge about the reasons for the emergence of a certain custom will help to realize the need for their use in modern realities or to eradicate them from the family way of life. A competent assessment of the traditions of the Uzbek people will contribute to the development of the institution of the family and strengthen family values. An adequate distinction between such concepts as custom (urf-odat) and Sharia law will help to navigate the issue of proper management of the family and household way of life of the family.

Some transformations that have arisen in the consciousness of youth, the Uzbek mentality and, accordingly, in the Uzbek family can be characterized as follows: the development and deep penetration of individualism, the value of the human ego, standardization of lifestyle, cultural leveling of society and personality, spiritual degradation of society and related phenomena of social pathology, the fall of spiritual and moral guidelines and alienation from centuries-old values, the change of moral criteria of life, the emancipation of family and the liberalization of family life, the desire for leadership and equality, feminization of family relations, the desire of women for freedom in choosing a partner, in raising children, in financial matters, in relation to her husband's parents, the destruction of centuries-old natural and socio-historical foundations of family life.

During the period of changes that took place, it was the family that was most strongly affected by modernization, within which the basic cultural values and norms were initially transmitted to new generations, where people's personal codes were formed, their socialization took place.

Thus, the traditional structure of the family, its role and functions in Uzbekistan are in the process of transformation and undergoing profound changes. The traditional patriarchal family, reborn under the influence of the Soviet worldview, is today located between two strong and influential centers: modernization and the revival of Islamic traditions.

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GOALS, CONTENT, METHODOLOGY OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN UNIVERSITY EDUCATION

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ABSTRACT

The article is devoted to the goals, contents and methodology of content and language integrated learning (CLIL) in higher education. Content and Language Integrated Learning is being introduced into university programs as the demands of the labor market for qualified specialists able to effectively communicate in international professional or academic environment. Teaching a special discipline in a foreign language according to the CLIL method has a number of features, one of which is increased cognitive load of students. Techniques for removing it, as well as requirements for the teacher's activities in the context of CLIL are discussed in this article.

KEYWORDS: *Content And Language Integrated Learning, CLIL, Cognitive Load, Teaching Methodology, Subject Content, Foreign Language, Assessment, Education.*

INTRODUCTION

Availability of educational programs for foreign languages becomes one of the competitive advantages of national universities in the struggle for leading positions in world rankings [2]. These programs focused on global educational and research and aimed at training specialists capable of work both in international research teams and in professional communities. Training in such programs is conducted in one of the international languages, most often English, and teachers, leading classes must have competencies in the field not only of the teaching discipline of foreign language, but also a methodology of CLIL - Content and Language Integrating Learning, which actualizes the need to study the basic principles of the usage of effective technique in university programs [4,5].

The purpose of this article is analysis of modern research, is carried out in the field of content, goals and methodology of CLIL. Integration processes in Europe in the 90s of the XX century [1,8], aimed at building a common market and removing restrictions for the movement of capital, goods, people and services, actualized the problem of multi-lingual education not only at the level realizing professional goals, but also at the level of social interaction, participation in political life. School bilingual education began to be introduced: some subjects such as mathematics, geography, history and others, begin to teach in a foreign language, most often in the official language of the European Union – English [6]. The proliferation of bilingual educational programs contributed to the growing interest of researchers in the development of theory and practice of In the theory of teaching foreign languages.

CLIL term was proposed by D. Marsh in the mid 90s of the past century, refers to the teaching methodology of two subjects, one of which is foreign language - serves as a means of teaching a second subject [3]. This technique allows students to form linguistic and communicative competencies in a non-native language with the same content and in the same educational context in which they have formation and development knowledge and skills in the native language. According to L. P. Khalyapina, defines the content is —the subject of development, goals, objectives and topics, i.e. a set of theoretical knowledge and skills that allow realizing correct professional opinions, statements within the studied range of problems [2].

CLIL is the acquisition of knowledge and improvement of skills in a specific subject at the same time, language knowledge and skills are improved in the process of mastering this subject. More specifically, the objectives of CLIL were presented by D. Coyle through four components:

- **communication:** co-improvement of the level of proficiency studying foreign language; communicative skills develop on any discipline studying in context of the subject-linguistic integration training, and at the same time, separate types of speech activities (listening, speaking, reading, writing);
- **the content of the subject:** study reading proficiency, the use of new knowledge and development of skills through completing practical tasks;
- **culture:** expanding knowledge and understanding of interacting cultures;
- **cognition:** development of subject content, development language skills and coordination with the already existing knowledge, experiences and needs of students; students analyze their academic activity, synthesize new knowledge on the basis of obtained during the various items and applications of findings in practice [7].

Researchers dealing with issues on CLIL, it is distinguished by the following key specifications:

Versatility of the focus of training:

- consolidation of language skills and ability in the classroom for the study of pre-meta;
- studying the content of the subject in foreign language through the integration of how many items;
- organization of training through intercultural tour projects with reflection on process of teaching [6];

Stimulating educational environment:

- use of repetitive views, activities and discourse in the classroom;
- use of foreign language to study the subject for whole lesson;
- assistance to students in acquiring tendency to self-confidence with mastering a foreign language and subject;
- convenient equipment for the audience, allowing students to work in small groups;
- availability of resources;
- raising the level of the language, tendencies of students;

Taking into account the interests and needs of training:

- providing students with opportunities, need to seek helping in case with occurrence of language problems;
- maximum consideration of the interests of education;
- constant accounting of educational and life great experience of students;
- the ability to communicate with a representative of other cultures with studying such same subject in the same foreign language[8];
- use of relevant materials from the media and other sources;

Active teaching:

- in the classroom, students speak more than a teacher;
- students participate in goal-oriented approach;
- students participate in the assessment of their educational achievements;
- preference is given to work in pairs and small groups;
- discussion with learners of language means of expressing concepts studying subject;
- teachers act as a trainers in the developmental training;
- reliance on existing knowledge, mind, experience and interests of students;
- submission of new information in the form;
- consideration of various teaching strategies;
- creating conditions for creative and critical thinking;
- encouraging students to leave comfort zones and movement to new results[9];

Cooperation:

- course planning and development of lessons by teachers special and language disciplines;
- Cooperation with stakeholders [12].

According to D. Marsh, A. Maltiers and A. Hartiala, for the successful implementation of content and language integrated learning have the following competencies:

Language training:

- the level of language training, sufficient accurate for organizing, training a special subject for FL;
- knowledge of the basics and foreign language terminology, the logic of the subject being taught [1,5];

Theoretical knowledge:

- understanding the similarities and differences between learning foreign language and fluency

in a foreign language;

Teaching method:

- the ability to identify language problems;
- the ability to use communicative and interactive tasks, capable of understanding of the meta studied in a foreign language;
- the ability to apply strategies to correct mistakes, stimulating good use of foreign language in speech;
- the ability to use such types of activities in the classroom that contribute to both the study of the subject and development of language skills;

Learning environment:

- ability to work with representatives of different cultures and different levels of language training;

Development of teaching materials:

- the ability to adapt materials to use in the educational process;
- the ability to select additional materials on a specific topic;

Evaluation:

- The ability to create and use tools scores based on progress in mastering the subject and applying foreign language[14].

K. Kelly makes consistent with the assumption that the ideal CLIL teacher must know and be able to following:

- know the subject being taught;
- have a high level of foreign language, competence;
- owning the CLIL methodology;
- use educational materials, language-appropriate training of students;
- skillfully combine the teaching of the subject and the development of language skills;
- be able to plan CLIL sessions;
- determine the needs of trainers in language competencies for students, knowledge of the material of the studied subjected;
- be able to independently develop tasks in the context of CLIL;
- constantly develop professional[9,10].

In the content and language integrated learning, the choice of language tools and functions determined by the content of the subject being studied. CLIL is characterized by a predominance of terminology; is used to search for information, discuss and complete written assignments for the studied topics; employs cognitive skills, such as definition, assessment, justification, guess,

summarize, illustrate with examples, etc.; using for critical assessment and classification of information.

Grammar is not an aspect of learning in CLIL as it is when learning a foreign language as a subject of study. In subject-language integrated learning, grammar is studied in the context of the implementation of specific functions of a foreign language for academic purposes, for example, the passive voice - to describe the experiment being carried out, or the past tense - to describe past historical events [7,13]. Certainly, the teacher cannot but pay attention to the correct use of grammar and vocabulary by students, but since in CLIL language is a means, then teachers strive to remove the cognitive load, due to the need to communicate on FL, offering types of tasks taking into account individual learning styles of students, choosing graphic means of presentation of the material and offering students a set of language clichés to express their thoughts[9,15].

According to A. Lin, when preparing assignments for assessment, CLIL instructors ask themselves the following questions:

1. What we value first of all - language or content?
2. Can we sometimes evaluate something? If so, what exactly, when, why and how?
3. When do we assess?
4. How we rate?[11]

The answers to these questions depend on whether what goals should be achieved as a result of taking the course or one of the its stages. If goals record accomplishments in the study of a non-linguistic discipline (content), they are usually expressed in terms of B. Bloom's taxonomy through "knowledge of information, concepts, and theories" at the level of knowledge, their "reproduction" at the level of understanding and—application in practice at the application level [10]. Accordingly, at the level of understanding (reproduction) from students, it is required to retell what they have memorized without applying this knowledge to solve problems [12].

Thus, for a successful implementation of content and language integrated learning in educational programs of university teachers need not only knowing well the content but also knowing a foreign language as a means of communication at a level sufficient for conducting classes. Necessary set realistic goals that take into account the level of preparedness of students as the subject and in a foreign language. When selecting content for teachers, it is necessary to follow the principles of CLIL, considering what cognitive stress of students studying subject by means of a foreign language, knowledge which may be lacking for fulfillment of the task. Teachers must be able to define and be flexible respond to the difficulties of students, offering appropriate forms of "support" and using a variety of teaching aids from graphic organizers to multimodal educational texts.

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THE PSYCHOLOGICAL IMPORTANCE OF ATTENTION IN THE FORMATION OF PROFESSIONAL KNOWLEDGE OF TEENAGERS

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ABSTRACT

This article discusses the psychological characteristics of adolescents' attention in shaping their professional cognitive skills. Knowledge is the reflection in the human mind of the objective world, its images, concepts and their forms. Emphasis is placed on the gradual acquisition of knowledge by adolescents and the stability of attention in the formation of their skills and competencies.

KEYWORDS: *System of Concepts, Theoretical Attitude, Formulas, Laws, Analogous Conditions, Involuntary Attention.*

INTRODUCTION

Today, the legal framework of the state policy on the younger generation has been strengthened in our country, and the Republican Interdepartmental Council on Youth Affairs has been established. The Youth Union of Uzbekistan was established and June 30 was declared Youth Day. The Union currently has 7,690,000 members. Eight young people have been appointed deputy governors. In the recent elections to the Legislative Chamber of the Oliy Majlis, nine young men and women were elected, and about 10 per cent of the winners in local councils were young people.

At the meeting of the President of the Republic of Uzbekistan Sh. Mirziyoyev with the youth of our country - we will, of course, build a new Uzbekistan together with the youth. "2020 will be a turning point in state youth policy," he said.

Such confidence in young people is the key to the country's future. In this regard, the country's education system is undergoing radical reforms. It is a process of teaching adolescents the gradual acquisition of knowledge and the formation of their skills and competencies. From a psychological point of view, knowledge is the reflection in the human mind of the objective world, its images, concepts and their forms.

Acquisition of knowledge is the organization of educational activities by the teacher, the processes of psychological cognition are based primarily on attention, memory, thinking, imagination and imagination. It is clear that all three levels of knowledge are involved in the learning process: emotional perception, abstract thinking, and practice. Here, the main stages of

knowledge acquisition are: a) comprehension of the learning material (visual and audio), as well as deep understanding by teachers through a variety of visual aids, pictorial, verbal and practical images; b) comprehension of the study material (processing of the received data). This process is carried out by the teacher in three stages: a new information identification system that provides a logical connection to the previous learning material; linking unknown learning materials to assimilated, known materials; Establish interdisciplinary, intradisciplinary, and 112 interdisciplinary connections in the material being studied: c) memorize the material. (storage of processed data). Successfully passes the teacher's didactic literacy test for each subject and subject taught [1].

To do this, the teacher continuously activates the learners' cognitive activity in the following ways: comparative orientation of memorization of the learning material (changing the soundtrack, lowering the level, using special phrases; this is very important; you will need it in practice; remember it strongly). ; Interest is gained through the selection of vivid examples, evidence, and deeply scientifically based practical actions related to the topic. As a result, learners gain specific knowledge that is tested in practice, achieves results in practice, and understands the essence of concepts. g) consolidation of knowledge. This is the final stage in the acquisition of knowledge, in which the teacher teaches students to apply their knowledge in practice, and organizes the formation of skills and competencies in students. According to qualified psychologists, it is a component of automated conscious actions, created by repeating the same operation several times in analogous conditions. The teacher uses a variety of methods in the classroom to develop the skills. The most important of these is exercise. The internal appearance of a skill is closely related to the physiological and mental processes, that is, the ability of a skilled professional to perform fast, precise and free movements. Skills come in two forms: simple and complex. In addition to the types of internal dependencies of skills, simple skills are divided into the following types. emotional (sensory) intellectual (motor) motor (motor) Complex skills consist of several simple skills. Many skills are built on acquired knowledge and then acquired through the application of simple skills.

Attention is an important and necessary condition for the effectiveness of all types of human activities, especially labor and educational activities. The great Russian pedagogue KD Ushinsky said: "Attention is a door through which everything enters the human heart from the outside world. He said.

Attention is the orientation and focus of the mind in a way that requires an increase in the level of emotional, mental, or motor activity of the individual. " Attention, memory, and thinking can be manifested in the process of movement. Therefore, they distinguish the following forms of manifestation of attention in relation to an object or thing (perceived object, memory, thinking, imagination): sensory (perceptual), motor. Sensory (visual and auditory) attention is now more studied. Depending on the nature of the formation and the method of action, there are the following types of attention: involuntary attention, voluntary attention, attention after voluntary attention.

Involuntary attention is created and maintained in a way that is independent of one's perceived intentions and goals. The onset of involuntary attention is determined by physical, psycho physiological, and mental factors. Strong stimuli include loud noises, bright lights and paint, and strong odors. Motivators who meet the needs of the individual and are important to him or her

will inevitably attract attention. The role of direct interest in involuntary attention is enormous, but it also depends on the general orientation of the individual.

Voluntary consciously managed and regulated attention. Voluntary attention is formed on the basis of involuntary attention. The higher type of voluntary attention is found in the labor process. The function of voluntary attention is to control the course of mental processes.

Post-voluntary attention can be highlighted. This concept was introduced to science by psychologist N.F. Dobrin. Post-voluntary attention is characterized by a very stable focus on something over a long period of time, and a higher level of intensive and productive mental activity, a higher productivity of all types of work, is reasonably associated with this type of attention. We know about the surrounding sounds and colors, smells and temperatures, quantities and sizes, and many other things through our senses. With the help of the senses, the human body receives a variety of information about the state of the external and internal environment in the form of sensations. In the process of learning, each adolescent develops individual mental processes, such as cognition, attention, memory, imagination, imagination and thinking. They determine the active learning of learners. At the same time, effective cognitive activity shapes professional thinking through the process of acquiring knowledge. The education of students is inextricably linked with intellectual development, which is carried out through the development of the characteristics of the professional activity, the development of his professional skills, entrepreneurial qualities and management, creative abilities and interests. As for the concept of profession, the concept of profession - the main conceptual concept of professionalism - is the concept of profession. There are many descriptions of the concept of profession in the professional literature. First of all, it is an activity that requires special training, where a person is constantly experimenting and serves as a source of livelihood. The profession unites people engaged in the same activity. In this activity, certain relationships and norms of ethics are established. The profession is a separate form of social organization of able-bodied members of society, combined with the general type of activities and professional consciousness of members. According to B. Shoun, "Profession is a conspiracy of experts against foreigners." "Profession is a necessary and valuable field for society, which requires basic physical and mental strength." These forces are seen as an important means of survival and development instead of labor. Elaborating on this definition, E.A. Klimov defines professional activity as a qualitatively historically evolving system and an area of self-expression. In another definition, "from a public point of view, a profession is a system of professional issues, forms and types of professional activities, personal professional characteristics, which should ensure the delivery of results and responsibilities that are important for the work." A more accurate definition is given by V.G. Makushin: "A profession is an activity in which a person participates in the life of society and serves as the main source of material means for his survival." Summarize and summarize the available definitions. Professions are emerging forms of labor activity, and in order to perform them, 70 people must have specific knowledge and skills, special abilities and developed important professional qualities. The term "profession" is used only for high-status types of professional activities. Other activities include specialties or types of work. In National Professional Studies, the concepts "profession" and "specialty" are distinguished. In addition to professional competence, a broader understanding of the profession, its important qualities are socio - professional competence, professional autonomy, self - control, group criteria and abilities. The profession usually unites a group of nearby specialties. For example, the profession doctor, specialties - therapist, pediatrician, oculist, urologist, etc. professions - engineer,

specialties - constructor, technologist, metallurgist and so on. Specialization is a set of special knowledge, skills and qualifications in the process of work through vocational training, preparation, which are necessary for the performance of a certain type of activity in the framework of this or that profession. Thus, specialization is a type of professional activity within the profession, which is aimed at personal achievements or achieving general results through specific situations. Its types of professional activity in the development of mankind are envisaged in Ancient Greece (Greece), the Roman Empire and other developed countries in Egypt until BC. Today, the emergence of cocktails began during the Industrial Revolution. Next, scientific and technical development will lead to the renewal of the list of professions and in 1965 year in the official data of the ACD listed 21741 professions and descriptions of 400 specialties in alphabetical order. According to the International Occupational Standardization System, in 1988, 9,333 occupations were registered. The single qualification reference book combines about 7,000 professions and specialties. These special documents reflect their professional status at the time of the system. Published references need to be corrected, as the world of professions is constantly changing. New professions are emerging, the nature of the professions is renewed, the content of labor is low, and low-skilled labor professions are disappearing. The name of the profession often reflects the nature of the cocktail formed in previous years. As a teacher, you need to be able to do this and be ready to study for the rest of your life. Of course, you never teach a student all the time, but you have to work with them long enough to convey the crucial message: there is more to learn in life - there is more; in fact, any teacher or school can provide it for the rest of their lives. Any knowledge you teach is immeasurable and can be a source of sincerity, excitement and surprise. This can be an optimistic reason when it comes to life in general and your students in particular. It is important to understand that if it is never completed, it will be relevant quickly, even if it is short-term. No matter what you teach, you need to be prepared to enjoy the design and instrumentation of complex activities that effectively link new ideas and skills.

CONCLUSION

The challenge of competing attracts a large number of teachers because they are able to observe and demonstrate their skills in the simplest and most conventional way. Your student will be able to plan and manage, even if they can sometimes imagine how they can do it. Teachers need to know how to explain ideas clearly, present new material in the right sequence and at the right pace, and direct connections between what they already know and what they have just learned. However, these skills require a lifetime of expertise, they can be successfully practiced even by elementary teachers, and they can be continued and developed in the off-hours of teaching. Although correct from the start, the communication and design skills of the course are one of the main "benefits" of the work.

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HYGIENIC ASSESSMENT OF WORKING CONDITIONS AND PREVENTION OF REPRODUCTIVE PATHOLOGY AMONG WORKERS OF THE POULTRY COMPLEX

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ABSTRACT

Poultry farming is one of the most industrialized branches of agriculture, where female labor is widely used. However, the study of the influence of working conditions on gynecological morbidity and the reproductive function of the female body in these industries is devoted to a very limited number of works.

KEYWORDS: Ecology, Hygienic Requirements, Working Conditions, Production Factors, Manual Labor.

INTRODUCTION

The problem of protecting the reproductive health of the population in the context of a declining birth rate and a high level of mortality in the country is the most important direction of state policy that determines the national security of Uzbekistan. This is confirmed by the adopted concept for the development of the healthcare system of the Republic of Uzbekistan for 2019-2025 and the dynamics of demographic processes in the Republic of Uzbekistan

The concept of reproductive health was formulated in 1994 at the UN Conference on Population and Development. Reproductive health disorders account for 5-15% of all diseases (death and disability) and 22% of all diseases of women of reproductive age (from 15 to 45 years) compared to 3% for men [1]. The WHO Global Strategy on Occupational Health for All. The Way to Health at Work (Geneva, 1995) recommends the prevention of reproductive health problems for both sexes at all stages of life, but includes women of childbearing age and pregnant women to vulnerable groups (high risk groups) requiring special social protection. Many authors note the involvement of women in a variety of production processes as one of the causes of violations (changes) in reproductive health, which often do not correspond to the adaptive capabilities of the female body and lead to significant negative consequences. There are a large number of publications on the health status of women and their working conditions in various industries [2].

Poultry farming is one of the most industrialized branches of agriculture, where female labor is widely used. However, the study of the influence of working conditions on gynecological morbidity and the reproductive function of the female body in these industries is devoted to a very limited number of works.

Thus, the relationship of diseases of the genital area in female poultry farmers with unfavorable working conditions is paid attention to in the studies [3].

When examining 1060 female workers of poultry farms in the Rostov region, they came to the conclusion that the adverse impact of production factors, the leading of which are gas pollution, elevated temperature, bacterial contamination, dustiness, the laboriousness of work, on the organism of poultry, leading to an increase in gynecological morbidity and complications of pregnancy and childbirth [4].

An analysis of the data of domestic and foreign literature shows that the problem of the influence of harmful production factors on the specific functions of female workers in poultry farms remains poorly understood to date. There is practically no systematized information about the state of reproductive health of workers in modern poultry complexes, violations in the development of the fetus during their pregnancies. [5]

The purpose of the study is the scientific substantiation and development of measures aimed at improving working conditions, improving the state of reproductive health, reducing gynecological morbidity among workers of modern poultry farms.

Research objectives:

- To give a hygienic assessment of the state of working conditions of women workers of a modern poultry complex in terms of harmfulness and danger of factors in the production environment, the severity and intensity of the labor process;
- To study the chemical and microbiological composition of the floating dust in the air of the working area;
- Conduct a comparative analysis of the prevalence of gynecological diseases and assess occupational risk factors for women's reproductive health disorders;
- Develop and implement a set of measures to improve working conditions and preserve the reproductive health of female workers in a modern poultry complex;

Based on the results obtained during the implementation, a direct and close relationship was established between the level of infection of birds with microorganisms of the Chlamydiaceae family (according to serological indicators), the content of DNA of microorganisms of the same serotypes in the air dust of the working area of the poultry complex and the content of specific antibodies to them in the blood serum of workers. It has been established that the production contact of poultry workers with microorganisms of the Chlamydiaceae family in combination with other harmful chemical and physical factors determines in women an increased risk of developing non-specific gynecological pathologies, including colpitis, neoplasms, cervical erosion, prolapse of the vaginal walls, chronic adnexitis, disorders menstrual cycle. [6]

The practical significance of the work. Scientifically substantiated are proposals for improving working conditions and improving the reproductive health of female workers of a modern poultry complex, which include a set of veterinary and sanitary measures, improving working conditions, primarily measures to reduce the dust content of the air in the working area and improving the system for monitoring the use and quality of personal protective equipment respiratory organs, amending the regulations governing the procedure for conducting periodic

medical examinations and clinical examination of pregnant poultry workers with an increased risk of chlamydia infection. [7]

Materials and research methods

To implement the tasks set in the work, research was planned and carried out in the following areas:

- Analytical review of domestic and foreign literature on the problem of women's reproductive health in connection with the impact of adverse working conditions in industrial poultry farming;
- Study of the main plans of the technological process at the poultry farm with the identification of sources of formation of harmful production factors;
- Hygienic assessment of physical (microclimate, noise, vibration, illumination, dust content) and chemical factors of the production environment; assess the degree of severity and neuro-emotional tension among workers in the main technological professions, as well as the establishment of the role of the biological factor in shaping working conditions in poultry farms;
- Study of the characteristics of gynecological morbidity in women, depending on working conditions and length of professional activity;

The studies were carried out at the poultry complex of Chinor Chorva LLC, Zhondor district, Bukhara region (Uzbekistan) during 2020-2021.

The study of the factors of the working environment included measuring the concentrations of the main chemical compounds and dust entering the air of the working area; industrial noise levels, general vibration; artificial and natural lighting, microclimate parameters. Also, an assessment was made of the biological factor, the severity and intensity of the labor processes of workers in the main professions.

For a comprehensive understanding of the factor of the production environment, the concentrations of harmful chemicals and dust in the air of the working area were determined by generally accepted methods [8].

The concentration of dust in the air of the working area was determined at those workplaces where there was a danger of dust release. When analyzing the dust content of the air environment, the maximum, minimum and average shift concentrations of this factor were also calculated, which were compared with the MPC. Identification of viable microorganisms (bacteria, fungi) in production facilities was carried out in accordance with the current guidelines for determining the level of contamination of the external environment with microorganisms; guidelines for the determination of microorganisms - producers of enzymes in the external environment. [9]

During the research period (2020-2021), 100 women were under our supervision, of which two groups were formed. The first group consisted of 50 women - workers of one of the poultry complex LLC "Chinor Chorva", Zhondor district of Bukhara region, Uzbekistan, who have long-term and direct contact with harmful factors of the production environment. The second group - control, 50 women, identical in age, included women who, by the nature of their activities, do not have contact with harmful production factors.

For the medical and social study of risk factors for obstetric and gynecological morbidity among workers of the poultry complex LLC "Chinor Chorva", a special questionnaire was developed,

which included the following sections: general information; information about working conditions; information about lifestyle and bad habits; history of past illnesses; reproductive history. [10]

The air of the working area of poultry houses is polluted with gaseous products formed during the life of the bird and as a result of the decomposition of the organic substrate (litter, bedding, feed, etc.), as well as dust of animal and vegetable origin.

The concentration of ammonia at the surveyed factory was above the maximum allowable concentration in the rearing of young animals, in the premises for keeping adult livestock and in the slaughterhouse. [11]

Hydrogen sulfide in the air of the working area of industrial premises with daily mechanical cleaning of chicken manure was found in concentrations up to 6.0 mg/m³; and in recycling shops - 2.1–15.8 mg/m³.

Along with this, pathogenic forms of the intestinal group were also found - the causative agents of colenteritis, as well as anthroponoses, in particular ornithosis, toxoplasmosis, chlamydia and other infectious diseases. In the microbial aerosol, bacteria accounted for the bulk - 82-89%. fungi - 11–17.5% and actinomycetes - 0.5%. [12]

In the study of dust by PCR for the presence of DNA of microorganisms of the Chlamydiaceae family, a positive result was also obtained in 20% of the air samples taken.

As can be seen from the data presented, in the structure of gynecological pathology, diseases of the cervix, mainly erosion, prevailed, with a detection rate of more than 63% in the main group versus 11% in the control. Further, in descending order in frequency of detection, benign neoplasms, colpitis, chronic adnexitis, and menstrual irregularities were found. [13]

Thus, on the basis of the conducted complex hygienic and clinical studies, data were obtained that make it possible to assess the occupational risk of developing gynecological morbidity and reproductive health disorders in women employed in modern poultry farms.

Based on the data obtained from hygienic and clinical studies, proposals for improving working conditions and improving the reproductive health of female workers in a modern poultry complex are scientifically substantiated. [14]

CONCLUSIONS

1. It has been established that the unfavorable working conditions of workers of modern poultry complexes are determined mainly by the intense impact on the body of workers of harmful production factors. One of the leading risk factors for the loss of health of these workers is air pollution of industrial premises with aerosols containing, in addition to harmful chemical compounds, also microorganisms of the Chlamydiaceae family belonging to the 2nd hazard class.
 2. Industrial contact with microorganisms of the Chlamydiaceae family determines an increased risk of developing gynecological pathology and reproductive disorders in female poultry workers.
 3. The prevalence of gynecological pathology among poultry workers, in particular, diseases of the cervix, mainly erosion, is more than 63%, which is statistically significantly higher than in the control group (11%).
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4. Programs for the prevention of general, gynecological and occupational morbidity among workers of modern poultry factories should be supplemented with a set of measures presented by veterinary and sanitary measures to prevent infection of birds with intracellular parasitosis dangerous to humans.

5. It is also necessary to take measures to limit the spread of infected aerosols in the air of working areas (localization and sealing of sources of dust formation, increasing the efficiency of ventilation, the use of personal respiratory protection for workers;

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IMPROVING THE SPEAKING ABILITY IN ENGLISH: THE STUDENTS' PERSPECTIVE

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ABSTRACT

This article is about improving the ability of speaking in English and the students' perspective on it. There are several different kinds of methods which can be fruitful in developing students' oral skills. Most essential methods are discussed in this article.

KEYWORDS: *Speaking, Oral Skills, Methods, Focal Factor, Perspective*

INTRODUCTION

The principal focal factor of the research about used to be aware of English as a challenge and as a language, the nice of the textbooks, probabilities of listening to excellent English with proper/correct pronunciation and to excessive slight that more than a few exercises/activities, i.e. seminars, crew discussions and debates competitions, etc. have been commonly being arranged or not. The learn about was once as soon as descriptive in nature. The researchers chosen 20 students from young adults in a personal academic center studying at the first 3 months and the other time degree thru stratified random sampling procedure. The data used to be accumulated with the aid of a questionnaire having alternate items. The questionnaire used to be as soon as designed with the resource of consulting experts in the concerned field. It was once tabulated in the structure of counting frequencies and then analyzed thru percentages. The imperative findings of the find out about were: by means of using teaching English as a problem to the school students and no longer as a language provide vent to rote reminiscence only to pass by the examination out of burden. Enough time is now not given to a wide variety of workouts and chances for the improvement of speaking ability. Students additionally complained of scolding, and discouraging with the aid of their instructors for no longer speaking correctly. Although the instructors and college students are equally responsible for the terrible speaker functionality yet the instructors are extra responsible with the aid of having the professional know-how and skills. To improve the speaker ability, more stress on the great of books at the fundamental level, ample time given to talking and phonetic drills of students.

Quaid-e Azam in his message to the educational conference in 1948 that English has a vacated French as the leader language within three or four decades has recently the basic English has appeared Namely it may enlarge its domination furthermore, besides depending on only motives. Communication skills and can soon catch the eyes of an authority to award him a higher position

or responsibility in order to increase his self-esteem and reputation. Speech is the prime means of communication and the structure of the society itself would be substantially different if we had failed to develop communication through speech. To develop oral communication, information gap activities are suggested. Information gap activities have the scope of integrating all the four skills. If all the language production of the student is controlled from outside, he will hardly be able to transfer his knowledge from a language learning situation to a language using situation (Bygate, M. 2003 [1]). Students who repeated two tasks, having first performed them ten weeks earlier completed them more fluently and with greater complexity on the second occasion because of a shift from conceptualization towards that of formulation (Carnegie D, 1962 [2]). The teacher can facilitate language acquisition through problem solving activities and tasks which ensure learner participation and interaction naturally (Aslam, M. 2003 [3]). But for improving speaking abilities' purpose the knowledge of Phonetics is necessary for a teacher of English to correct students' mistakes and to help them in differentiation of English sounds and the mother tongue. A person of recognized taste and culture can make us differentiate among stress, rhythm, intonation and pitch. Now certain teachers are alien to the notion of recently developed language techniques. This situation is prevalent in almost 60 Govt. colleges in N.W.F.P., Pakistan (Aurangzeb, 1992 [4]). The teachers who have completed courses such as TOEFL and DIPTEIL can better decide whether a certain activity/exercise is appropriate or not (Fayyaz, M. 1992 [5]). It is a fact that it is impossible to conceive of a person being communicatively competent without being linguistically competent. In order for communication to be successful, learners need to know the appropriate social conventions (Hedge, T., 2008 [6]). Working in groups is important but many students comment that they find working in groups difficult because they can never think of intelligent things to say, they can never contribute idea to the group. Most importantly, how teachers work with boys and girls, how they motivate speech activities, and relate them to their personal interests and on-going life of the school day, are vital factors for the improvement of speech (The Commission on English Curriculum, 2009) [7]. The study in hand is very much significant for the improvement of speaking ability in English. The students and teachers will be able to know about the strategies and activities for the promotion of speaking ability from different aspects and angles.

Methods

Uses all different methodologies in language learning, and the goal is the same. to teach a learner a foreign language easily. The results of scientific literature analysis have shown that the most widely used methods in teaching foreign language in modern educational practice can be identified as: the method of project [11,12], case studies [13,14], ICT [15–19], brainstorming [20,21], the role-playing method [22,23], tandem [24,25], extensive reading [26], the method of podcasts [27,28], the associative method [29,30] training in collaboration or cooperative learning, collaborative learning [31,32], sliding [33], the method of contrastive linguistics [34], discussions [35], dilemma [36], jigsaw reading [37], the method of theatre production [38], SCRUM [39], round table [40], peer review [41,42] mnemonics [43,44], the grammar–translation method [45], the direct method [45], the method of reading [45], the audio–lingual method [46], Dr. West's flipped learning or lipped classroom [47,48]; content and language integrated learning (CLIL) [49,50]; and the cooperative learning method [51,52]. We have developed a textbook to make it easier to improve speaking in English, and we have tested this on graduating students. For this, 20 students, half of them who had studied German and French as a foreign language from the school were selected. They did not study English during school.

The textbook was enriched with grammar, new words, sample answers and quiz questions, and included explanations and methodologies from beginner to pre intermediate level. the goal is differences and similarities in English learning skills in two categories of knowledge holders (1- have a base in English, 2- who know German and French). The research continued within 4 months together with professional English teachers who have at least eight international language certificate.

Results

The result is better than we expected. In the early days of the methodology, there were many difficulties in the speaking process due to the lack of skill in English-speaking learners, although it was not difficult to adapt to the natural English environment. 6 out of 10 students were active during the lesson. 2 students are good. however, 2 students showed apathy and lack of interest in lessons. it follows that a 100 per cent satisfactory result cannot be achieved by any methodology. It is not his or the teacher's fault that the student's misunderstanding increases during the lesson and attendance decreases. Different methods are followed for each person. Moreover, a group of 10 students learning a second other language (German, French) initially felt panic when entering the English environment, likewise, they came cross pronunciation difficulties, notwithstanding, they witnessed significant similarities between these languages and tried to learn English quickly. Among them 5 excellent results, 3 good and 2 average results were observed. The researchers 'speech began to come out after 1 and a half months. More practice and an abundance of vocabulary for speaking skills will serve as the key to a good result. due to the activity of the students in the classroom and the effective teaching aids, different speaking skills were developed in the students during the 3 months allocated for the study. fortunately, there were no bad results here.

CONCLUSION

While learning to speak is a painful point for many students, there are several appropriate guidelines and approaches to solving these types of problems. if the student uses materials that are appropriate to him and are not above or below his level, he can achieve a good result and interest in science at the same time. the purpose of this article is to illustrate ways in which students can correct mistakes made during speech output and achieve the expected outcome early and effectively.

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EXPRESSION OF ETHNIC AND CULTURAL IDENTITY IN ENGLISH AND UZBEK PROVERBS

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ABSTRACT

This article is devoted to the expression of ethnic and cultural identity in English and Uzbek proverbs and sayings. We studied several folklore examples on different topics and analyzed the expression of nationality, ethnicity in two languages. We tried to find proper equivalents of proverbs from one language into another.

KEYWORDS: *Proverbs, Folklore, Nationality, Paremeology, Mentality, Cultural Identity, Linguaculturology.*

INTRODUCTION

Each nation's proverbs and sayings are inextricably linked. They express a person's nationality, culture, customs and way of life. It's also worth noting that the proverbs were written over a lengthy period of time in the history of a certain culture. They demonstrate people's linguistic ingenuity. "The typicality of the imagery underlying the meaning of phraseological units, as well as the incorporation of symbols or world standards in them, is the fruit of the collective representation of... a linguistic and cultural community regarding some group experience," says famed phraseologist V.N. Telia [1, p.203]. Proverbs are made up of particular and recognizable imagery that become deeply generalized via usage and thought. There are concepts about a man, his life, experiences, connections — everything that shapes the ethno-cultural existence of the people, his mind — in ethno-cultural metaphors.

Several societies' proverbs express national cultural knowledge in different ways. A comparison of the structure and semantics of these proverbs reveals the similarities and differences in their conceptual proverbial fields, demonstrating the similarities and differences in their conceptual proverbial fields. Furthermore, national values, which are at the heart of culture, are vividly expressed in the proverbs. 'Values are sensations with an extra arrow denoting a plus and negative side,' says well-known Dutch academic Geert Hofstede.

People's global outlooks, stereotyped views, and national and cultural identities are all influenced by national and ethnic proverbs. "Proverbs are brief, memorable sentences that reflect a culture's folk wisdom on dealing with life's challenges."

Literature review: In the parameological perspective of the world, the constants of national consciousness and culture are fixed. According to Wolfgang Mieder, proverbs, like any folk genre, "have for a long time been part of a spoken folk art lending consistency to our perspective of the universe." They've helped to preserve a core framework for generations of people who have utilized them as common philosophical guides from birth to old age as part of the larger domain of folklore." As antecedent texts, proverbs and sayings shape ethnic images of the world, revealing national perceptions and thinking. Furthermore, national values, which are at the heart of culture, are vividly expressed in the proverbs. As the well-known Dutch scholar Geert Hofstede claims, 'Values are feelings with an added arrow indicating a plus and a minus side'.

People from various cultures have varying values. Identifying cultural values through proverbial language aids in understanding cultural differences and, as a result, understanding one another [2, p.41]. The subconscious of values is shown through the language of proverbs. 'Proverbs are found all around the world, and their prevalence has prompted scientists from many fields to analyze them from antiquity to the current era. For modern researchers, a comparative study of languages and cultures is a vital undertaking. "The language of a country reflects its culture, mentality, and patterns of thought." The structural-semantic comparison of proverbs is crucial in this aspect since proverbs reflect people's centuries-old wisdom like a mirror. As one of the scholars mentioned, "language expresses cultural reality". The issue of analysis of proverbs was studied by a number of other foreign researchers.

Proverbs are an invaluable example of folk art, expressing the national and cultural characteristics of the people, their worldview and the spirit of the nation. As the famous linguist Dahl put it, "a collection of proverbs is a collection of proverbs from the vernacular, from experience, from common sense, from the truth that people have learned in life." [3]

When we look at the proverbs of different languages, we see that they are a reflection of the historical, spiritual and material culture of the people who speak that language. Therefore, a comparative study of different language proverbs helps to reveal the specific cultural and national aspects of a nation, in other words, it reflects the mentality of that nation.

Although the concept of "mentality" has recently introduced into the linguistic paradigm, it is now widely used. In the narrow sense, mentality is used in the sense of "scope of thought, worldview", and in the broadest sense, "the morals, upbringing and imagination of the people". Accordingly, mentality is "a character of a nation that is reflected not only in language, but also in literature, religion and other spiritual aspects." Therefore, as mentioned above, this "national character" closely related to the religion, politics, customs, social strata, lifestyle, history and even geographical location of the people.

Analysis: When we talk about nationalism in English proverbs, we can't skip talking about the character of the English people. Among the nations of the world, these people are distinguished by their pride and respect. This aspect is also reflected in the articles:

In English: *Blood is thicker than water* [4, p.234].

The translation into Uzbek: *Qon suvdan ko'ra quyuqroq*

Uzbek equivalent: *O'z uyimning xushligi,*
Oyoq qo'limning bo'shligi [5, p378].

In English: Don't bite off more than you can chew.

The translation into Uzbek: Chaynay oladiganingdan ko'ra kata tishlama.

Uzbek equivalent: Narvonga chiqsang, shoshmay chiq,
Oz haddingdan oshmay chiq [6, p137].

In English: Don't bite the hand that feeds you .

The translation into Uzbek: Seni boqib turgan qo'lni tishlama.

Uzbek equivalent: Ichib turgan suvingga tupurma [6, p258].

As you can see, the Uzbek translation of this English proverb condemns giving back goodness for people who has helped you. That is, it is described with the word "HAND", while in the Uzbek version the word "water" is used to give the equivalent meaning. In the general sense of the Uzbek version of the proverb is a little bit different from the English one, but the usage is nearly identical.

This means that the proverbs show that the British people have more qualities of pride and respect than the Uzbek people.

We can see this in a slightly different way in Uzbek folk proverbs. In other words, the Uzbek people express in their articles that respect for others is a noble virtue.

- *Elda er atansang, El senga oltin tovoqda osh berar.*
- *Hurmat qilsang, hurmat topasan* [5, p343].

Another characteristic of the British is that they prefer pets to children, as evidenced by the use of the image of "dog", especially "cat", rather than the image of "child".

For example,

- *Dog does not eat dog. - Qarg'a qarg'aning ko'zini cho'qimaydi* [6, p.365].
- *Don't kill the goose that lays the golden eggs - Ishlab yegan zog'orang, Tanangga yog'dek yoqar*
- *When the cat is away, the mice will play - Mushuk yo'q bo'lsa sichqon bayram qiladi.*
- *Early bird catches the worm – Avval kelgan ho'kiz suvning tozasini ichar* [5, p.370].

DISCUSSION:

In the process of analyzing the linguocultural aspects of Uzbek and English proverbs, it is important that the languages and cultures of both peoples are interrelated. Some of the articles analyzed from a linguoculturological point of view reveal their features, sometimes by the same people, sometimes by a completely different expression [7, p.225]. In this regard, English and Uzbek proverbs describe the traditions of all Uzbek and English peoples from the past to the present, and proverbs as examples of folklore are a leader in this task. In studying the peculiarities of the mentality of both nations, Uzbek and English proverbs can show the similarities and differences between the two nations.

Analyzing Uzbek and English folk proverbs thematically, we concluded that all the topics in the Uzbek proverbs can also be found in English. Similar equivalents of proverbs in both languages

can be found. As a result, nearly all proverb on any topic has its alternatives in both languages [8, p123]. So, the subject matter of English and Uzbek articles is diverse and has almost the same themes in both languages. However, articles on some topics may be more common in one language than in another. This is the fact that the topics included in many articles are a key part of people's lives. [9]

The mentality and national character of the people are the main leaders in the process of comparative analysis of articles in both languages. Here, based on the unique mentality and traditions of the English and Uzbek nations, proverbs in the language can express the national identity of peoples in a concise and expressive way. While the importance of family and kinship is evident in Uzbek proverbs, the strength of love for pets is more emphasized in English proverbs. Additionally, national cuisine and national costumes are also found in folk proverbs. Based on these characteristics, we can study the similarities and differences between the two cultures [10, p.125].

CONCLUSION

To sum up, English and Uzbek proverbs are the cultural heritage of these nationalities. They reflect all the thoughts, worldviews, lifestyles, attitudes and beliefs of the English and Uzbek peoples. As each nation has its own characteristics, this will inevitably affect their articles. Even though the themes in some English and Uzbek proverbs are similar, the images in them are unique. And these images provide the national color in the articles. [11,12]

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A STUDY OF IMPROVEMENT OF MANAGEMENT TECHNOLOGY ON THE BASIS OF IMPROVED MODELS OF INNOVATIVE DEVELOPMENT OF TEXTILE ENTERPRISES

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ABSTRACT

This article examines the use of modern management methods to improve the efficiency of management at textile enterprises, and based on the use of improved models, proposals for improving the technology of managing innovative development at the enterprise are developed.

KEYWORDS: *Enterprise, Management Efficiency, Innovative Development, Management Technologies.*

INTRODUCTION

In order to adapt to a highly changing market economy, every industrial enterprise will need to make effective use of all available resources and opportunities. Improving the production efficiency of many textile enterprises operating in the Republic of Uzbekistan depends not only on the effective use of existing opportunities, but also on the organization of management of production processes on the basis of advanced models used in world practice. Therefore, an objective assessment of the effectiveness of enterprise management through a comprehensive study is one of the important factors in further improving the economic situation in the country. The third direction of the "Action Strategy for the five priority areas of further development of the Republic of Uzbekistan in 2017-2021" set by President Sh. Mirziyoyev is called "Strategic directions to increase the competitiveness of the national economy on the basis of modernization" [1]. Therefore, the use of modern management methods in ensuring the innovative development of textile enterprises, which are one of the key sectors of the economy of the republic, is gaining importance.

Analysis of the relevant literature.

The results of the analysis show that there are many sources in the economic literature and practice that deal with the problems of identifying, analyzing, and enhancing production efficiency. In this regard, the use of certain indicators in the practice of enterprises is established. Isaev R.A. The study of the development of textile clusters in the Republic of Uzbekistan focuses on strategic management [2]. This author studied the issues of improving the organizational and management mechanisms for the implementation of development strategies of textile enterprises in the integrated system of quality management and strategic management in the textile industry of the Republic of Uzbekistan [3].

Improving management efficiency in industrial enterprises, especially in the textile industry, is of great importance today. Therefore, the use of improved models in the search for opportunities to increase management efficiency is important. [4]

The EFQM Excellence Model, a business improvement model developed by the European Foundation for Quality Management, has been in existence for more than 13 years since the early 1990s and is a generalized model of an ideal management system for organizations focused on sustainable development and competitiveness. The model is based on a philosophy of overall management quality and production quality, and is based on a systematic approach to management that takes into account the interests of all stakeholders in the organization. Since 1992, based on the EFQM model, competitions on management systems of various organizations have been held in many European countries [5,6]. The use of the EFQM model involves researching and measuring enterprise management capacity, evaluating the system performance of any organization, including model management, which can help in the implementation of so-called “self-assessment” work. However, in any competition, including the main European EFQM European Award, self-esteem is often overlooked. Competitive assessment is taken outwardly, while “self-assessment” is essentially an independent study of the enterprise management system by their managers. When the improvement model was presented in Europe as a European quality award model, it immediately went beyond the ‘quality’ competition, and these organizations began to be seen as a tool to assess their level of development relative to benchmarks, identify strengths of management systems and identify areas for improvement. .

The use of the EFQM model involves researching and measuring enterprise management capacity, evaluating the system performance of any organization, including model management, which can help in the implementation of so-called “self-assessment” work.

Research methodology

The research methodology is a dialectical method, and methods such as selective observation, comparison, and expert evaluation were used in the research process.

Analysis and results

We will look at a number of features that make it appropriate to use a ‘business model’ to manage an enterprise’s innovative self-development. According to G. Chesbro, the business model has the following features [7]:

1. Creating the essence of value proposition, i.e. the value that proposition creates for users based on this technology.
2. Identify the market segment, i.e. identify the users to whom this technology is useful and the purpose for which it is to be used.
3. Identify the composition of the enterprise value chain required to create and distribute the offer and the additional assets required to support the enterprise’s position in that chain.
4. Identify the mechanism (s) of earnings for the enterprise and evaluate the composition of costs and target gross profit when using the offer, taking into account the options of the proposed value proposition and the structure of the value chain.
5. Describe the company’s position in the value chain that connects suppliers and customers, including identifying potential additional participating firms and competitors.

In the task of technologicalization of solutions in the management of innovative self-development of the textile enterprise, it is necessary to determine the overall algorithm of such a solution that meets the requirements of objectivity, consistency, strategy and speed of implementation. Objectivity requirements can be achieved using the EFQM model.

Self-assessment processes can be implemented in a variety of ways. There are several ways to conduct a self-assessment. The choice of a particular method depends on the influence of a number of factors - the size of the enterprise, resources, areas of activity, organizational culture, etc., primarily on the objectives of self-assessment. The methods are not completely independent and can be used in conjunction with each other.

The most complex and labor-intensive method is the imitation method of participation in the competition. The method requires a lot of time resources, the involvement of specially trained specialists, but it is a precise method.

A method of imitation of participation in a competition. The method is based on self-assessment to prepare a bidder's report in the prescribed form, including the areas of activity and results for all components of the model, described in accordance with their content. The preparation of such a report involves a great deal of organizational work, with particular emphasis on designing a self-assessment process that includes the distribution of responsibilities and authority among employees to gather information on criteria. In this case, the criteria should cover the indirect activities of the textile enterprise from different angles, rather than the activities of individual departments. Thus, the effectiveness of self-assessment is strongly dependent on a properly chosen approach to shaping the self-assessment process, which requires the specific knowledge and skills of its participants. There will be concerns about the accuracy of the evaluation results and the consequent wrong decisions. At the same time, the method of imitation can serve as a basis for the formation of a reflexive-creative management mechanism in competition.

Proforma. A proforma is a special form designed to facilitate self-assessment based on evaluation criteria and areas. When a textile enterprise prepares a report in accordance with the established requirements, the method is closest to the method of self-assessment in award competitions. The difference is that it significantly reduces the time required to prepare a report, as well as includes evaluation elements in the form of an analysis of strengths and weaknesses, similar to the SWOT-analysis matrix. Completing the proforma requires a significant understanding of the evaluation model, which is its undoubted advantage. Depending on the purpose of the self-assessment, enterprises use different modifications of the plans.

Matrix. The method of using a matrix (building tables) is one of the most common methods. It has various improved forms. The method involves the development of a special achievement chart of a textile enterprise based on an award model. The table contains a number of statements about the achievements of the textile enterprise, which will be presented in ascending order of importance on the selected scale. The preparation of the table is carried out before the self-assessment and by professionals who are well acquainted with the award model and the actual state of affairs in the textile enterprise. In the self-assessment, individuals, based on the data in the table, record the achievements of the textile enterprise at the scale levels and express their mutual agreement with the level formulas given in the table.

Survey. Questionnaire is basically a type of matrix method. The method of conducting a self-assessment using a questionnaire requires a lot of initial preparation related to the preparation, distribution and processing of questionnaires. The questionnaires are developed based on the structural criteria and evaluation directions of the award model. Typically, the process of developing a survey includes: determining the form and content of the application to the participant in the survey process; choose the type of questions; formulation of questions; developing a questionnaire form. A typical example of an open questionnaire is a questionnaire to assess the criteria of the group "Opportunities" in the diagnostic model of T. Konti [8]. In assessing these criteria, there may be significant differences in the perception of activity by the 'internal supplier' and the 'internal consumer', which requires additional attention.

The strategy can be used to periodically implement the consistency requirement, consistently apply prepared expert evaluation procedures, and synthesize the results of the implementation of decisions made. The demand for speed is met, for example, by the technology and possible automation of expert evaluation procedures performed using an electronic software package. Many researchers and practitioners point out that the top management of textile enterprises understand the importance of self-assessment in developing objective criteria for performance, but this is not always the case in effective solutions.

It only makes sense to master the self-assessment and conduct it regularly when it becomes a necessary condition for the textile enterprise to activate its innovative self-development. In this case, self-assessment is carried out on a regular basis, which allows the enterprise to identify development trends and make adequate and timely strategic decisions, on the other hand, the results of self-assessment will be the basis for formulating annual action plans to improve performance.

The main reasons for this situation are that the management and staff of the textile enterprise are not sufficiently prepared in terms of the methodology of applying the models. While the main purpose of self-assessment is to participate in competitions and receive awards, there is no continuous process of performance improvement based on self-assessment. The algorithm shown in Figure 1 aims to overcome these shortcomings. The object of research was selected several enterprises that are part of the Association "Uztextile Industry", and the calculations were carried out on the example of "SANAM" Limited Liability Company (LLC).

This enterprise is one of the leading textile enterprises in the Republic of Uzbekistan. In this textile enterprise, the self-assessment method for enterprises based on the improved EFQM-model developed by us was applied in 2020. Within the framework of the EFQM-model, the use of the method of self-assessment in the search for unused internal opportunities in the textile enterprise was implemented.

Reporting on Form № (Report F.№1) involves recording the status of "Anyway" work in a textile enterprise, which in fact corresponds to the act of "self-determination" of managers (Figure 1).

№Report on Form 1. Based on the main processes of reflection of this meeting, the main meta-processes of reflexive-creative activity in management are formed. It all starts with a general idea of the development of a textile enterprise and the identification of the main results it wants to achieve. Thus, the beginnings of defining a reflexive position are: the strategic goals and

strategy of the enterprise; the position of managers on the EFQM model as an enterprise development model and a systematic basis for demonstrating all activities in the enterprise.

The approaches used by management today emerge at the intersection of three vectors: the results vector as a result of the approaches applied in a particular field of activity; a vector for assessing the state of affairs in strictly defined areas of activity determined by the criteria of the model; a vector of requirements to describe activities in a particular field, defined by methodological requirements to represent a particular topic.

The most difficult part of starting to apply the EFQM model is to take an appropriate reflexive position to “correct” the situation in this enterprise. This requires a clear understanding of the basic concept of the EFQM model - the ‘Approach’.

Form №2 reporting (F.№2-report) is done during the self-assessment process and is aimed at identifying a list of areas for improvement. Each of these areas will be reviewed and given priority. The most important directions (priorities) form a group of important factors (GOIF) for achieving strategic goals. This activity corresponds to the act of ‘self-regulation’. The report form №2 can be a priority list of project ideas that form the basis for the initial cycle. №2 report form can be a list of project ideas that are distributed according to their importance in laying the foundation for the start cycle.

The report on Form №3 (F.№3- report) can be considered as the result of the initial cycle. Project priority ideas include pre-project research, the development of a project concept, the decision to open a project and include it in the company’s development project portfolio. The list of project concepts that form the basis of the project portfolio defines the structure of Report 3.

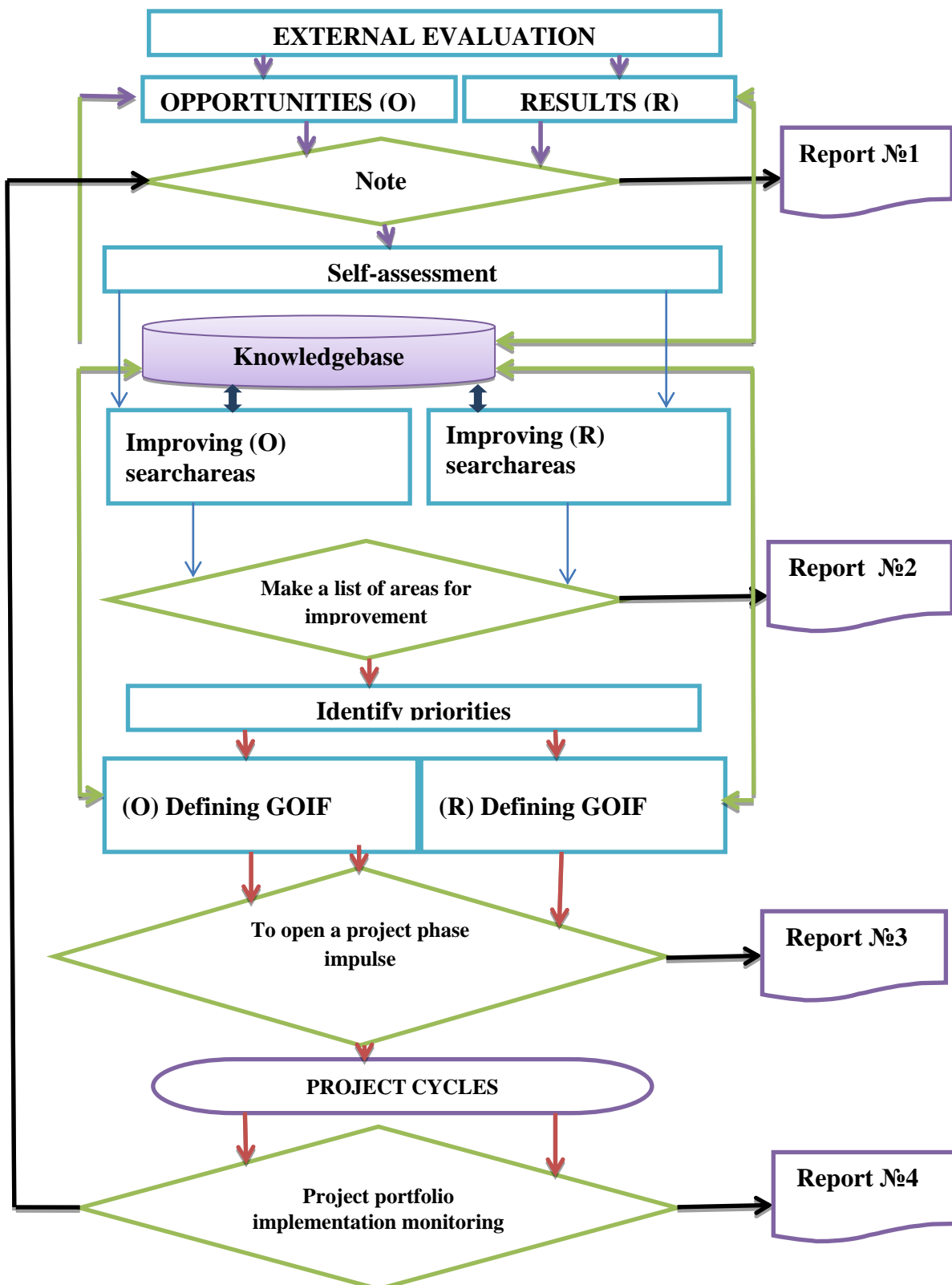


Figure 1. Algorithm for making decisions on innovative self-development of the textile enterprise (author's development)

№The report in Form 4 refers to the results of monitoring the portfolio of development projects. Depending on the project management practice in the textile enterprise, the report may take various forms, reflecting the characteristics of the development project portfolio, its monitoring and presentation of results. From the point of view of the general methodological approach, this cycle corresponds to the act of “self-transformation” of a textile enterprise, renewal or renewal of its business model.

The implementation of self-assessment in the limited liability company "SANAM" allowed to find directions for improving a number of business processes in its activities. The next step was to identify priorities for improving the activities of the textile enterprise. The self-assessment process should identify areas of activity that can be improved, from issues that require strategic solutions to specific tasks that can be addressed quickly. In this regard, there is a need to identify areas where the development of the textile industry plays the most important role. A more in-depth analysis of the results was carried out in order to improve the quality of activities in the textile enterprise, to identify important priorities for further increase its efficiency.

CONCLUSIONS AND SUGGESTIONS

Thus, the proposed algorithm provides a general view on the management of innovative self-development of the textile enterprise, the accumulation of existing experience and "best practices" of enterprises, the organization of work to take into account periodic changes in all components of the model, as well as knowledge base expert groups allows you to customize based on. All this allows to overcome the negative impact of the factors inherent in the self-assessment methodology associated with the difficulties of choosing a model that meets the needs of the company and the diversity of indicators that do not make it difficult to interpret the observations individually. allows to increase efficiency, provides flexibility in today's rapidly changing market economy, creates conditions for the application of cost-effective technologies in the production process.

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ACTINOMYCETES AS BIOSTIMULANTS

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ABSTRACT

The article discusses the dynamics of biosynthesis of antibiotic substances of protein nature by local strains isolated from acreage intended for cotton cultivation. Data on the selection of nutrient media of various variations, conditions of cultivation of strains of soil actinomycete Streptomyces, the dynamics of crop growth and optimization processes in nutrient media for maximum protein formation in the cultivated medium are presented. Highly active representatives of actinomycetes - protein producers have been identified.

KEYWORDS: Actinomycetes, Nutrient Medium, Cultivation, Growth Dynamics, Development, Enzymes, Optimization, Proteins, Mycorrhiza, Arbuscular Mycorrhiza, Inoculator, Bioproducts, Actinomycetin, Streptomycin.

INTRODUCTION

In recent years, the need for food products has increased and this, in turn, poses great challenges for breeders and microbiologists. The economic situation of the country determines the welfare of the people. The President of the country called our Republic an agrarian zone, the economic development of Uzbekistan, as an agrarian Republic, largely depends on agricultural production, high yields of sown areas on which strategically important crops such as cotton, wheat, corn, sunflower are cultivated. To obtain a good harvest from the above plants, of course, soil fertility and its chemical saturation are of great importance. The main role here is played by scientific research in the field of biotechnology, ecology, soil science. Fungi and actinomycetes were used for the study.

Materials and methods of research

To study the abilities of actinomycetes as biostimulants, the chemical state of the soil where cotton was planned was studied and investigated at the beginning. Since in order to achieve high yields, the farms of the Bukhara district of the Bukhara region, where scientific research and experiments were conducted, use artificial mineral fertilizers such as potassium and sodium nitrate, which kills the microflora of the soil, worsens the absorption of water and organic formations of its composition. For example, pesticides, herbicides and acaricides are often used. Insecticides from latin. *insectum* "insect", *caedo* "killing"- chemicals designed to destroy harmful insects.

Acaricides from ancient Greek. ακαρι - tick and latin *caedo* - kill, these are various chemical preparations for the fight against ticks of agricultural crops, products, with parasites of domestic animals and poultry.

Acaricidal preparations for plants are special biological or chemical agents designed to destroy spider and other types of mites.

Чрезмерное их использование уничтожает живые образование почвы, ухудшается состояние почвы и плодородие растений. Excessive use of them destroys the living formation of the soil, the condition of the soil and the fertility of plants deteriorates. The production of cultural biocenoses, yield and quality of agricultural products is directly related to the biological activity of the soil, which is determined by the number and quality of the total microflora, which in total includes both beneficial and pathogenic [1,2]. Productivity and its increase are directly related to the high content of bio-synthetically active microorganisms, including enzymes, proteins, low-molecular carbohydrates, etc., products of microbial synthesis. Among them, a special place is given to antibiotic synthesizing microorganisms that inhibit the growth and development of soil phytopathogens, protect plants from root rot, homosis, verticellosis, fusariosis, etc., and sometimes from the action of insect pests [3,4].

However, not all soil microorganisms form antibiotic and other physiologically active substances. Inactive strains of actinomycetes, under appropriate conditions, are able to form antibiotic substances to varying degrees [5,6]. Considering this characteristic feature of actinomycetes, researchers have mastered the technology of preparing drugs used in agriculture as direct activators of growth, development and fertility of agricultural plants [7].

Based on the above, the purpose of our research was to study the ability of some strains of actinomycetes isolated from the soil under cotton to form protein on various nutrient media. Scientists have discovered fungi that can stimulate plant growth even in conditions of moisture deficiency. Scientists from Bharatpur University, India, studying the ecology of soil microbes that colonize plant roots, have isolated a fungus that can enhance plant growth even in conditions of water scarcity.

Numerous types of soil microbes colonize plant roots. Arbuscular mycorrhiza, which promotes the mobilization of nutrients in the soil, especially phosphorus, is widely known among them. Of the many soil microorganisms associated with plant roots, some may also be pathogens. Sometimes two groups of soil microorganisms can be found in the same plant roots. The researchers investigated this phenomenon in the roots of tomato plants, which contained both arbuscular mycorrhiza and a dark septate endophytic fungus.

In our scientific research, we used actinomycetes as biostimulants for cotton, treated cotton seeds with antibiotics of actinomycete streptomycin. Cultures were used to study the ability of actinomycetes to produce proteins *Streptomyces* sp.:124, *Streptomyces* sp.:113, and the name of streptomycin is also from here.

Cultivation was carried out in depth at a temperature of 28o-32oC in conical Erlenmeyer flasks with a volume of 1 liter containing 300 ml of nutrient medium of various compositions, at a pH of 7.0-7.5 on circular rockers, with a rotation speed of 240 rpm. for 72 - 240 hours, depending on the appearance of the maximum amount of protein. In order to optimize the nutrient medium for growth, development, and protein formation, media of the following compositions were used:.

1. Peptonic medium – peptone – 1,0 %, glucose – 0,2 %, NaNO_3 – 0,3 %, MgSO_4 – 0,05%, K_2HPO_4 – 0,1%, KCl – 0,05%, FeSO_4 – footprints;
2. Organic environment – glucose 1,0 %, peptone 1,0 %, hydrolyzed casein – 0,2 %, yeast extract – 0,2 %, NaCl – 0,6 %;
3. Starch-ammonia medium – vegetable starch – 1,0%, K_2HPO_4 – 0,1 %, MgSO_4 – 0,1 %, NaCl – 0,1 %, $(\text{NH}_4)_2\text{SO}_4$ – 0,2 %, the rest is tap water;
4. Flour medium – flour – 2,0 %, post - alcohol bard – 10%, CaCO_3 – 0,1 %, the rest is tap water.

Research results and their discussion

Actinomycete, which produces streptomycin, multiplies with the help of spores or individual sections of mycelium. Cultures are highly variable. Their variability is influenced by the conditions of cultivation, especially the composition of the medium; on richer media, faster variability is also observed. Preservation of the desired trait in a particular strain is carried out by selecting optimal storage conditions, cultivation conditions and maintenance of the strain. To stabilize the signs associated with antibiotic formation, sometimes antimutagens (purine nucleotides, manganese ions, histidine, polyamines, caffeine, etc.) are added to the media on which the antibiotic producer is stored and maintained. Sowing was carried out at the experimental station of the Bukhara district of the Bukhara region on 3 hectares of land, 1 hectare of land was sown with processed active substances of actinomycetes cotton seeds saturated with actinomycetes, and the remaining area was sown with seeds imported from seed farms.

After eight weeks, the research team measured plant height, stem thickness, leaf area, biomass and proline content at both sites and compared the results. The level of proline content directly corresponds to the level of resistance to abiotic stress. The team recorded better growth rates and a higher concentration of proline, which was observed in the treated culture. Then they examined the roots under a microscope. The root system, especially the hairs developed perfectly, were abundant. Actinomycetes play an important role in the processes of soil formation and the creation of soil fertility. They are credited with various functions in the improvement of soils. Actinomycetes transform and destroy complex organic compounds (cellulose, humus, chitin, lignin, and others) that are inaccessible to many other microorganisms.

Actinomycetes are of the greatest interest for biotechnology as producers of antibiotic substances. Many valuable drugs used in chemotherapy, in agricultural practice and in the food industry have been obtained.

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FEED BIOTECHNOLOGY IN THE CULTIVATION OF BEES QUEENS ARTIFICIALLY

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ABSTRACT

In the Bukhara region, it is important to feed the bee colony with natural, vitamin-rich feed that accelerates the development of the colony, in addition to accelerating the development of the colony, for the artificial breeding of queen bees in early spring if there is no pollen. Natural nutrients have a positive effect on the development of the bee family and create a solid basis for the artificial breeding of queen bees.

KEYWORDS: *Natural Nutrients, Sugar Juice, Sweet Corn Juice, Wheatgrass Juice, Breeding Of Bees, Control Group, Experimental Group, Queen Bees, Artificial Breeding Of Bees, Larvae, Zootechnical Indicators.*

INTRODUCTION

The fact that the warm climatic conditions of the Bukhara region are sharply very hot and the variability is much slower than that of the flying activity of bees and the accumulation of honey, the sharp warming of the air and the abundance of unexpected precipitation in the furnace completely inhibit the frost separation of plants. During this period, the process of the development of the bee family ceases, the Mother Bee shortens the laying of eggs. As a result, the amount of offspring of young bees in the family decreases. [1]

It is of great importance to feed the bee family with natural vitamin nutrients rich in proteins, which accelerate the growth and development of the family of bees, in addition, accelerate the development of the family, with the aim of growing mother bees in an artificial way, in the period when the bees do not have pollen in the early spring. It is known that this natural nutrient positively affects the development of the bee family, which in an artificial way becomes a solid ground for the cultivation of native bees. [2]

To this end, in order to develop the bee family in early spring in the conditions of Bukhara region in 2019 and to grow mother bees in an artificial way, in addition to bees from natural substances, water from the Willow was used for feeding.

During the experiment, on the basis of zootechnical indicators, Bee families were selected and, on the basis of similarity, experimental groups consisting of three different, 8 Bee families were formed. The first group was in control, and the remaining two were experimental groups. The first experimental group of both groups included 50 liters of sugar corn water per 10 liters of

sugar juice with 1%, and in the second experimental group, in addition to 10 liters of maize water per 1 liter of sugar juice with 1%, from 28 March 2019 to 10 May, kunora 300 mg. Dan went to a giving.

And in the control group, no additional feeding work was carried out. Bees in all groups were controlled on the basis of pre-established general methods.

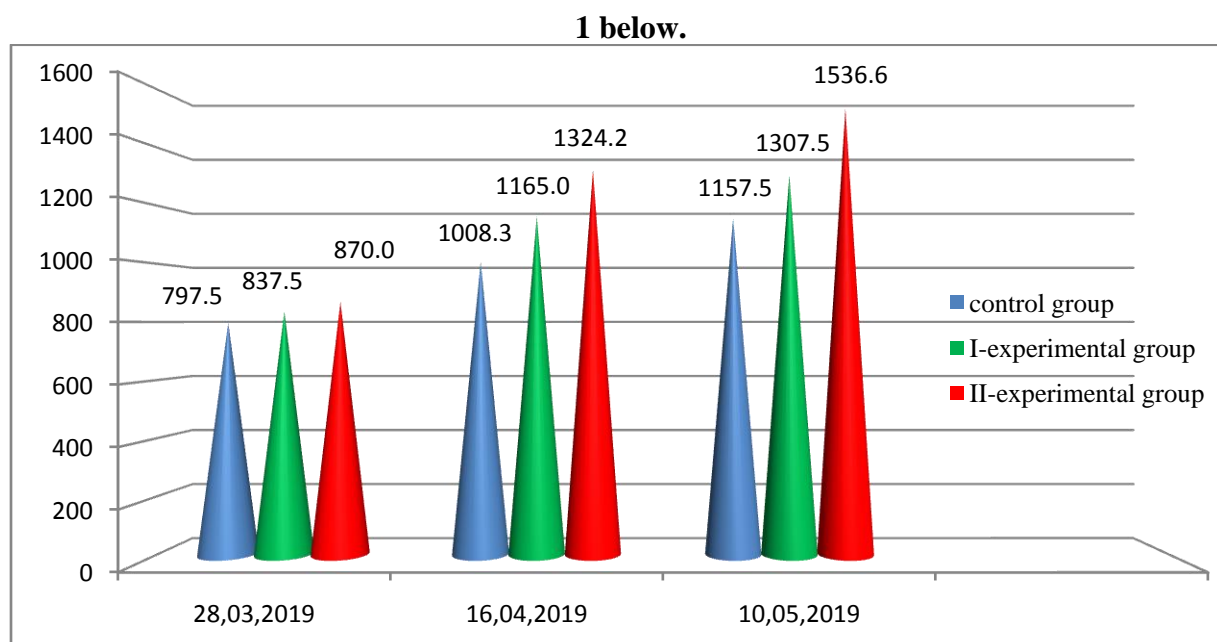
Data on the effect of natural nutrients on the development of the bee family are presented in Table 1 below.

TABLE 1 THE EFFECT OF NATURAL NUTRIENTS ON THE DEVELOPMENT OF THE BEE FAMILY

Indicators	n	28.03.2019		16.04.2019		10.05.2019	
		Quantity Square	Mother Bee egg transfusion, pieces	Quantity of offspring, square	Mother Bee egg transfusion, pieces	Quantity of offspring, square	Mother Bee eggs, transfusion pieces
Control group (sugar juice)	8	95,7±5,1	797,5±9,4	121,0±4,1	1008,3±9.3	138,9±8.7	1157,5±11,5
I-experimental group, sugar juice +1 liter of sugar corn juice	8	100,5±2,6	837,5±22,1	139,8±8,9	1165,0±11,4	156,9±18,4	1307,5±20,5
II-experimental group, sugar juice + Sumal water	8	104,4±3,4	870,0±42,5	158,9±10,1	1324,2±15,4	184,4±22,5	1536,6±25,6

As can be seen from Table 1 data, when sugar corn water was used in the I-experiment group, the number of offspring in the family was 15,5% compared to the control group on 16 April and 31,3% in the II-experiment group. Similarly, 10 May it was found that these indicators grew by 12,9% and by 32,7%.

Information on the use of natural food for the purpose of the development of the bee family for the cultivation of native bees in an artificial way can also be seen in the picture



1-picture.Dynamics of daily laying of eggs of native bees in control and experimental groups fed with natural nutrients.

As can be seen from Figure 1 data, it is shown that the daily egg laying of Mother bees increases with the number of months in the control and I and II experimental groups. It was found that the daily egg laying rate of the Mother Bee increased by 16 April, in the II-experimental group by 15,5% compared to the control, and in the II-experimental group by 31.3%. Similarly, 10 May, these proportions increased by 12,9% and 32,3%. ($R > 0,999$). Various natural nutrients were used in the cultivation of native bees. For this, two different groups of options were used in the cultivation of native bees in an artificial way. When the breeding bees were given to their families to grow larvae, they were given two different types of nutrients. And in the control group, only honey, which was in the frames, and 50% of sugar juice was used. In the I-experiment Group, one litre of sugar corn juice was added to 50% L of 10 litres of sugar juice, and in the II-experiment Group, water was added from the 10/1 ratio with the addition of soybeans. Data on the effect of natural nutrients on the reception of larvae from bees are presented in Table 2 below.

2 below.

The effect of additional nutrients on the reception of larvae

Groups	Larva was given, pieces	Larva accepted, numeral word	Received, %	Mother Bee has grown, pieces	%
Control	48	36,0±0,01	75,0	30,0±0,5	62,5
I-experience	48	39,0±0,8	81,2	33,0±0,15	68,7
II- experience	48	41,0±0,10	85,4	36,0±0,15	75,0

Table 2 data showed that in the cultivation of native bees, when breeding families were fed natural food, they differed sharply from each other in the reception of larvae. In particular, this indicator received 39,0 percent from 48 given larvae in the I-experimental group, which was 81,2%, in the II-experimental group this indicator received 41,0 percent from 48 given larvae,

which was 85,4%, or this indicator was 130,5% more than in the I-experimental group. This figure was 75.0 % in the control group. ($R > 0,999$). At the end of the experiment, a control group of larvae received 30,0 units (62,5 %), 33.0 (68.7 %) and 36.0 (75.0 %) quality native bees were grown in the I-experimental group.

We have also studied the effects of immature, unfertilized Mother Bee on weight, when feeding families who are bred in the cultivation of Mother bees, with natural nutrients of different composition. [3]. Data on the effect on the weight of native bees, grown from larvae fed with various nutrients, are presented in Table 2 below.

3 below.

The effect of various compounds of nitrogen on the growth of native bees, its weight, mg

Groups	N	Lim	M \pm m	Cv, %
Control	5	171-198	184,5 \pm 0,54	1,31
I-experience	5	180-206	193,0 \pm 1,66	3,57
II- experience	5	185-210	197,5 \pm 1,63	3,75

From Table 3 data it can be seen that when using sugar corn water, which is a natural nutrient, the weight of the Mother Bee is 193 when fed in the I-experiment group mg.ni in the II-experimental group, the weight of the Mother Bee was 197,5 mg compared to the control group, which is 8,5 mg or more, which is 104,6%, and in the II-experimental group mg.ni it was determined that it was organized. These indicators are compared to the control group at 13,0 mg or this is 107,1% more. In the control group, this figure is 184,5 mg.ni it was observed that the organization. When using different types of nutrients in the cultivation of native bees, there is no significant difference in the weight of native bees in the I and II-experimental groups, their variability coefficient varies by 0,5% in the sign. [4]

Since early spring, in the cultivation of native bees in an artificial way, in order to ensure the growth and development of the bee family, the composition of sugar juice containing the Bee's food has been added from the nutrients in natural addition. As a result, the adoption of larvae during the period of artificial breeding of Mother bees increased by 18-22 %, the weight of Mother bees increased by 8-12 mg.ga it is noted that the Daily laying of eggs by increased and native bees reaches 2000 PCs. [5]

In bee farms, the use of sugar corn water and lawn water in addition to sugar juice of mineral and natural nutrients, stimulating the families of growing bees, with the aim of growing mother bees in an artificial way, is of great importance.

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TECHNOLOGY OF USING ORGANIC FERTILIZER IN AGRICULTURE

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ABSTRACT

The article presents the data on the technology of using organic and mineral fertilizers in agriculture. About the growing needs of the population for high-quality food products. the main technologies of application of mineral fertilizers.

KEYWORDS: *Organic Fertilizer, Mineral Fertilizer, Food Products, Technology Of Use, Potassium, Sodium, Phosphorus, Humus, Humus, Compost.*

INTRODUCTION

In subsequent years, the increase in the world's population led to an increase in demand for food products. this, in turn, imposes a great responsibility on the workers of the agricultural sector. This means a high-quality and safe food product.

The widespread use of organic fertilizers is of great importance in restoring soil fertility, increasing the efficiency of mineral fertilizers, crop yields, especially in improving product quality.

The practical part

Organic fertilizers contain all the microelements necessary for the plant. Manure and compost made from agricultural and wastewater, as well as lignin, cotton stalks and intermediate crops form the basis of organic fertilizers.

It is difficult to overestimate the role of organic fertilizers in increasing the efficiency of mineral fertilizers and soil fertility, as well as in obtaining abundant and high-quality harvests. [1]

Organic fertilizers include manure, jiju, peat, bird droppings, faeces, various compost and fertilizers from greenery.

Fertilizer from greenery can be artificially prepared under laboratory conditions, for example, chlorella, a single-celled blue-green algae. The biotechnology of soil enrichment with organic matter is used very effectively. Organic fertilizers contain nitrogen, phosphorus, potassium, calcium and other elements necessary for plant nutrition, as well as organic substances that favorably affect the properties of the soil. In one ton of manure there are 5 kg of nitrogen, 2.5 kg of phosphate anhydride, 6 kg of potassium oxide. This suggests that in order to meet the soil's need for minerals, it is necessary to use from 20 tons to 40 tons of manure per hectare. [2]

If we explain the composition of organic fertilizer from a scientific point of view, then we found out in the laboratory that the composition of manure contains the following elements that have a beneficial effect on the composition of the soil and plant development.

The manure we examined was humus, the feces of large and small cattle and the remains of plants. When using bird feces, one should be careful, since it contains more nitrogen salts than livestock feces. Bird droppings is an organic fertilizer, the most concentrated and fast-acting among other organic fertilizers. It refers to local fertilizers containing 30-50% in a non-bedding form, and about 10% of ammonia nitrogen from the total amount of nitrogen in the litter. [3]

The content of nutrients in the litter depends on the composition and quality of feed, to a lesser extent - on the methods of maintenance.

The litter contains trace elements: 100 g of dry matter contains 15-38 mg of manganese, 12-39 mg of zinc, 1-1.2 mg of cobalt, 1-2.5 mg of copper, 300-400 mg of iron. Most of the food elements in bird droppings are in a water-soluble form.

Chicken manure surpasses manure in its fertilizing qualities, and is not inferior to mineral fertilizers in terms of speed of action. The droppings of geese and ducks contain more moisture, the nutrient content is close to manure. In a year, poultry farms can collect 6-8 tons of litter from 100 chickens, 7-9 tons from ducks, 10-12 tons from geese.

The shrinkage of chicken manure at the cellular content after 8 hours is 10-12%, after 12 hours - 13-16%, after a day - 27-32%. With floor maintenance, litter manure is obtained, the shrinkage of which occurs faster — in 12 hours it reaches 50%, under ducks and geese - 35%.

Таблица. Химический состав птичьего помета, %
[efn_note]Агрохимия. Учебник/В.Г. Минеев, В.Г. Сычев, Г.П. Гамзиков и др.; под ред. В.Г. Минеева. — М.: Изд-во ВНИИА им.

ПОМЕТ	H ₂ O	N	P ₂ O ₅	K ₂ O	CaO	MgO	SO ₃
Куриный	56	1,6	1,5	0,8	2,4	0,7	0,4
Утиный	70	0,7	0,9	0,6	1,1	0,2	0,3
Гусиный	76	0,5	0,5	0,9	0,8	0,2	0,1

When using bird fertilizer, much attention should be paid to the measures and technology of use, since it was said above, it is rich in nitrogen.

Organic fertilizers cannot meet the growing demand of agriculture on a daily basis, since the nutrients contained in manure and other organic fertilizers are several times less than in mineral fertilizers. [4]

For example, if 1 ton of manure contains 5 kg of nitrogen, then 1 ton of ammonium nitrate contains 350 kg of nitrogen. According to the following table, we can study the chemical composition of manure in various animals.

TABLE-2 THE COMPOSITION OF SOLID AND LIQUID ANIMAL EXCREMENT IN % ((ACCORDING TO I.P.MAMCHENKOV 1964)

animals	water	Dry matter	nitrogen	P ₂ O ₅	K ₂ O	CaO	MgO	SO ₄
Fresh feces								
Cattle	83,6	16,4	0,29	0,17	0,26	0,35	0,13	0,04
pigs	82,0	18,0	0,43	1,41	0,15	0,09	0,10	0,04
pigs	75,7	24,3	0,44	0,35	0,35	0,45	0,24	0,06
sheep	65,5	34,5	0,55	0,31	0,26	0,46	0,15	0,14
Fresh urine								
Cattle	93,8	6,2	0,58	0,01	0,83	0,01	0,04	0,13
pigs	96,7	3,3	0,60	0,07	0,49	0,00	0,08	0,08
pigs	90,1	9,9	1,55	0,00	1,50	0,15	0,12	0,06
sheep	87,2	12,8	1,95	0,01	2,26	0,16	0,34	0,30

According to the physical state, the excrement is characterized as a heterogeneous polydisperse suspension with quasi-plastic fluid properties. It includes solid particles (dispersed phase) and an aqueous solution of salts, acids and alkalis (liquid phase or dispersion medium). In the excrement of cattle, the proportion of the solid phase is about 60% of the dry matter mass, and in pigs - 70-75%. The density of the dry matter of the excrement is about 1300 kg /m³, and suspended particles - 1050-1060 kg / m³. The density of the dispersion medium in the excrement of cows is 1017 kg /m³, pigs - 1010 kg / m³. Due to the small difference in the densities of the dispersed phase and the dispersion medium and high viscosity, long-term storage of the mixture of excrement without stratification is possible. Due to the presence of gases in the excrement mixture, feces do not sink in water. When feces are mixed with water, solid particles almost completely precipitate.

CONCLUSION

Manure - occupies the most important place in organic fertilizers for sowing, because it contains all the basic nutrients necessary for plants. Accordingly, it is the most important source of nutrients for plant nutrition, the use of which is of great importance for regulating the circulation of nutrients in agriculture.

This also has a positive effect on increasing crop yields, not only in the first year of soil fertilization, but also in subsequent years. Also, the content of nitrogen, phosphorus and potassium in its composition, 15-20, 10-15 percent are used for crops of the second year, 10-15, 5-10 and 0-10 percent for crops of the third year, respectively.

The technology of preparation and application of organic fertilizers should ensure the complete preservation of nutrients contained in fertilizers and their availability in a state of absorption into plants, ensuring the complete destruction of seeds of alien plants that are part of environmental protection Products and fertilizers.

The technology of manure preparation, it is better to call it humus, is very simple and does not require extra effort. For a long time, our people collected manure in a pile 2-2.5 m high, 5-6 meters wide around the fields where they were going to sow cultivated plants. This fertilizer will be enough for 4-6 hectares of land. Sand with a thickness of 10 cm is poured on top, this is to accelerate the process of humus, since the composition of the sand contains putrefactive bacteria. It is necessary to pay attention to the technology of sand sprinkling, it should not exceed 25% of manure.

The size of each fertilizer built in the field depends on the size of the fertilizer field and the fertilizer application rate, the volume of which should not exceed 3000 m³.

Before fertilizing or before planting, 15-20 tons are given for each hectare, or special ditches are dug, they are filled with manure and filled with water, soaked. Since the plant cannot assimilate solid organic matter, after a few days the manure juice dissolves in water, fermentation and oxidation processes occur, liquid, manure comes to an easily digestible state by plants, various algae also multiply and cover the surface of the water, this enriches the compost.

When watering, water passes through these ditches and evenly enters all rations in a state of juice. In this case, the compost can be enriched with chlorella suspension prepared in the laboratory. This technology also gives a very good result.

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PHYSIOLOGICAL FEATURES OF LEARNING ENGLISH AT PRESCHOOL AGE

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ABSTRACT

The article provides information about the physiological features of the English language in the speech development of preschool children. The psychological impact of classes in English, improvement in a good way, the development of diction, self-confidence is described.

KEYWORDS: *English, Diction, Defect, Physiology, Psychology, Occupation, Training, Statics.*

INTRODUCTION

Since the first days of independence, attention to the study of foreign languages in our country has increased even more. On December 10, 2012, a decision was made "On further improvement of the system of learning foreign languages", and also, starting from the 2013-2014 academic year, foreign languages in secondary schools began to be taught from the first grade. [1]

The practical part

A foreign language is a necessity of our time, so laying the foundation for further education is really an important task. If your credo is "Not to be afraid of difficulties, not to be discouraged and see in everything only reasons for personal growth," then working in kindergarten will not be difficult.

The training of kindergarten students is a matter for a real professional in the field of pedagogy. Since the pupils are not schoolchildren, roughly speaking, it is very difficult to find a common language with them, they are still children, it is very difficult for them to sit in class for a certain time. The educator needs a thorough knowledge of the psychology of preschool children, the peculiarities of mental and physical development, to understand the methods and techniques of teaching. And, of course, it is important to have a certain temperament:

- be patient and calm about the fact that the lesson plan may not be 100% completed%;
- be friendly, be able to play and talk to the child at his level;
- be ready for all kinds of improvisations and be able to cope with children's emotions and whims in an eco-friendly way;
- to understand modern educational literature, as well as to know interesting online platforms for teachers, sites with games, songs, cartoons, crosswords;

- be able to identify gaps in knowledge, teach from scratch;
- find an approach to parents;
- understand the responsibility that lies on the teacher and try to link English with other areas of education and development.

It should be noted that whatever learning strategy is chosen, it pursues such global goals:

- formation of a number of skills that help to communicate in another language;
- the ability to convey your thoughts and use knowledge to achieve goals;
- creation of a base for learning a foreign language at school,
- formation of a positive attitude to the culture of the country of the studied language, interest in other nations.

High-quality teaching of English in preschool institutions is dominated by many physiological features. In our experiments, it has been proven that children who learn new words behave confidently, especially those who have problems, defects in diction. Children with defects in their native language can freely pronounce English words, for example, in Russian the letter “c” in English “pronounce very confidently, or the Russian letter “z” in English” Hiding speech deficiencies in kindergarten children from other children is especially high in preparatory groups. English words, speech helps them hide these flaws, until they learn to speak correctly, the defects will disappear. Children of this age behave confidently, strive to learn even more new words in order to hide these “shortcomings”. Learning new words improves memory, trains the brain. During the English class, we invited parents, the children tried very hard to show themselves that they are the best. [2]

During the lesson, we conducted English national outdoor games, which contributed to physical development, improved blood circulation in children. So, as static is very difficult for this age.

CONCLUSION

Kindergarten is the first stage of an educational institution, therefore, the preparation of children for the threshold of school, as well as the assimilation of the importance of obtaining knowledge in their minds is an important responsibility of educators. Taking an English course in accordance with modern requirements stimulates the development of children's horizons. Therefore, the organization of English lessons with the help of effective pedagogical methods will serve as a leading tool for teachers in achieving their goals.

The current traditional form of education, which is losing its importance in the education system, is occupied by computer education based on new pedagogical technologies. Therefore, all attention should be paid to strengthening the language and computer literacy of the younger generation, which is now the future of our country.

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COMMODIFICATION OF EDUCATION IN THE FORM OF SHADOW EDUCATION

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ABSTRACT

This article is about the prevalence of shadow education in the world. It also discusses the phenomenon of commoditization of education in the form of shadow education and its drawbacks for the society. The article also pointed out how shadow education exacerbates inequity in society and its negative impact on the schooling process.

KEYWORDS: *Shadow Education, Commodification, Tutoring Center, Juko, Hakwons, Buxiban, Frontistirio, Dersane, Repetitorlik, Social Inequity.*

INTRODUCTION

The demand for private tutoring has grown in recent decades. It has become a large business in the marketplace. Many people perceive it as a normal practice but other see it as a commodification of education. It is also known as "shadow education" because it mimics the formal schooling process and its size and shape changes according to schooling mainstream (Bray, 2009). [1] This metaphor was employed by Bray (1999) [2] to give a proper explanation to this phenomenon. Moreover, it is known as a hidden form of privatization of education system (Bray & Kwo, 2014) [3]. Stevenson and Baker (2021) [4] defined it as "a set of educational activities that occur outside formal schooling and are designed to enhance the student's formal school career" (p.1639). Bray M & Lykins C (2012) [5] gave more appropriate explanation by defining it as a shadow of a sundial which can tell observer about the time and the shadow of education reveals the features and practices of the regular school system (p.1). The terms like "private tutoring", "private supplementary tutoring", "private tuition", and "shadow education" mostly denote the same meaning although they have little variation in different literature. In this paper, I use all these terms interchangeably to study its driving factors of prevalence across the countries.

In many countries shadow education is accepted as a normal phenomenon, but in reality, education is commodified bringing social and economic implications. For example, burden on children, social and educational inequity, family pressure, impact on mainstream schooling, financial problems, and also corruption (Bray, 2009) [1]. Education is becoming out of free service and makes people focused on profits. In this paper, I would like to highlight the drawbacks of shadow education criticizing its influence on society.

1 Shadow education is a global phenomenon

Private supplementary tutoring is not a recent phenomenon, it has long roots as schooling itself (Bray et al., 2015) [6]. However, the great attention was drawn a few decades earlier, to define its common practice across the world. Studies found that shadow education is practised in some parts of the world such as Africa, the Arab States, Europe, Latin America and especially in Asia. In Canada, Australia and North America, shadow education is also evident but not as popular as in Asian countries.

According to Bray and Lykins (2012) [5] nearly half of Korean students attend cram schools namely *hakwons*. In Japan private tutoring companies namely *juku* and *jabiko* are famous (Bray, 2009) [1]. There are also private institutions in other countries known by the name *buxiban* in Taiwan and some part of China, *dersane* in Turkey and *frontistirio* in Greece (Bray, 2009) [1].

According to Bray (1999) [2] in East Asia, shadow education has a long root relating to Confucian tradition which puts efforts on knowledge. In South Asia, it is also evident and especially in Sri Lanka, Bangladesh, India and Pakistan (Bray, 2009) [1]. In Europe private tutoring is more evident in Greece, Cyprus and Malta, as history claims it was existed for decades in those countries (Bray, 2011) [7]. In Central Asia and Eastern Europe, shadow education has expanded after political transition in 1990 (Bray & Kobakhidze, 2014) [8]. According to Bray et al. (2015) [6] private tutoring is modest in Western Europe, North America and Australasia but recently has grown due to the increase of competition among schools. Some African countries were also affected by shadow education. However, in Latin America, private tutoring is not much visible but has significant evidence in Argentina and Brazil. Among Arab countries private tutoring is highly demanded in Egypt, Jordan, and United Arab Emirates (Bray et al., 2015). [6]

There are various reasons for its prevalence in a large scale. Mori and Baker (2010) explored two reasons; firstly, because people's perception of education has changed because their demand for the quality of knowledge has increased. People began to value education more than the other aspects and it shaped "schooled society". Shadow education expended across the world because "schooled society" spread across the world. Secondly, as private tutoring is another type of business, therefore, the market economy makes a significant impact on its growth (Mori and Baker, 2010). [9]

Baker et al. (2021) [4] used the Third International Mathematics and Science Study data to show that shadow education is growing phenomenon in all countries. However, Bray (2009) related the geographic spread of shadow education to economic, social and educational factors. In some countries, for example in Post-Soviet countries and Cambodia, teachers' low salary make them seek additional income, therefore, conducting tutoring lessons can solve some of their financial problems (Bray & Kobakhidze, 2014) [8]. Despite economic factor, educational factors also impact on the growing trend of shadow education. One of them is dissatisfaction of parents with mainstream schooling, other factors are catching up children with the school curricula and concern doing well in exams (Bray, 2009) [1]. There are also social factors such as people's perception and attitude if a kid is not attending private tutoring classes, for example, in Korea "if a kid is not very good and does not attend a private institute, people say the mother must be either crazy or poor" (Kim, as cited in Bray 2009, p.32). Most East Asian countries, Japan, China, Korea and Hong Kong, are influenced by cultural factors. People keep on Confusion tradition and believe that effort is the main determinant to achieve success (Bray, 1999) [2].

Shadow Education in Hong Kong

Hong Kong is situated on the South coast of China, with a high density of population. After 155 years of colonization, it was released from Britain and returned to China in 1997. According to Bray et al.(2014) [10] since 1978 education system of Hong Kong was changed 2 times and in 2009 it was replaced with 6+3+3+4 model (primary, lower secondary, senior secondary education, university degree), 12 years of free public schooling and 4 years of a standard university degree. According to a new system, the Hong Kong Certificate of Education Examination for 11-grade students and Hong Kong Advanced Level Examination for 13-grade students were established. Both examinations are highly responsible and main factors for further educational development. The enrolment for tertiary education and especially, for prestigious programs is extremely competitive. Therefore, private supplementary tutoring has become a big deal in Hong Kong and turned into billion-dollar business. As Zheng et al. (2018) [11] stated that a survey was conducted in 2011-2012 to identify the prevalence of shadow education among 9 and 12-grade students. It was revealed that 53.8% from 9 grade and 71.8% of 12-grade student were attending supplementary tutoring. Another survey was conducted in 2012 by Hong Kong Federation of Youth Groups and according to it more than 50% of secondary school students and 22.1% of primary students in the level 3 or lower enrolled for private tutoring (Zheng et al., 2018) [11]. Hong Kong municipal is laissez-faire towards business investments and government regards private tutoring as commercial service. Therefore, there is a lack of legislation restricting advertisement of tutorial services. Private tutoring is offered by companies and informal organizations in Hong Kong. Although some students attend individual tutoring, the research conducted in 2011 showed that large companies control the majority of the market. Mainly, six large companies offer private tutoring services and their chain centres were almost tripled in 2009-2010 becoming 106 in number. In Hong Kong, popular tutors are advertised as “star tutors” and periodically appear in magazines, newspapers, or exterior of buses, and buildings (Kwo & Bray, 2011) [12]. Zhao (2015) [13] reported in South China Morning Post that Hong Kong “rock star” tutors earn even more than British Premier League Footballer which is another evidence of its good income.

Multiple forms of Shadow Education

Shadow education has taken multiple forms and providers charge different prices. Some tutors works with a small number of students in a group. Usually, students join group-tutoring to do homework and revise the lessons taught at school. Silova and Bray (2006) [14] reported group-tutoring is popular in Mangolia (14%), Azerbaijan (18%) and Georgia (39%) from Post-Soviet countries. The reason is economic condition and people cannot afford one-to-one tutoring. Korea National Statistical Office reported that 12% of students receive group tutoring in 2010 (as cited in Bray & Lykins). The research which was conducted among 3 secondary schools in Hong Kong found that 53.5% of students were receiving group tutoring during 12 months in 2011/12 (Zhan et al., 2013) [15].

Unlike group tutoring, individual tutoring in another form which is conducted one-to-one with a single tutor and single tutee. Individual tutoring can be offered by class teacher or a university student most of the times for a short period to catch up with the school program. Working with one student, a tutor can tailor the lessons according to his needs. In Hong Kong chained centre, a self-employed tutor, or an independent company can offer individual tutoring. Usually, one-to-one tutoring is more expensive, therefore, less active than group-tutoring. Silova et.al (2006)

stated that individual tutoring is widely spread in Post-Soviet countries such as Croatia (73%), Poland (67%), Slovakia (64%), Ukraine (62%), Lithuania (56%), Bosnia and Herzegovina (54%). On the other hand, Bray and Lykins (2012) investigated that in 2010, 10% of Korean student and in 2012, 44.3% Hong Kong student received one-to-one tutoring.

Due to technological development, another form of tutoring-online tutoring-is evolving. Online tutoring maybe conducted at home of tutors via web-chat across the borders where tutees also can receive individual classes at home. Online tutoring can offer flexibility and privacy; students can also use recorded version of tutoring classes. However, it is difficult to regulate and therefore, in can possess potential danger for children. For example, they can be emotionally manipulated by others (Bray & Kwo, 2014) [3]. India is advanced in offering online tutoring courses and Tutor Vista, Educomp are the largest online tutoring companies (Bray & Kobakhidze, 2014) [8].

In Uzbekistan, tutoring is oriented to prepare students for examination. *Repetitorlik* is widely spread word for tutoring among Uzbek people. Nowadays, it has become a part of schooling and parents cannot imagine educated child without tutoring classes. Tutoring, also, has become a profitable business, and one can see many advertisements of tutoring centres on large billboards in the streets. It is common phenomenon that undergraduate students conduct classes in tutoring centres. There are some reasons for this, firstly, they are less paid, secondly, they are young and full of energy, and thirdly they are easy manageable. Tutoring is a good means of income for Uzbek students and very much convenient part-time work. Students can schedule the tutoring classes to their convenience which does not match with their university classes. For some reasons many part-time work cannot offer this opportunity. Usually, in Uzbekistan, tutoring is conducted in a large group because it brings good financial income and time flexibility where individual tutoring is time-consuming and makes low income.

Social inequity

Bray and Kwo (2014) [3] studied socio-economical, gender, racial/ethnic, rural/urban dimensions of social inequity related to shadow education. It is evident that high-income families invest more for private tutoring and purchase better quality education comparing with low-income families. Consequently, children from low-income families having high diligence cannot afford private tutoring which creates socio-economic inequity among children. There is also evidence, children from urban areas receive more and higher quality of private tutoring while children from remote areas cannot purchase even the less expensive form (Bray & Lykins, 2012 [5]; Bray & Kwo, 2014) [3]. Shadow education also brings gender inequity in some countries. For example, in Uzbekistan, more girls attend private tutoring classes because they should study hard to secure high score in the entrance exam for higher institutions. The reason is men, who finished military service, receive 50% additional point to the total score in the entrance examination, therefore, their score increases significantly.

For some reasons shadow education can be profitable business for the governments. In countries like Lithuania, Kazakhstan, Tajikistan and Uzbekistan private tutors and private tutoring companies pay income taxes (Silova, 2010, p.340) [16]. Moreover, some countries such as Cambodia cannot ban private tutoring because the government is unable to provide teachers with a high salary, therefore, they need a second job to survive (Bray et al., 2015 [6]; Chandara, 2011, 14:23 [17]).

The growth of shadow education exacerbates inequity and quality education becomes feasible for those who can afford it. Tutoring brings more opportunities for those who are able to purchase tutoring services. The Convention on the Rights of The Child states that primary education should be free for all and the authorities who sign the Convention should encourage giving educational opportunities such as making it accessible to every child, take measures to make it free and offer financial assistance for those who need (United Nations High Commissioner for Human rights, 1989). Likewise, Sustainable Development Goal 4 of United Nation Association, which was ratified by 150 world leaders, states “by 2030, that all girls and boys will complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes”(2015). Although this statement covers public sectors, not private sectors such as shadow education, the quality of education is dropping down in public sectors when the role of the private sectors is increasing. For example, in Cambodia teachers sometimes skip the lessons and children attend private supplementary classes to catch up with the school curriculum (Chandara, 2011, 11:05) [17].

CONCLUSIONS

In general, shadow education has been intensified since the turn of the 21st century. For the continents such as Western Europe, North America, and Africa it is a recent phenomenon but for East Asia, South Asia, and former USSR it was embedded into the culture and became a part of daily life. It has taken different modes and developed into a robust social institution which exacerbates educational and social inequity. Shadow education effects on mainstream schooling and its negative impact is visible in the form of commodification of education. It also brings pressure and stress to the children and disconnects them from outdoor activities. Especially, it marketizing education when teachers offer their services to their students. In Hong Kong, Korea, Singapore and mainland China it turned into an industry run by entrepreneurs with various outlets. It is embedded to the culture so deeply that people cannot imagine schooling without private tutoring. Overall, shadow education has become more commercial business than a partnership institution which can serve for improving students’ knowledge.

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IMPACT ON COVID 19 EMPLOYEES OPPORTUNITIES AND INCOME

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ABSTRACT

The influence of the COVID-19 crisis on professional results and goals is the subject of this study, which is the first of its kind in the world. To this goal, a high-quality survey study was done with a representative sample of personnel. About 21% of them fear losing their employment as a result of the crisis, and 14% believe they will lose their positions in the near future. Furthermore, 26% believe they would miss out on promotions they would have received if the COVID-19 situation had not arisen. This dread of negative consequences is more prevalent among vulnerable groups, such as migrants. Furthermore, many respondents anticipate that in the future, they would view the labor market differently and have different work-related objectives. The situation for young and female employees in this vulnerable sector is particularly more concerning, as the epidemic is wreaking havoc on the informal economy.

KEYWORDS: *Employment, Opportunities, Work and COVID - 19*

INTRODUCTION

The COVID-19 health catastrophe has morphed into a global economic disaster, putting millions of people's health, jobs, and finances in jeopardy. Many countries imposed strong containment measures in the first half of 2020 to slow the spread of contagion, putting a significant brake on most economic growth as well as social activities the drop in total hours worked and participation has not been mitigated. Since the Great Depression, it hasn't been witnessed in peacetime. There are hints that the sharp and deep troughs of the sharp and deep trough of the sharp and deep trough of the sharp and deep Many G20 economies have entered a worldwide economic downturn. However, making certain that the development of a more resilient and inclusive labor market, as well as a speedy and durable recovery, remain priorities. There are many obstacles to overcome. G20 leaders will meet on March 26, 2020, for their Summit. [1]

During the early weeks and months of the COVID-19 crisis, the G20 countries reacted quickly to provide unprecedented levels of emergency assistance to keep individuals and businesses afloat, protect jobs and incomes, and save the economy from imploding. As the COVID-19 pandemic peaks and G20 countries begin to reopen their economies, policymakers will need to maintain their flexibility, modifying and adjusting the composition and characteristics of support

packages, targeting assistance where it is most needed, and encouraging a return to work where possible. While doing so, it will be critical to begin the process of better rebuilding in order to address the pandemic's deep-rooted labor market fragilities and structural disparities. [2]

Despite governments' aggressive attempts to help businesses and retain employment through job retention programmers, millions of people have lost their jobs throughout the G20. Meanwhile, many self-employed employees have seen their earnings plummet. As a result, the majority of G20 nations took rapid steps to boost jobless minimum-income benefits' accessibility and generosity. In addition to these initiatives, numerous governments offered additional financial transfers aimed at individuals who remained uninsured, supported expenditures, or, in certain circumstances, created universal payments to guarantee that no one fell between the cracks.

1. from a historic health catastrophe to a severe economic downturn the evolution and present scope of the global health crisis

Following a first epidemic in late 2019 in the Chinese city of Wuhan, the novel coronavirus – COVID-19 – the virus that caused the COVID-19 disease – quickly became a pandemic as it swept across the globe. And regions all across the globe As of the end of August 2020, there were around 25 million confirmed cases and 840 suspected cases. Thousands of deaths had been reported around the world, with the G20 economies accounting for 77% of all instances.82 percent of all deaths are caused by alcohol. In many G20 countries, the daily number of newly confirmed cases peaked in April, but India, South Africa, and the Latin American G20 economies were still growing rapidly and a comeback of there were new cases. [3]

Demand for commercial and state employment services (PES) skyrocketed in the first few months of the crisis, but capacity was severely restricted by the necessity to limit face-to-face interaction with job seekers. Governments responded by streamlining the process of claiming benefits and increasing the digitalization of services like job search help and benefit applications. There were also more opportunities for online study.

Women have suffered disproportionately high job and income losses. Many women who are still working have been on the front lines of delivering vital services while also risking coronavirus infection. Furthermore, the crisis' increasing burden of unpaid care has disproportionately impacted women. As a result, there's a chance that the progress several G20 countries have achieved on gender equality in recent decades may be halted or reversed. Furthermore, the COVID-19 has served as a somber reminder of women's increased danger of abuse and harassment during times of crisis. School closures, as well as the elimination of entry-level jobs, internships, and apprenticeships, have had a significant impact on youth. High and chronic youth unemployment and underemployment in the aftermath of the global financial crisis shown that reconnecting young people with excellent jobs may be difficult, with potentially long-term consequences. The situation for young and female employees in this vulnerable sector is particularly more concerning, as the epidemic is wreaking havoc on the informal economy. -Job retention strategies were widely used in several nations, particularly in the European Union, to prevent individuals from becoming jobless in the first place. [4]

2. Prognosis: A significant and immediate impact on labor markets

Unprecedented reductions in employment and working hours Containment efforts led to a dramatic and historic drop in employment across the G20.economies. In those G20 countries where data is available, monthly labor force figures depict a common picture. Depiction of a

Securing jobs, preserving firms, and Continuing critical service provision.

4. Wages and incomes have shifted.

Millions of workers lost part or all of their income as the coronavirus swept throughout the world and establishments shuttered. Even if they were still employed, many employees in businesses such as airlines, retail and lodging, food services, and the heavily feminine textile and garment sectors had to accept shorter hours and/or salary cutbacks. Wage cutbacks were agreed in certain cases as part of collective bargaining agreements between employees and employers. In 5 Wage cutbacks in the public sector were also adopted in a number of nations. During the early stages of the crisis, low-paid, frequently low-skilled workers were disproportionately affected. Many of the so-called "frontline employees," who put their health at danger by exposing themselves to the virus in order to keep crucial services running during lockdowns, work in low-wage industries. [7]

Aside from doctors, this category includes cashiers, factory and food processing employees, janitors and maintenance workers, agricultural workers, delivery workers, and truck drivers. Low-wage workers are more likely to work in industries affected by shutdowns and to have lost their jobs or earnings outside of vital services. In the India, for example, the lowest ten percent of employees in terms of weekly incomes earned around £600. The top ten percent of income are seven times more likely to work in shutdown sectors. Between February and April 2020, employment losses among low-wage workers in Canada were more than twice as great as those among all paid workers. Employees Based on data from real-time polls conducted in a number of nations, it appears that in April, the on average, the top 25% of earnings were 50% more likely to work from home than the poorest 25%. Low-wage employees, on the other hand, are twice as likely to have given up their jobs entirely.

5. Working under a variety of conditions provided less security and was concentrated in the impacted industries

Workers in various forms of employment other than full-time wage and salary work with a permanent contract – such as self-employed workers, those on temporary, on-call, or part-time contracts, and those in the informal economy – have been particularly vulnerable to the pandemic's job and income losses. In the India, for example, 75% of self-employed people report a decrease in wages in the preceding week, compared to fewer than 25% of salaried workers. This vulnerability derives in part from the sectorial concentration of employees in a variety of work arrangements, such as lodging and food services, arts, entertainment and leisure, and other personal services, as well as their lesser coverage in social security programmers. Furthermore, research from EU nations shows that such positions are in demand. May account for up to 40% of total employment in the industries most impacted by cost-cutting initiatives [8]

6. Providing impacted workers with economic stability and job assistance

Despite enhanced job retention programmers and emergency liquidity support for businesses, millions of people throughout the G20 have lost their jobs or faced decreased earnings, including self-employed individuals who have had to halt or drastically downsize their activities. Governments provided or enhanced unemployment payments and other out-of-work assistance to buffer income losses for households impacted by job loss or economic activity restriction. Many G20 nations also took steps to increase employment support during a tough period in which face-to-face interaction between job providers and job seekers was severely limited.

Expanded income assistance programme have been critical in reducing poverty. They've done it.

By strengthening aggregate demand, it helped to stabilize the economy. Schemes of social protection in terms of design, coverage, and implementation, advanced and emerging/developing G20 economies differ greatly. The degree of support and the means for delivering it. As a result, many measures were used in order to enhance the organization. These plans are being implemented in the midst of a severe and prolonged recession. Improving access to and coverage of unemployment benefits – either by lowering or eliminating minimum contribution requirements or waiting periods (e.g., Spain, the India); by extending the qualifying period for the employment requirement (e.g., France, the India); or by including previously excluded groups, such as self-employed workers (China, France, Spain, the India) 27 or domestic employees (e.g., China, France, Spain, the India) (Spain).

- Prolonging unemployment benefits for as long as feasible (Argentina, Germany, Switzerland, India); or extending all expiring benefit claims until the conclusion of the health crisis (Argentina, Germany, Switzerland, India) (Italy, Luxembourg, Portugal and Spain).
- Raising the amount of unemployment benefits — either by temporarily boosting unemployment benefit levels (Australia, Russia, the India) or by temporarily increasing second-tier programme benefit levels (Austria, the United Kingdom, the India).
- Providing income assistance for the most vulnerable – through the introduction of minimum income programs to assist people who are experiencing or at danger of social exclusion owing to a lack of financial resources (Spain) or interim measures to protect informal and self-employed employees (e.g. Argentina, Italy).

Some governments have also eased the requirements for receiving jobless benefits or streamlined administrative procedures. Many unemployment insurance programs are conditional on meeting particular conditions in order to be eligible, as well as to remain eligible. However, validating and monitoring eligibility sometimes entails a significant administrative cost. In the early weeks of the crisis, a key issue was that several nations' public administrations had the ability to cope with the enormous flood of benefit claims while also reducing face-to-face interaction). In certain countries, the substantial and abrupt surge in demand for job-retention programs by the newly jobless as well as by businesses resulted in a failure to assure timely delivery of benefits. As a result, many countries have become more relaxed. Registration processes or simplified job-search and reporting requirements, such as registration digitization and communication with employment services personnel.

CONCLUSION

"We're getting better," I conclude and communicate from this study. The coronavirus sickness continues to spread over the world on an unpredictable path. Low-paid jobs, young people, women, ethnic minorities, the self-employed, and informal and fixed-term employees have been among the most impacted by the epidemic, which has highlighted deep-rooted labor market fragilities and structural inequities. With the war against COVID-19 still ongoing and several G20 countries fearing a viral recurrence, it has become common knowledge that what lies ahead is a "new normal" in the way society is organized and how we operate. However, now is the time to take a closer look at this new normal and begin the process of constructing it. A future of work that is safer, fairer, greener, and more successful in mitigating the effects of future employment and income crises many of the issues rose in the ILO's Centenary Declaration for the Future of Work and the OECD's Transition Agenda for a Future that Works for all are even more pressing

in the post-COVID19 era. [9] Increased policy coherence, particularly across economic, employment, and social policies, as well as a whole-of-government approach are called for. It also advocates for a holistic strategy that includes all stakeholders and leads to the development and implementation of country-specific policy packages. With a feeling of shared responsibility, all segments of society must contribute to this endeavor. Social discussion and collective bargaining can be useful in this regard. To avoid a further rise in disparities, it is also necessary to ensure that assistance reaches those who are most in need and that the most disadvantaged and vulnerable groups in the labor market receive the greatest priority.

I propose strengthening care leave policies and family-friendly working hours, as well as improving access to affordable childcare and after-school programs; promoting women's entrepreneurship and participation in managerial and leadership positions; and promoting, violence-free home and work environments, Increasing financial support during economic downturns, Removing structural barriers to effective school-to-work transitions , Addressing the extra challenges that young women encounter in finding good-paying jobs, Strengthening digital abilities, particularly for persons with low digital literacy, should be prioritized in order to provide chances to work and learn online.

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IMPROVING THE DESIGN OF THE INSTALLATION FOR DRYING MATERIALS IN A FLUIDIZED BED

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ABSTRACT

The article presents information about the drying of dispersed materials in a fluidized bed. The design of the fluidized bed drying plant has been improved, i.e. a heat generator, depending on the source of heat they receive, is classified for the use of coal dust.

KEYWORDS: *Drying Technologies, Convection Drying, Thermal Energy, Heat Generator.*

INTRODUCTION

Many industries are faced with the need to reduce the moisture content of various materials. At any scale of use of drying technologies, it is fundamental to implement several technical and economic parameters, such as the minimum drying uniformity, the minimum time to reach a given moisture content, and some other dehydration characteristics.

These parameters can be provided by a competent approach to the selection of the most appropriate basic physical processes for a given specific situation, the corresponding drying technologies, and finally, by creating equipment on which these processes and technologies can be implemented.

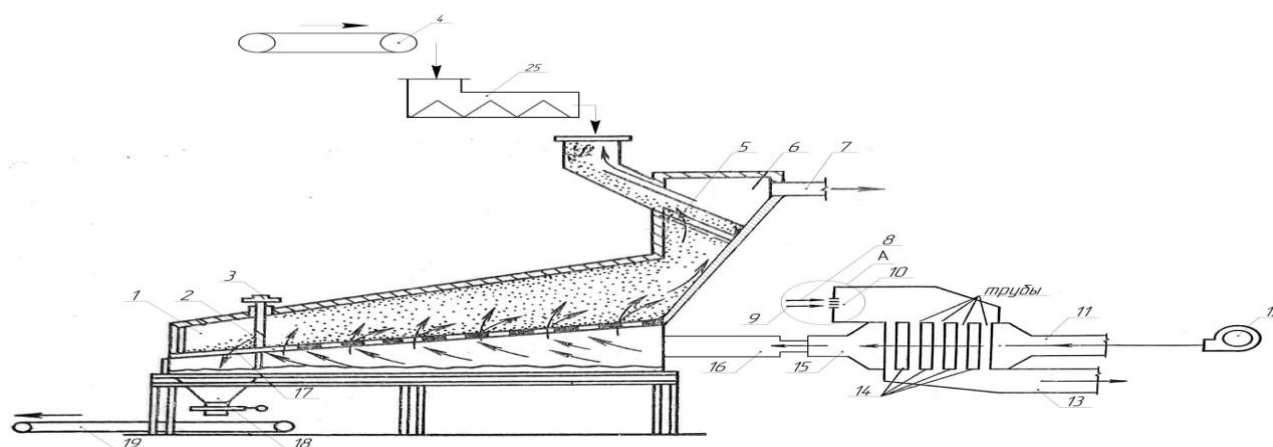
However, the heat and mass transfer between the outer surface of the particles and their inner regions in this technological scheme is no different from that typical for convection drying, which leads to a multiple increases in energy consumption and a decrease in the drying rate at low product moisture and, accordingly, to an increase in the energy intensity of the process. The creation and introduction into industrial production of devices of this design, which make it possible to increase the efficiency of the drying process and reduce the specific cost of thermal energy per unit of output, is relevant. The solution of this problem is impossible without further improvement and study of the equilibrium and kinetic laws of mass and heat transfer between the dried material and the drying agent, as well as the hydrodynamic features of the motion of the solid and gas phases in the apparatus. Therefore, the development of such models is relevant and of great practical importance.

Materials and methods

To date, there are a large number of different drying (dehydration) technologies: natural drying, aeration [1], convection [2,3,4,5], drying in a pseudo fluidized bed [2], infrared drying, microwave [1,3], sublimation [3], etc.

We will conduct a comparative analysis of these technologies, based on their use. Relatively small systems of parameters (criteria): productivity, energy consumption, drying speed, drying quality, preservation in the process of drying useful substances. In the chemical industry, drying along with evaporation and roasting, as a rule, determines the technical and economic indicators of the entire production as a whole, which is associated with significant costs of thermal energy for these processes.

Convective drying processes are widely used in the production of mineral salts and fertilizers, polymeric materials and other industries. For drying dispersed materials, fluidized bed dryers are successfully used, the undeniable advantage of which, compared with other dryers, is the developed contact surface between the particles and the drying agent and the intensive evaporation of moisture from the material. Consider the design of the simplest installation for drying bulk materials (fertilizers) in a fluidized bed (Fig. 1).



1-box, 2-bottoms, 3-gate, 4-conveyor, 5-sieve, 6-chamber, 7-pipe, 8-fuel, 9-air, 10-nozzle, 11-subpipe, 12-fan, 13- subpipe, 14-annular space, 15-subpipe, 16-subpipe, 17-discharge opening, 18-hopper, 19-conveyor, 20-nozzle, 21-pipe, 22-chamber, 23-diffuser 24, 25-screw feeder

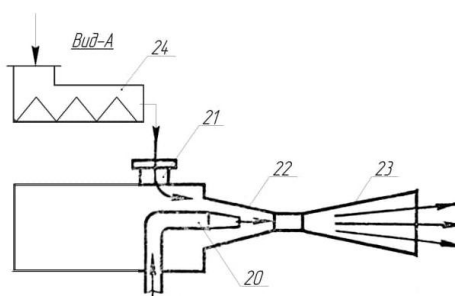


Figure 1. Scheme of the installation for drying materials in a fluidized bed.

The installation consists of a drying chamber (box and bottom) 1, equipped with gratings, 2 made in the form of inclined steps along which the material moves. The drying material is continuously supplied by a screw feeder 3 using a conveyor 4. The drying agent is prepared in a heat generator 15 with a temperature of about 473 K and fed to the grate 16. Passing through the

holes of the grate, the drying agent enters the layer at a speed equal to the speed of hovering particles of average diameter and creates a fluidized bed for the final drying of the material that has already passed drying on the grate [6-11].

High-pressure fan 12 through a heat generator, depending on the source of heat they receive, are classified into those using coal dust. Thermal generator for the preparation of the coolant-heated air. Coal dust 8 and air 9 through nozzle 22 are fed into furnace 14, where the combustion process takes place. Solid fuel is burned in the furnace. In Fig.2. the principal schemes of the operation of burners for burning dust of coal fuel are given. Figure 2 shows a burner diagram with the air mixture supplied through the central pipe, and secondary air through the peripheral channel; in Fig. 2b, on the contrary, the secondary air is supplied to the burner through the central pipe, and the air mixture is supplied through the peripheral channel. Both the air mixture and the secondary air are often supplied in swirling jets. In this case, the combustion products are recirculated to the flame base (shown by arrows) and contribute to the stable combustion of the air mixture.

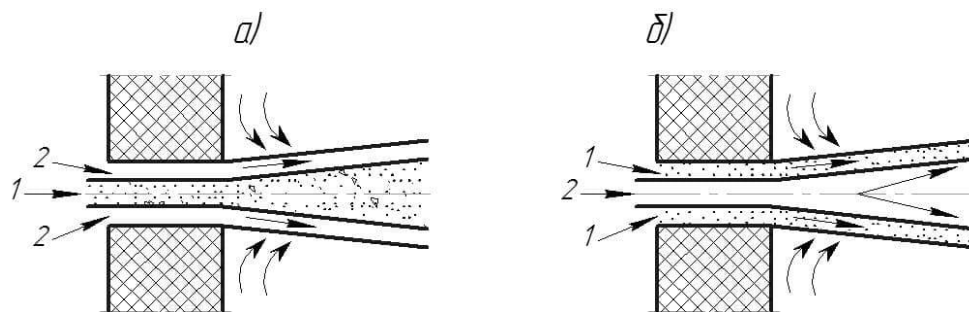


Figure 2. Scheme of operation of burners for burning dust of coal fuel.

1-supply of an aero mixture of solid fuel; 2-secondary air supply.

High-pressure fan 12 through a heat generator, depending on the source of heat they receive, are classified into those using coal dust. Thermal generator for the preparation of the coolant-heated air. Coal dust 8 and air 9 through the nozzle 22 are fed into the furnace 14, where the combustion process takes place. Solid fuel is burned in the furnace [12-16].

In Fig.2. the principal schemes of the operation of burners for burning dust of coal fuel are given. Figure 2 shows a burner diagram with the air mixture supplied through the central pipe, and secondary air through the peripheral channel; in Fig. 2b, on the contrary, the secondary air is supplied to the burner through the central pipe, and the air mixture is supplied through the peripheral channel. Both the air mixture and the secondary air are often supplied in swirling jets. In this case, the combustion products are recirculated to the flame base (shown by arrows) and contribute to the stable combustion of the air mixture.

$$G_{02} = \left[\left(\frac{\mu_{02}}{\mu_c} \right) \left(\frac{C^p}{100} \right) + \left(\frac{\mu_{02}}{\mu_s} \right) \left(\frac{S^p}{100} \right) + \left(\frac{\mu_{02}}{2\mu_{H2}} \right) \left(\frac{H^p}{100} \right) \right] - \frac{O^p}{100}$$

Atmospheric air contains only 21% oxygen, then the volume of air V_T , theoretically necessary for burning 1 kg of working fuel, will be

$$V_T = \left(\frac{G_{02}}{S_{20}} \right) \left(\frac{100}{21} \right) \text{ or}$$

$$V_T = \left[\left(\frac{100}{21} \right) \left(\frac{1}{100} \right) \left(\frac{\mu_{O_2}}{S_{O_2}} \right) \right] \left[\left(\frac{C^p}{\mu_c} \right) + \left(\frac{S^p}{\mu_s} \right) + \left(\frac{H^p}{2\mu_{H_2}} \right) - \left(\frac{O^p}{\mu_{O_2}} \right) \right]$$

Similarly, according to stoichiometric dependencies, the yield of combustion products is determined when burning 1 kg of fuel. However, for practical purposes, the above calculations are not made but use empirical formulas.

Under real conditions, when burning fuel, the oxidation of a combustible mass requires a slightly larger amount of air, because part of the oxygen does not have time to enter into a chemical reaction due to the imperfection of the process of mixing fuel with air. The required increase in the air is determined by the ratio of the actual air consumed for combustion of 1 kg of fuel V_d to theoretical V_t . This ratio is called the excess air coefficient L $L = V_d/V_T$

RESULTS AND DISCUSSION

The value of L depends on the type of fuel and on the design of the combustion device. The greatest completeness of mixing is achieved when working with solid fuel, so it can be drained with a minimum excess of air ($L=1.1-1.15$).

The combustion of solid fuels requires a significant increase in L , which ranges from 1.5 to 3.5. Therefore, in each specific case, for the combustion of solid fuels, the value of L is chosen according to heat engineering reference books. Cold air is blown by a fan 12 in pipe 11, takes heat from the pipes and through the pipe 15 enters for use in thermal installations, for example, in a dryer. The calculation of such a generator is reduced to determining the required heating surface. On the one hand, the combustion products of the fuel heat the pipes, on the other hand, the moving air takes away this heat from the surface of each pipe. The starting point for the calculation is the amount of air V_H and the degree of its heating ΔT . Then you can determine the amount of heat that needs to be transferred to the air,

$$Q_T = V_H C_v (T_k - T_H),$$

Where V_n is the volume of heated air; C_v is the heat capacity of air; T_H and T_k – initial and final air temperature [2].

Therefore, the generator must provide a given amount of heat Q_T , which must be transferred to the air.

$$Q_T = KA(\bar{T}_{HC} - \bar{T}_B)$$

K - the heat transfer coefficient through the heating surface of the generator;

A - the required heating surface (the total surface of the pipes washed by air);

$\bar{T} - \bar{T}$ are the average temperatures at the inlet and outlet, respectively, for combustion products and air.

For example $(T_k + T_H)/2$. The heat transfer coefficient K is determined by the formula:

$$K = 1 / \left(\frac{1}{L_1} + \frac{\delta}{\lambda} + 1/L_2 \right)$$

Where L_2 is the heat transfer coefficient from the combustion products to the pipe surface; L_2 - also from the heating surface to the air; δ - pipe wall thickness;

λ - the thermal conductivity of the pipe wall.

Thus, knowing Q_m , as well as determining K and ΔT , they find the heating surface A , and then the number of pipes.

The process of dehydration in these dryers is that the heated air moves in a vertical direction (from bottom to top) at such a speed that the air pressure forces on the product particles balance the gravitational forces acting on these particles.

As a result, each particle, as it were, “floats” independently of the others, and all elements of its surface are the same.

CONCLUSION

They effectively interact with the flow of heated air, that is, the entire area of its surface is the area of evaporation, which somewhat reduces the energy intensity of the process. In the fluidized (pseudo fluidized) bed dryer, intensive mixing of the material, accelerated heat and mass transfer are achieved so that the drying agent can be used at elevated temperatures without significant loss in the quality of the final product. Combining the simplicity of the device with high specific productivity and ease of automation. The parametric range of these dryers with an effective cross-sectional area (blown through by a stream of heated air) from several tens of square decimeters to several square meters is used for drying a wide variety of materials.

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SYNTROPIA OF ALLERGIC DISEASES

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ABSTRACT

The review article presents studies of foreign and domestic scientists devoted to the syntropy of allergic diseases - the formation of an "atopic march". The authors analyzed the possibilities of predicting the development of allergic diseases and the need for further research to understand the processes of their progression.

KEYWORDS: Atopicmarch, Allergy, Syntropy

INTRODUCTION

Allergic diseases can successively replace each other in ontogenesis. In typical cases, a patient with atopy develops a spectrum of atopic diseases with age, defined as an "atopic march": in the first years of life, gastrointestinal and skin symptoms predominate, mainly caused by food allergens, later bronchial asthma (BA) and allergic rhinitis (AR) develop with sensitization to inhaled allergens [1].

For many allergic diseases, including BA, AR (pollinosis), atopic dermatitis (AtD) (eczema), food allergy, urticaria and others, comorbidity (syntropia) is characteristic. In clinical practice, a special form of syntropy is distinguished – the "atopic march", focusing on the consistent development of diseases caused by the production of IgE antibodies in response to environmental allergens, the onset of which occurs mainly in childhood [2, 3].

The first clinical manifestation of the "atopic march" in the overwhelming number of patients (86%) is eczema (atopic dermatitis). Approximately 20-30% of children with eczema have other allergies in subsequent years [4].

Among all children with several allergic manifestations, the largest group consists of children with eczema and asthma (38.3%), while the development of all three conditions, including eczema, asthma and allergic rhinitis, is not common and occurs only in 2.5% of patients with allergies [5]. Concomitant clinical manifestation of allergopathologies significantly complicates therapeutic control, increases the need for glucocorticosteroids, therefore, to achieve optimal effectiveness, combination therapy is necessary in accordance with the severity of each of the comorbid diseases [6, 7].

Numerous studies of recent years serve as proof of the systemic nature of allergic inflammation. Local allergen-specific provocation of both the nasal mucosa and bronchi leads to generalization of allergic inflammation. 24 hours after intranasal provocation with a causally significant pollen allergen, statistically significant involvement of eosinophils was noted in patients with AR without BA not only in the nasal mucosa, but also in the bronchial mucosa. The number of eosinophils in the nasal mucosa correlates with the local expression of ICAM-1, E-selectin and VCAM-1. Segmental bronchial provocation in patients with AR without BA leads to an increase in the number of eosinophils and increased expression of IL5 in the nasal epithelium 24 hours after provocation [8, 9].

The first link of the "atopic march" is often the ATD, against which a food allergy develops, which in the future, with uncontrolled flow and the influence of adverse factors, both external and internal, leads to the occurrence of BA, and then AR. Of course, the described path of the "atopic march" is only one of many different trajectories of development and variations in the progression of atopic diseases. A complete regression of atopy with age is also possible, the so-called "outgrowth" of the disease, which can be achieved in most patients only in the case of complete control over the disease with the achievement of stable remission and the appointment of maintenance therapy [10].

Despite this, it is the concept of the "atopic march" that is most often considered in clinical practice, since it is the most obvious way of developing allergic diseases as a result of the uncontrolled course of severe ATD in children. At the same time, it should be noted that the estimate of the prevalence of cases developing along the classical path of the "atopic march" may be overestimated. AtD is one of the most common inflammatory diseases of childhood, diagnosed in 15-25% of children and 4-7% of adults. Approximately half of all children suffering from severe ATD have food allergies to components of products such as cow's milk, eggs, wheat, soy, sesame and peanuts. According to epidemiological studies, food allergies are found in 6-10% of the world's population [11, 12].

According to a standardized epidemiological study within the framework of the ISAAC program (International Study of Asthma and Allergy in Childhood, international study of Asthma and Allergies in children), episodic wheezing was noted in 30% of children, persistent atopic asthma - in about 10% of children and 5% of adults. At the same time, the most frequent aeroallergens are house dust mites, pollen of trees and grasses, especially birch, wormwood and ragweed, mold fungi, as well as wool/dandruff of domestic animals [13].

In a population cohort study, HealthNuts recorded the frequency of food allergies in more than 5 thousand children at the age of 1 year and then at the age of 4 years. It was demonstrated that the prevalence of food allergy confirmed by a skin prick test decreased from 11% at the age of 1 year to 3.8% at the age of 4 years during the study period [14]. At the same time, a survey of parents (using the standardized ISAAC questionnaire) showed that the prevalence of AD was 10.8%, symptoms of AD were observed in 16%, AR was detected in 8.3% of children. In the first 4 years of life, 50% of children from the study population experienced symptoms of various allergic diseases. R. Kapoor et al., studying the prevalence of the atopic triad in 2,270 children aged 2 to 17 years with a confirmed diagnosis of AtD, determined that 66% of the observed had at least one additional form of atopy (BA or AR), while 38% of the studied patients had symptoms of both BA and AR. An association of allergic diseases with severe uncontrolled course of AtD was also revealed in these children [15]. The manifestation of AtD in

approximately 50% of children is observed in infancy (from 1 to 3 months), and in 30% of children aged 1 to 5 years. Pediatricians should pay attention to the first symptoms, because AtD is a significant risk factor for the development of other allergic diseases in children at an older age (in adolescence), first of all, it is the development of allergic rhinitis, bronchial asthma, the development of the "atopic march". [16].

Even in the absence of clinical manifestations of the acute phase of an allergic reaction (rhinorrhea, itching, sneezing), an intranasal provocative test in children and adults with AR increases the signs of allergic inflammation of the bronchial mucosa. These studies indicate that the current allergic inflammation in the nasal cavity, the ongoing antigenic stimulation of the respiratory tract lead to the spread and intensification of allergic inflammation and may contribute to the manifestation of AD. The evidence of the relationship between AR and AD is primarily the results of numerous epidemiological studies: 30-40% of patients with AR have AD, and clinical manifestations of AR occur in more than 80% of patients with atopic AD. Patients with AR are three times more likely to develop AD compared to patients without AR. In more recent studies, which included questionnaires, lung function tests, provocative tests and skin tests, it was confirmed that AR is a high risk factor for the development of AD in children under 7 years of age, adolescents and adult patients. In more than 70% of adult patients, clinical manifestations of AR precede the manifestation of AD In preschool children, AR is often diagnosed after the diagnosis of AD, which certainly indicates a late diagnosis of AR [17, 18].

Late diagnosis, underestimation of the severity and untimely appointment of adequate therapy lead to the development of a number of complications, such as chronic sinusitis, otitis media, nasal polyposis. It was found that in 24% of children AR was a predisposing factor for the development of acute and chronic otitis media, and in 28% of cases – chronic rhinosinusitis [19].

Allergic rhinitis has been proven to be an independent risk factor for the development of bronchial asthma, increasing the chance of developing asthma by more than 3 times [20].

BA is a heterogeneous disease characterized by chronic inflammation of the respiratory tract, the presence of respiratory symptoms such as wheezing, shortness of breath, chest congestion and cough, which vary in time and intensity and manifest themselves together with variable airway obstruction. Bronchial asthma remains a global health problem affecting all age groups. Despite the fact that there is a decrease in the number of hospitalizations and deaths associated with AD, this disease still causes high damage to society and the healthcare system due to production losses, manifestations of family problems, and a decrease in the quality of life of patients [21].

Many researchers consider BA and AR as a single disease with a common mechanism of inflammation and a common genetic background ("one way, one disease, allergic rhinobronchitis"). A large number of clinical studies have shown that patients with AR have a 4-fold higher risk of developing AD. Patients with AR in 19-38% of cases suffer from AD, while about 80% of asthmatics are prone to rhinitis [22].

Hereditary predisposition is one of the risk factors for the development of the disease, however, the phenotypic realization of the genotype is due to the close relationship with the influence of environmental factors. One of the triggering factors of the development of AD and the trigger mechanism of exacerbations are viral infections (rhinovirus, RS-viral, etc.), especially in children of the first 5 years of life. The effect of allergens, viruses and various nonspecific factors on the respiratory tract provokes the development of acute reactions in the sensitized

organism in the form of edema of the bronchial wall, bronchospasm, hypersecretion, obstruction of the lumen by mucus. Chronic allergic inflammation eventually leads to structural changes in the bronchial wall (remodeling). Age-related features of the course of AD determine the main clinical manifestations of the disease and suggest appropriate approaches to diagnosis and treatment [23].

The frequency of association of allergic BA with AR is >80%. Allergic rhinitis is an independent risk factor for the development of AD, increasing the chance of getting AD by more than 3 times. AR allergic BA have the same etiological factors, and allergic inflammation in the nasal mucosa and inflammation in the mucosa of the lower respiratory tract also have more similarities than differences. The concept of the unity of the respiratory tract is based on the anatomical connection of the nose and lungs, the community of the respiratory epithelium, the presence of the nasobronchial reflex, which ultimately causes the same pathophysiological changes in the nasal and bronchial mucosa after provocation by a specific allergen [24].

Violation of the functions of the upper respiratory tract in AR, primarily respiratory and protective, inevitably leads to a violation of the functions of the lower respiratory tract, and the blockade of nasal breathing increases the contact of the lower respiratory tract with dry cold air and allergens. Therefore, it is natural that in the presence of AR symptoms in patients suffering from AD, the frequency of AD attacks, unplanned visits to the doctor, emergency calls, hospitalizations increases and the need for glucocorticosteroids (GCS) increases. In a study conducted in the UK, it was found that in patients with BA in combination with rhinitis, BA had an uncontrolled course 4-5 times more often than in patients with isolated BA [25, 26].

According to research results, the prevalence of AR in adult patients with AD varies from 24 to 94%, and the duration of the disease ranges from 50 to 100% in relation to life expectancy [27].

Many patients suffering from persistent AD have seasonal manifestations of AR, which significantly affect the course of AD and reduce the quality of life of patients [28, 29].

Sensitization to allergens through the inflamed skin of patients suffering from AtD can lead to allergic diseases that manifest in other organs, such as the gastrointestinal tract (food allergy), upper or lower respiratory tract (allergic rhinitis and bronchial asthma, respectively). These facts substantiate the concept of "unified airways", which demonstrates the close relationship between AR and BA and proves that the inflammatory response can be maintained and enhanced by interrelated mechanisms. Therefore, patients with AR should be examined for the presence of BA [30,31].

CONCLUSION

Currently, the issue of identifying the most significant risk factors affecting the implementation of BA and AR in children remains insufficiently studied, which must be taken into account when developing methods for forecasting and conducting individual preventive measures. The syntropy of allergic diseases along the path of the "atopic march" reveals the pathophysiological mechanisms of progression and makes it possible to predict the development of respiratory forms of allergies in a child with atopic dermatitis in the future. [32,33] It is recommended to carefully analyze the anamnesis and take into account the aggravating factors of the development of atopic march that a particular child has in order to create an individual approach to the treatment and prevention of the development of other allergic diseases [34].

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OPINIONS ABOUT ONLINE TRAINING OF THE CHINESE LANGUAGE DURING THE EPIDEMIC

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ABSTRACT

In the course of the epidemic, it was necessary to understand the features of the curriculum in the implementation of online education in China International, to formulate curricula, organize teaching activities, as well as to study and analyze feedback. Teaching and educating people in online learning is the core of Chinese language online learning. This article combines the design and practice of online teaching of a wide range of Business Chinese language courses to reflect the Chinese language online.

KEYWORDS: *Epidemic; Online teaching; Chinese International Education; reflection.*

INTRODUCTION

To respond to the emergency associated with the outbreak of a new type of pneumonia and respond to the Ministry of Education's call for "Continuing Education," Colleges and universities are actively exploring online education models for home-based education for students around the world and are seeking to help them gain knowledge, complete their studies, exchange ideas and improve their feelings. Step-by-step results were achieved. Combining the design and practice of online teaching of a wide range of Business Chinese language courses, this article briefly discusses the reflection of Chinese international online education. Online learning is a system engineering that requires the preparation of a library of online resources for teacher support, understanding of an educational institution, support of Information Technology and teaching. Modern education-is the integration of many disciplines aimed at developing the qualities of a wide-coverage discipline. [1] Online education provides the integration of cross-border knowledge through network communication, thereby making education a kind of science-based collaboration. Support of information technology is a necessary condition for online education. To do this, you will first need to select a training platform. The online learning platform has a variety of features. You can choose the main or auxiliary platform. Secondly, teachers are well aware of the use of the platform, and these platforms have different functions. Finally, it is necessary to place the students on the chosen online learning platform and teach them how to properly perform the training as well as ensure the continuous development of the training. A dynamic, open and rich database of educational resources is a material guarantee of Education. In addition, online education requires teachers to record micro-videos, create work desks for self-study, develop assignments and test questions, and provide links to resources. Micro-video recording by teachers consists mainly of three areas: the formulation of the curriculum, the analysis of the knowledge points in the process of distributing knowledge and the finding of the

relationship between the different points of knowledge and integrating them into the system of regular educational knowledge; the content teaching based on certain learning methods in accordance with the characteristics of online; it is also possible to use multimedia technologies to complete post-production and create multimodal video resources. [2] The list of duties of self-education is a plan designed to independently educate the students created by the teachers. It is an essential resource for support and mass media as well as online learning for effective and independent teaching of students. It consists of three parts: a textbook, a training task and a report on training. Each learning task includes four aspects: path, problem, goal and point. Homework and tests are an important foundation for teachers in improving learning efficiency as well as developing and adjusting teaching strategies. The questions paragraph includes homework, questions for discussion, practice sessions, pre-Test Questions, post-test questions, questions for weekly testing, questions for modular testing, etc. This is an important addition to the training materials that can be added according to the training requirements. Business is the introduction of online learning of the Chinese language. [3] It uses the Chinese language, the Triune of business and culture as the main content of the curriculum and at the same time combines the objectives for the implementation of the curriculum with the focus on the study of the business sector. The introduction of online training requires you to come up with the features of the training program, draw up training plans, conduct training sessions and conduct research on in-depth learning. It is desirable to consider the features of the course. First, the nature of the course. Business Chinese language-a language course taught in Chinese as a second language. It not only combines different listening, speaking, reading and writing skills in Chinese, but also combines knowledge of Chinese language, professional knowledge of business and culture communication skills. This is a new training program, which is combined with economic and trade knowledge with language skills, reflecting the features of cross-integration in the discipline. The second is the educational goal. [4] The educational objectives of the Chinese language of business are realized in three levels: to increase the level of language knowledge; to develop intellectual abilities; and to develop business skills. Language courses that understand Chinese language and business, have a strong theoretical background and excellent practical working skills, are developing international, wide coverage, high quality and practical talent. Third, focus on learning. The first is to mimic international business activities in order to properly articulate in the formal business environment language; the second is to comprehensively apply Chinese language and business knowledge through the ability of students to teach reading and writing, analyze problems and solve problems scientifically as well as express academic Chinese writing; the third is to explore the basic understanding of participation in business activities in China through increasing awareness about the business culture, Chinese economy and society and the implementation of practical work and teamwork skills; the fourth is to expand your worldview through online education, expand your knowledge and improve the quality of Information Technology. [5]

Drawing up a training plan. The curriculum is basically a necessary preparation for the implementation of education, which includes the development of curriculum, the standardization of educational behavior of students and the formation of standards of assessment. The curriculum is a general curriculum based on the actual status of the students and the overall organization of learning content as well as specific teaching methods. By combining the content of knowledge and the duration of the training video, the video content is released daily from Monday to Wednesday so that students can learn on their own. On Thursdays, teachers will broadcast live,

generalize, interact, and answer online questions, and students will be tested weekly. First, in order to participate in online learning, students, as planned, will be able to watch educational videos and related materials online every week, participate in live courses and perform appropriate learning assignments. Second, they complete the list of tasks for self-study, send each task online and pass weekly tests and tests on the departments. Third, they participate in online discussions, actively participate in discussion forums and take the initiative to launch topics for discussion. Fourth, it is also worthwhile to participate in a joint online training. Students create, communicate and exchange information through the internet, an educational community, connect knowledge horizons and perform joint project tasks. Fifth, they pass the online exam on time, the teacher takes half of the courses in this semester and passes the online intermediate exam; passes all courses and passes the online final exam. Using online learning features such as dynamic, traceable, quantitative assessment and observation, standards for interactive learning assessment are established and auxiliary information is obtained for assessment which is formed through the educational information system, and summary evaluation information is obtained in the form of online examinations. [6]

Organization of educational activities. Based on the constructive theory, the content of education is divided into specific, interrelated and additional operational projects, and the tools of Information Technology are fully utilized to provide a clear environment for learning, communication and interaction with students through educational platforms and to establish close links to help students learn online. First, the teacher publishes educational resources. Teachers regularly distribute educational resources in accordance with the plan of directing students to online learning. Then, the teacher analyzes the irregularities of the students i.e. analyzes the educational situation of the students on the basis of educational indicators such as the duration of online learning, the performance of homework, participation in discussions and the frequency of questions. Finally, he will broadcast live online. When it comes to students 'general questions, we need to solve them purposefully through online live streaming, respond to students' questions in a timely manner, adapt the learning content according to the actual circumstances, as well as complement and improve the learning resources. [7]

The effectiveness of student feedback learning. A lot of information was obtained in the section of the list of tasks for self-study and performance of the task “tell us about your experience of participating in online training with the column of comments”. The study also showed that the positive feedback from the students showed that basic and individual problems can be solved effectively and the overall effect is very good. First, positive feedback. This is largely reflected in five aspects: 1 – the online learning method is limited in time and space. You can watch the videos to achieve the ideal learning effect at the most appropriate time and in the most appropriate place; you can learn many times, which will help to prevent cognitive impairment; this will solve the problem of not returning to the peak during the epidemic, and online education hopes to continue its regular use in the future. 2-online learning content combines video, voice, and shadow and helps support a highly engaging learning experience; in addition to fixed content, there are also open resources to get real information about current events. 3-online homework and exams are rich and diverse, homework can be answered on time and homework will be easy and enjoyable to do; it will not put pressure on online tests and exams and you will be able to learn during the submission time of exams and strengthen what you have learned thoroughly. 4-online education helps to improve the quality of general education. Through the internet, you can access more educational resources and immerse yourself in your worldviews;

collaborating with fellow students to conduct project research can develop your practical skills. 5-it will help to fill the gaps in education. Educational resources have a variety of forms, rich content and high selectivity, which contributes to the study of personal knowledge. Secondly, to find the problem and solve it. Through live broadcast online broadcasts, students' tasks are resolved purposefully, students' motivation for learning is encouraged and helps them gain a deeper and more effective understanding of their knowledge. Weekly quizzes are organized, which will give more clarity to the knowledge of students. [8]

Inspiration for online education. The educational process is also a process of growth of teachers. They have thoroughly studied the online learning practices used during the epidemic, and this has been deeply felt and profited greatly. Educating people is the core of Chinese online education. During the epidemic, on the one hand, through online education, knowledge transfer is possible, on the other hand, it is possible to communicate with students, thereby facilitating the feelings of students and carrying out the training program; changing the model of education reflects innovations in the field of education and demonstrates the rapid development of Information Technology in China. Discussing the Chinese economy and business culture and deepening the understanding of Chinese society is an empirical proof of the curriculum; open educational resources, real-time Chinese reports on the fight against the epidemic can be used as audiovisual or reading material, which will enable students to understand the real information and deepen their understanding of China. [9] Communication and interaction is an important method of online education. Online education is focused on persistence. In order to constantly maintain the enthusiasm of students, it requires not only their perseverance, but also the involvement of teachers from the outside world. Encouraging and supporting teachers and continuous communication between teachers and students is the best help for students in continuing education. The fact that several stages complement each other is an effective means of improving quality. Information technology provides many educational platforms. Any platform has its advantages and limitations. The combined use of different learning platforms, interoperability with each other, complement each other and effectively eliminate technical problems, requires the consolidation of the strengths of each in order to increase the motivation of students and improve the effectiveness of teaching. It can also instill a sense of ritual in learning and increase students' awareness about learning and then respond to questions that have been well received at any time through WeChat, e-mail, etc. [10]

Information literacy is the main quality of future teachers. The state of emergency associated with the new outbreak of pneumonia has put new demands on the basic literacy of modern teachers. Teachers should be actively involved in order to increase information awareness, improve information skills, develop information technology attention, be proactive in teaching and adapt to the pace of education and education reform in the new era. This time, the wide implementation of online education is not only a measure to meet the needs of education and training in special periods, but also a measure for the practical study of education and educational reform. The future becomes a period when information technology is fully penetrated into the field of education. Each teacher should be happy to update his concepts, boldly see them face to face and accept new changes in the educational model. [11]

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ALGORITHM FOR EXTRACTION OF IDENTIFICATION FEATURES IN EAR RECOGNITION

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ABSTRACT

The algorithm for feature extraction with the help of cosine transformation in ear recognition is presented. The software was developed on the base of proposed algorithm. The proposed algorithm was tested on solving the problem of person identification by ear images. Collection does not have an associated hygiene issue, as may be the case with direct contact fingerprint scanning, and is not likely to cause anxiety, as may happen with iris and retina measurements.

KEYWORDS: *Biometrics, Digital Image, Image Processing, Recognition, Cosine Transform, Feature Extraction.*

INTRODUCTION

Biometric personal identification is an important research area aiming at automatic identity recognition and is receiving growing interest from both academia and industry [1]. There are two types of biometric features: physiological (e.g. face, iris pattern and fingerprint) and behavioral (e.g. voice and handwriting).

In machine vision, ear biometrics refers to the automatic measurement of distinctive ear features with a view to identifying or confirming the identity of the owner. It has received scant attention compared with the more popular techniques of automatic face, eye, or fingerprint recognition [2]. Ears have certain advantages over the more established biometrics; as Bertillon pointed out, they have a rich and stable structure that is preserved well into old age. The ear does not suffer from changes in facial expression and is firmly fixed in the middle of the side of the head so that the immediate background is predictable, whereas face recognition usually requires the face to be captured against a controlled background. Collection does not have an associated hygiene issue, as may be the case with direct contact fingerprint scanning, and is not likely to cause anxiety, as may happen with iris and retina measurements. The ear is large compared with the iris, retina, and fingerprint and therefore is more easily captured, although less so than the face or gait.

Statement of the problem

Let's assume that m ear images with the same size are given (Fig. 1.):

$$\{T_1, \dots, T_i, \dots, T_m\}, T_i = \|t_{ij}\|_{n \times m},$$

here n - image width, m - image height.

The problem is to extract identification features from ear images with the help of cosine transform.

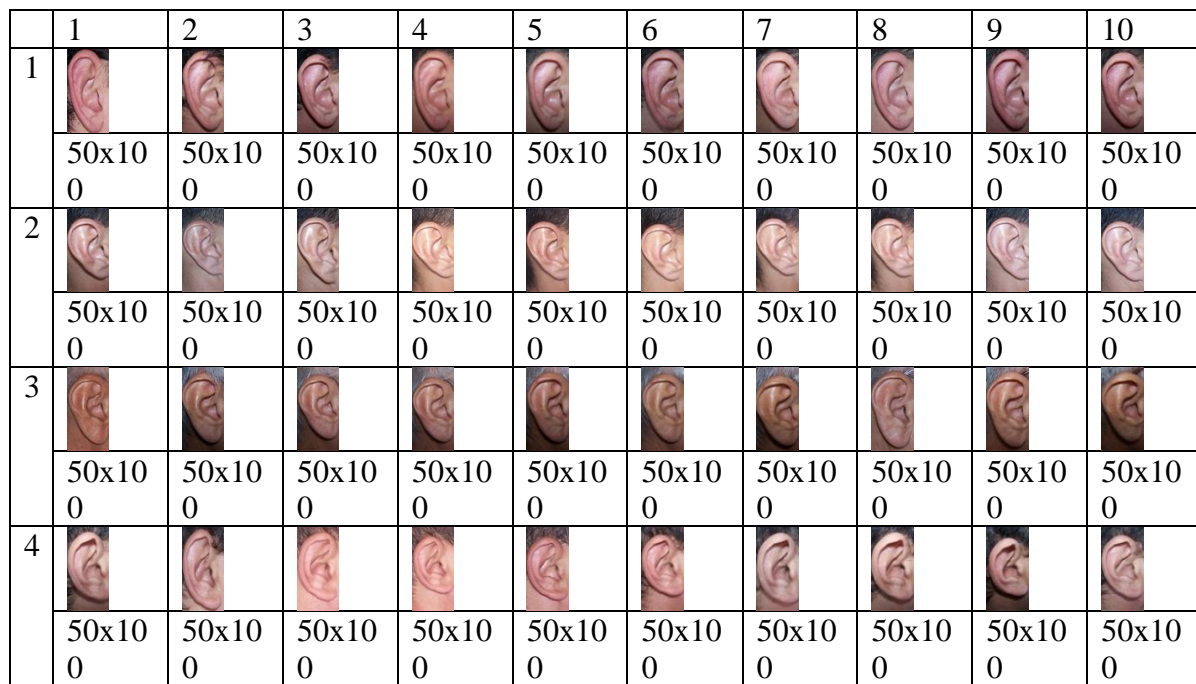


Fig.1. Initial images

Method of solving the problem

Images with ear rings, other artifacts and occluded with hairs have not been processed in this research work. Each image is gone through the following steps before feature extraction: (i) ear image is cropped manually from the complete head image of a person; (ii) cropped ear image is resized; (iii) colored image is converted to grayscale image[4-8]. Manual cropping has been done in the work because automated ear cropping is under process. The sizes of cropped ear image are different. In order to find same number of features from each ear image, resizing the images to unique fixed size is made [9-15]. Each image was converted from RGB to grayscale (if not in grayscale). Then it was sent to feature extraction module. The feature extraction is carried out on the base of cosine transform. General form of the discrete cosine transform is as follows [2,3]:

$$D(i, j) = \frac{1}{\sqrt{2N}} C(i) C(j) \sum_{x=0}^{N-1} \sum_{y=0}^{N-1} T(x, y) \cos \left[\frac{(2x+1)i\pi}{2N} \right] \cos \left[\frac{(2y+1)j\pi}{2N} \right] \quad (1)$$

$$C(u) = \begin{cases} \frac{1}{\sqrt{2}}, & u = 0 \\ 1, & u > 0. \end{cases}$$

where $T(x, y)$ - color values at the point with coordinates x and y .

When window size is equal to 8×8 , the cosine transform equation has the following form:

$$D(i, j) = \frac{1}{4} C(i) C(j) \sum_{x=0}^7 \sum_{y=0}^7 T(x, y) \cos \left[\frac{(2x+1)i\pi}{16} \right] \cos \left[\frac{(2y+1)j\pi}{16} \right]$$

To convert formula (1) to matrix form we use the following formula:

$$P_{i,j} = \begin{cases} \frac{1}{\sqrt{N}}, & i = 0 \\ \sqrt{\frac{2}{N}} \cos \left[\frac{(2j+1)i\pi}{2N} \right], & i > 0. \end{cases}$$

We get the following result when matrix is calculated in the window 8×8 :

$$P = \begin{bmatrix} 0.35 & 0.35 & 0.35 & 0.35 & 0.35 & 0.35 & 0.35 & 0.35 \\ 0.49 & 0.41 & 0.27 & 0.09 & -0.09 & -0.27 & -0.41 & -0.49 \\ 0.46 & 0.19 & -0.19 & -0.46 & -0.46 & -0.19 & 0.19 & 0.46 \\ 0.41 & -0.97 & -0.49 & -0.27 & 0.27 & 0.49 & 0.09 & -0.41 \\ 0.35 & -0.35 & -0.35 & 0.35 & 0.35 & -0.35 & -0.35 & 0.35 \\ 0.27 & -0.49 & 0.09 & 0.41 & -0.41 & -0.09 & 0.49 & -0.27 \\ 0.19 & -0.46 & 0.46 & -0.19 & -0.19 & 0.46 & -0.46 & 0.19 \\ 0.09 & -0.27 & 0.41 & -0.49 & 0.49 & -0.41 & 0.27 & -0.09 \end{bmatrix}$$

Since the 2D DCT can be computed by applying 1D transforms separately to the rows and columns, we say that the 2D DCT is separable in the two dimensions. As in the one-dimensional case, each element $D(i, j)$ of the transform is the inner product of the input and a basis function, but in this case, the basis functions are 8×8 matrices. Each two-dimensional basis matrix is the outer product of two of the one-dimensional basis vectors.

We calculate 2D DCT by the following formula:

$$D = PMP'$$

where P' matrix is transponent to the matrix P .

Then quantization is performed on the obtained matrix.

$$C(u, v) = \left[\frac{D(u, v)}{Q(u, v)} \right]$$

where $Q(u, v)$ - quantization matrix.

$$S_q = \begin{cases} 5000/S_q, & \text{if } S_q < 50, \\ 200 - S_q * 2, & \text{else.} \end{cases}$$

$$S_q = \overline{1,100}.$$

$$Q(u, v) = (N[u, v] * S_q + 50) / 100,$$

where $N(u, v)$ - standard matrix. It has the following general form:

$$N(u, v) = \begin{bmatrix} 16 & 11 & 10 & 16 & 24 & 40 & 51 & 61 \\ 12 & 12 & 14 & 19 & 26 & 58 & 60 & 55 \\ 14 & 13 & 16 & 24 & 40 & 57 & 69 & 56 \\ 14 & 17 & 22 & 29 & 51 & 87 & 80 & 62 \\ 18 & 22 & 37 & 56 & 68 & 109 & 103 & 77 \\ 24 & 35 & 55 & 64 & 81 & 104 & 113 & 92 \\ 49 & 64 & 78 & 87 & 103 & 121 & 120 & 101 \\ 72 & 92 & 95 & 98 & 112 & 100 & 103 & 99 \end{bmatrix}.$$

This is the step for controlling image compression degree, the low frequency values are filtered in it.

Coding is performed by counting zero numbers before the non-zero elements of the obtained vector.

Image restoring is performed as follows:

$$R_{ij} = Q_{ij} \times C_{ij},$$

$$I = Round(P'RP) + 128.$$

Identification features are extracted from ear images by using cosine transform. These features can be used for person identification on the base of ear images. The simple geometric distance based recognition method is used for comparing images. The main idea of this method is that the distance between objects of the same class is less than the distance between objects of the different classes. The distance between object and objects of the class K_u is calculated by the following formula:

$$D_u = \frac{1}{m_u} \sum_{v=1}^{m_u} \sum_{i=1}^n (a_{iv} x_i)^2.$$

Let D_u - be the distance between unknown object S and class $K_u (u = \overline{1, i})$. If $D_j = \min_{1 \leq u \leq l} \{D_u\}$, then S belongs to the class K_j and it is calculated as follows:

$$d_i = \frac{1}{D_j \sum_{\substack{v=1 \\ v \neq j}}^l D_v^{-1}}$$

Experimentally testing of the proposed algorithm. The software complex for features extraction from ear images and person recognition was developed in the Delphi programming environment by using the proposed algorithm in. 40 ear images for each person (totally 240 images) were used to test of the software in feature extraction and identification for 6 people.

CONCLUSIONS

The using of DCT for ear feature extraction is new approach in this direction. Using discrete cosine transform for ear images makes it possible to reduce the time and number of calculations

for extracting identification features from ear images. This algorithm can be applied to the person identification on the base of ear images.

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THE ROLE OF INDEPENDENT WORK IN THE RESEARCH ACTIVITY OF STUDENTS

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ABSTRACT

This article analysis the role of independent work in the research activities of students. Independent work contributes to the conscious perception of information, which forms skills, abilities and competencies not only in educational and scientific activities, but also professional activities in the future, also develops responsibility, the ability to independently solve a problem, find constructive solutions and a way out of a crisis situation.

KEYWORDS: *Independent Work, Educational Process, Competence, Credit Technology Of Education, Associogram.*

INTRODUCTION

At this moment, the main task of the educational process is the education of a competent person, oriented towards the future, capable of solving emerging problems and tasks promptly, using the acquired knowledge and skills. Achieving such indicators is impossible without the development of independence skills. In this regard, the credit technology of education, which is used by the educational systems of many developed countries of the world, is promising.

Credit technology of education is an educational system aimed at increasing the efficiency and level of self-education. Under the conditions of credit technology, a system of compulsory courses and elective courses is assumed, i.e. "flexibility" and standards are combined, and the teacher is the organizer of the process of cognitive activity, the success of which largely depends on competent planning, organization and evaluation of independent work [1].

Independent work of students (SIW) implies improving the quality of training and education of future specialists. In this regard, in higher education institutions, each student is required to know rational methods of mental work, i.e., the ability to find and assimilate the necessary information, systematize and classify facts, theory, concepts, clearly state and argue their point of view.

Today, referring to the world educational practice, a high-quality and productive way of the learning process at a fast pace is to effectively reduce the volume of classrooms, provide students with more time for independent work and minimize academic subjects that affect the growth of their creative abilities.

The tempo of work of students is characterized by the degree of independence in the study of any subject. Thus, the internal content of students' independent work is not only to prepare without the participation or assistance of a teacher, but also that the student's actions consist of a combination of the function of transforming the information received into the ability to apply it

to knowledge and the function of managing this activity, or are the ways they have created to achieve their goals.

The growth in the number of hours for independent work in the curricula of disciplines in higher educational institutions is quite justified, since it allows not only to improve the practical skills of students, but also to bring academic education in universities as close as possible to future professional activities. Independent work assumes that the student performs various tasks, including program material that was not covered during classroom lessons. This type of activity contributes to the development and activation of the creative activity of students and can be considered as the main reserve for improving the quality of training [2,3,4].

Independent work of students contributes to the fact that the student not only mastered the competencies in this discipline, but also formed the skills of independent work in all types of activities: educational, scientific, professional; formed the ability to take responsibility, independently solve a problem, find constructive solutions and a way out of a crisis situation, etc. Regardless of the specialization and nature of work, any novice specialist must have fundamental knowledge, professional skills and abilities in his profile, experience in creative and research activities to solve new problems, experience in social and evaluative activities. The last two components of education are formed precisely in the process of students' independent work [5].

In the educational process, there are two types of independent work - classroom and extracurricular. Classroom independent work on the discipline is carried out in the classroom under the direct supervision of the teacher and on his instructions. Extracurricular independent work, which is discussed in this article, is performed by the student on the instructions of the teacher, but without his direct participation [6].

Independent work can be multifaceted in its features, types, forms, which is what it really is, only in some cases it is brightly independent, in others it is veiled and independent and characterizes it with the following features:

- 1) Pedagogical goal - teaching or testing;
- 2) Specific tasks - to study the issue theoretically, expand the characteristics of the phenomenon, master the methodology, test the method, draw up a diagram, build a graph;
- 3) The character of the student's activity:
 - Reproductive, requiring memorization and understanding;
 - Assimilation and reproduction of information in lectures, books, computers;
 - Performance of work according to the "standard" with some modification;
 - Partly search work, requiring knowledge of previously studied material and the ability to establish some dependencies;
 - Creative work - solving the problem of situational issues, a type of business game.
- 4) The degree of independence - is inherent in the nature of the student's activity. Minimum independence requires reproductive work, medium - reconstructive-change, maximum - creative.
- 5) In form - with a book, abstract, lecture, instruments and equipment:

- Assimilation;
- Generalization - is carried out in preparation for the midterm control, exam;
- Demonstration - performance or response at a seminar or laboratory classes;
- Application - the use of knowledge in solving theoretical, mathematical, methodological problems - independent work involves their combination.

The authors of [7] came to the conclusion that when studying each discipline, the organization of independent work should represent the unity of three interrelated forms: extracurricular, classroom and creative.

The effectiveness of independent work of students is largely determined by the presence of active methods of its control. There are the following types of control: input, current, intermediate and final.

The role of a teacher in organizing students' independent learning activities is discussed by many scientists, among them V.G. Grigoryan, L. Zhuravskaya, V.D. Moroz, O.M. Loksha and others. According to the authors of works [8-11], it is the teacher who develops a system of tasks, instructs students before they are completed, monitors the progress of independent work, advises and assists students in overcoming difficulties and correcting mistakes, sums up, analyzes and evaluates the results.

The use of didactic tools and new information technologies is of high importance in increasing the efficiency of students' independent work and motivating the student to do it.

The main didactic requirements for creating a system of independent work are:

1. Obtaining in-depth knowledge, developing creative abilities, developing skills and abilities for self-education, its deepening and application in practice;
2. The system must satisfy the basic principles of didactics, primarily the principle of necessity and consistency, the connection between theory and practice and the principle of teaching at a high scientific level;
3. The works included in the system must be diverse in terms of the purpose and content of training in order to form a diversified personality;
4. The sequence of performing independent work in the classroom and outside the classroom, the performance of one work should be a logical consequence of the previous one and the basis for the next one.

At present, in accordance with the state standard of education in our republic, the importance of education and upbringing in higher educational institutions is radically changing, and first of all, the goal is not to equip the student with a certain set of subject knowledge, skills and abilities, but to correctly and effectively organize educational and cognitive activities. student and form a personality using new technologies.

The effective organization of a student's educational and cognitive activity depends not only on the system of independent work, but also on the fulfillment of pedagogical conditions:

- the correct combination of the volume of classroom and independent work, effective teaching load, correct scheduling of classes, accounting by the teacher of time, opportunities for

implementation, coverage of the student's educational and methodological literature when determining the complexity of independent work have a great influence on the result of independent work.

- creation of conditions for the disclosure of individual characteristics, the development of the thinking abilities of students when solving problems of independent work. This is directly related to the implementation of the model for organizing students' independent work. As a result, the skills and abilities of independent work, self-education, scientific research in their professional activities, analytical thinking, the ability to manage their activities, exercise self-control as a result of their work are formed.

For instance, of self-control is writing a dictation in a physics course. Independent work for dictation can be compiled in several versions on the topic. The task performed by students in groups or pairs on the topic of the lecture is one of the interesting forms of independent work. The task performed by a group or pairs in the form of compiling an associogram increases the activity of students.

An associogram is an image of an association with a graph and text associated with the subject, phenomenon and concept being studied. The associogram is the most effective method for self-studying for students. Handing over a table of concepts and terms contained in lecture materials, or compiling a glossary, allows students to independently search for them. For example, submitting a table on the topics of kinematic quantities characterizing rectilinear and curvilinear movements, characterizing the types of forces and analyzing tables contributes to a deeper assimilation of physics.

When compiling associograms, tables or a glossary, students learn to work with educational, scientific literature and reference materials. All information is in the Internet space. Modern students work independently, using the Internet space, and not only find, but also select, by analyzing raw materials under the supervision of a teacher, and assimilate the course material. Working with information and communication technologies, they develop qualifications in this direction and form an information culture, which naturally affects the student's research activities.

Summary , we can draw the following conclusions: firstly, modern educational systems in developed countries use credit technology based on self-study, which, as practice shows, is associated with high rates; secondly, instilling students in independent work, in particular, working with the Internet space, forms a conscious perception of information, which subsequently leads to the ability and skills of professional activity, forming responsibility, sociability and, ultimately, professional competencies of future specialists, which includes information culture.

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INFLUENCE OF HARMFUL FACTORS OF POULTRY FARMS ON THE STATE OF THE ORAL CAVITY OF WORKERS OF POULTRY FARMS

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ABSTRACT

The extremely high prevalence of diseases of the dentition and periodontium in the working population requires special attention to the conditions and nature of human labor activity and their impact on health. Of no small importance in this regard is the improvement of the organization of dental care for the able-bodied population, including workers in poultry farms, who also face a certain group of harmful factors.

KEYWORDS: Ecology, Hygienic Requirements, Working Conditions, Production Factors, Manual Labor, Poultry Farming.

INTRODUCTION

In the process of intensive development of modern agriculture, the study of the role of harmful and health-related factors of the production environment is timely and very important. Unfavorable working conditions contribute to the formation of various pathological processes in the human body. One of the intensively developing branches of agriculture in recent years is poultry farming [1]. The high concentration of poultry and its lack of walking led to the emergence of specific unfavorable factors of industrial poultry farming. In the air environment of this production, high concentrations of dust with a complex composition, various harmful gases, as well as bacterial and fungal contamination were determined. At the same time, many indicators exceed the MPC or MPC established by GOST for the air in the working area. The long-term influence of a complex of production factors, simultaneously with the deterioration of the health of workers, can lead to pathological changes in the oral mucosa (OR), periodontal diseases, hard dental tissues (Videneeva AA. 2002 [2], Artamanova VG. 1997 [3], Valieva ET, 2009 [4], Balkarov AO, 2009 [5])

The extremely high prevalence of diseases of the dentition and periodontal system in the working population requires special attention to the conditions and nature of human labor activity and their impact on health. Of no small importance in this regard is the improvement of the organization of dental care for the working population, including workers of poultry farms, who also face a certain group of harmful factors (Basko VN, 2009 [6], Kabirova MF., 2008 [7], Masyagutova LM, 2011 [8]).

The aim of the study was to study the dental status of workers in poultry farms in the Bukhara region of the Gijduvan region of the Republic of Uzbekistan.

The object of the study was the poultry farm LLC Parranda Savdo, Gijduvan district, Bukhara region.

Materials and methods of research

145 people of LLC Parranda Savdo Poultry Farm, Gijduvan district, aged 25 to 54 years, were examined. All were broken down by length of service: group 1 — workers with experience up to 5 years (20 people); 2nd group - from 5 to 10 years (75 people). The control group consisted of 40 people living in the same area who were not employees of the poultry farm. The survey was conducted in accordance with WHO recommendations (1985). The state of hard tissues of teeth, periodontal tissues and oral mucosa was assessed.

The results of the study were subjected to variational-statistical processing according to the Student-Fisher criterion.

Research results

During a comprehensive dental examination of poultry farm workers, the level of oral hygiene according to the OHI-S index in the control group was 1.6 ± 0.11 , in the group with experience from 1 to 5 years - 1.7 ± 0.14 , in the group with experience from 5 to 10 years - 2.1 ± 0.07 and control groups, $p < 0.05$). The level of oral hygiene in the control, first and second groups was assessed as unsatisfactory.

When examining the dentition, a high intensity and prevalence of dental caries was established among those examined in the second clinical group, and in the first group, this index indicated an average prevalence of dental caries. In the first group, the KPU index was 9.1 ± 0.03 , in the second — 12.3 ± 0.08 . KPU of the control group was 9.4 ± 0.02 (differences in the data of the second group are significant relative to the first and control groups, $p < 0.05$).

Determination of the PMA index made it possible to assess the degree of inflammation of periodontal tissues. In the group of workers with an experience of up to 5 years, $3.1 \pm 0.02\%$ of the examined patients did not have inflammation in periodontal tissues, a mild degree of inflammation was determined in $51.1 \pm 0.05\%$; in the group with an experience of 5 to 10 years, a mild degree of inflammation was diagnosed in $31.6 \pm 0.40\%$, and no persons with intact periodontium were identified (significant differences, $p < 0.05$). The average degree of periodontal inflammation in the 1st group was determined in $38.4 \pm 0.02\%$, in the 2nd group - in $56.8 \pm 0.04\%$ of the examined (significant differences, $p < 0.05$). Severe inflammation in the group with experience up to 5 years was diagnosed in $7.4 \pm 0.02\%$, from 5 to 10 years — in $11.6 \pm 0.08\%$ (significant differences, $p < 0.05$). Thus, with an increase in the length of service at the poultry farm, a decrease in the number of persons with intact periodontium was established. In the control group, the absence of inflammation in periodontal tissues was determined in $9.7 \pm 0.14\%$, a mild degree of inflammation in $50.4 \pm 0.04\%$, an average degree of inflammation in $35 \pm 0.6\%$, and severe inflammation only in $4.9 \pm 0.02\%$ of the examined (differences are significant relative to the main groups, $p < 0.05$).

In the course of a comprehensive dental examination of workers exposed to harmful factors of poultry production, pathological abrasion was more common among non-carious lesions, which amounted to $49.5 \pm 4.4\%$. More often, pathological abrasion was determined on the anterior teeth and amounted to $81.7 \pm 4.6\%$. In the control group, this pathology was diagnosed in $28.8 \pm 2.1\%$ of cases (differences are significant relative to the main groups, $p < 0.05$).

The second most common non-carious lesion was a wedge-shaped defect — in $6.9 \pm 1.6\%$ of workers; in the control group, this figure was the same - $6.2 \pm 4.3\%$. Hyperesthesia of I and II degree occurred approximately equally, both in workers and in the control group, and amounted to $32.4 \pm 4.6\%$ of cases. Non-carious lesions appeared in workers after 5 years of work or more, in the control group, non-carious lesions were determined in the second age group, in the first group there were isolated cases.

When examining the COP, a high frequency of diseases among workers in this industry was revealed. They were diagnosed in $84.5 \pm 3.2\%$ of the examined workers, in the control group — in $4.8 \pm 0.4\%$ (significant differences, $p < 0.05$). At the same time, with an increase in work experience, there is a significant increase in the incidence of pathology of the SOR. Among the complaints concerning the ROP, the following prevailed: itching, burning, redness and swelling of the red border of the lips. In addition, in $69.0 \pm 1.55\%$ of the workers of the poultry farm, when collecting anamnesis, chronic concomitant diseases were established in the form of allergic rhinitis, rhino-sinusitis, skin-allergic dermatitis, chronic allergic bronchitis and bronchial asthma.

Cheilitis of allergic etiology occupies the leading place in the group of COR diseases among workers of LLC Poultry Farm "Parranda Savdo" in Gijduvan region. In workers with experience up to 5 years, cheilitis was diagnosed in $26.3 \pm 2.4\%$ of workers, in the group with experience from 5 to 10 years - in $66.7 \pm 0.07\%$ (significant differences between the indicators of the main groups, $p < 0.05$). In the control group, cheilitis was diagnosed in $11.1 \pm 2.4\%$ of the examined (differences are significant relative to the main groups, $p < 0.05$). The high prevalence of allergic cheilitis among workers and the increase in the frequency of its diagnosis with an increase in work experience in a poultry farm can be explained by the high sensitivity of the body, oral mucosa and red border, in particular, to adverse production factors, which in most cases are allergens for the human body.

A large number of workers were diagnosed with traumatic lesions of the COR, which were detected in $65.6 \pm 2.44\%$ of the main group. In the control group, the frequency of this pathology was assessed as high and amounted to $31.3 \pm 6.73\%$ of the examined (differences are significant relative to the main groups, $p < 0.05$).

In $19.0 \pm 1.12\%$ of workers with more than 10 years of experience, foci of hyperkeratosis were determined on the buccal mucosa. In the control group, this pathological process was found in $4.6 \pm 0.13\%$ (significant differences compared to the main groups, $p < 0.05$). Cases of aphthous stomatitis were not detected in the group of workers with experience up to 5 years; in workers with experience from 5 to 10 years, aphthous stomatitis was diagnosed in $3.6\% \pm 1.12$ workers. All examined aphthae were in the stage of epithelialization. In the control group, this pathology was not detected (significant differences relative to the main groups, $p < 0.05$).

Thus, a comprehensive dental examination of the workers of JSC Poultry Farm "Parranda Savdo" revealed a high prevalence of diseases of the hard tissues of the teeth of carious and non-carious origin, inflammatory diseases of periodontal tissues, the red border of the lips and the oral mucosa compared with the control group. At the same time, lesions of the oral mucosa were of an allergic nature. Based on the anamnesis, it was found that 69% of the workers of the poultry farm have chronic concomitant diseases in the form of allergic rhinitis, rhino-sinusitis, allergic skin dermatitis, chronic allergic bronchitis and bronchial asthma. All these data indicate a significant adverse effect of poultry production factors on the state of the oral cavity of

workers. It is necessary to develop algorithms for the diagnosis, prevention and treatment of dental diseases in this category of workers.

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PECULIARITIES OF 20TH CENTURY ENGLISH LITERATURE AND MAIN CHARACTERISTICS

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ABSTRACT

The 20th century was unprecedented. Einstein, Darwin, Freud, and Marx were just a few of the thinkers who radically changed Western culture. These changes were clearly shaped in 20th century literature. Modernism, a movement that marked a fundamental break with Victorianism in the 19th century, created postmodernism with an emphasis on self-awareness and pop art. 20th century literature is a diverse discipline, spanning different genres, but with common characteristics that have changed literature forever.

KEYWORDS: *Writers, Masterpiece, Library, Characteristics, 20th Century, English Literature*

INTRODUCTION

English literature in the twentieth century is an essential topic that generates a great deal of heated debate and devotion. There are various modes of characteristics of English literature which appeal researchers' attention to investigate more often than not at the same time. Let's take a look at a few of them.

Fragmented structure

Prior to the 20th century, literature tended to be linear and chronologically structured. 20th century writers have experimented with other types of structures. Virginia Woolf, for example, wrote a novel, but its main storyline was often "interrupted" by the memories of individual characters, resulting in confusion for the reader. Maddox Ford's classic Good Soldier plays chronologically and back and forth between periods. Many of these authors wanted to emulate a sense of how time is actually being experienced subjectively. [1]

Fragmented Perspective

If there was one thing that pre-20th century readers could trust was the credibility of the objective narrator in fiction. However, modernists and postmodern writers believed that this had a negative impact on the credibility of the general story. In the 20th century, an ironic narrator was born who couldn't trust the facts of the story. For example, Fitzgerald's Great Gatsby narrator Nick Carraway lovingly tells the story of the title character of the novel. In the extreme case of a fragmented perspective, Faulkner's As I Lay Dying switches the narrator between chapters.

The Novel of the City

The 20th century is considered the century of urbanism. As more and more people moved to cities in Europe and America, novelists used urban settings as the background for the stories they told. Perhaps the best known is James Joyce's *Dubliners*. This is a series of short stories, all set in different settings around Dublin. Other 20th century writers are also closely associated with the hearts of various cities, including Wolf and London, Theodore Dreiser and Chicago, Paul Auster and New York, Michael Ondaatje and Toronto.

Writing from the Margins

The twentieth century spoke to those left behind in societies where previously few literary contributions were recognized. For example, the Harlem Renaissance has organized African-Americans living in New York into a powerful literary movement. Writers such as Langston Hughes, Nella Larsen, and Zora Neale Hurston wrote novels and poems celebrating the black identity. Similarly, female writers gained recognition through novels that documented their experiences. Eventually, the postcolonial literary movement was born, and writers like Chinua Achebe wrote stories for those who experienced colonization by Western forces.

In contrast to the previous three volumes of this English literary companion – Middle Ages, Early Modern, Long Eighteenth Century-Current Attempts to cover at least two different periods of the Victorian and 20th centuries. To It's complicated, and the second is rarely counted as a single period. Its fewer epochs than a placeholder. Regarding the periodization, the Victorian era some say it will be replaced or overthrown by modernity. But modernity is Not large enough to cover the different types of literary arts that have arisen In post-World War II Britain, the postmodern and postcolonial eras, for example. We can extend modernity by following the examples of more recent scholars A period beyond "high" that also includes "late" and perhaps "posting". However This conceptual and temporal extension is not relevant to the important Britons Literature written after the 1970s, a historical era different from the 1970s "Postwar", initially described by critics as "modern" (see Englisch 2006). Of course, all eras are mentioned by the end, including the Victorian era, which was primarily a modernist creation.

Yet it is unlikely we will come to call the period stretching from the middle of the last century to the early decades of the new millennium, from the breakup of Britain's empire to the devolution of Scotland, Wales, and Northern Ireland, "Elizabethan." And this despite the Victorian longevity of the Windsor monarch's reign. The queen is one and the same, but the national culture is anything but. It is difficult imagining the contemporary equivalent of Eminent Victorians (1918) emerging in the next few years. Who would the emblematic figures of this "period" be? The Beatles, Maggie Thatcher, Salman Rushdie, and David Beckham, perhaps? But this selection – or any selection, even a tendentious one like Strachey's – would probably not provide fodder for a cultural gestalt in the way that Cardinal Manning, Florence Nightingale, Thomas Arnold, and General Gordon did.

It is interesting to note that everyone on this list salutes, at least for our purposes. Since the 19th century, and none of them are British. Why is this? The Industrial Revolution broke out in England. The economy was the first to free itself from feudalism structure. Britain was far ahead of its European rivals in industrialization Agriculture, urbanization of farmers, manufacturing of commodities (mainly textiles) On a large scale that creates a global market.

As Eric Hobsbawm points out, “Between 1789 and 1848 Europe and America were flooded with British experts, steam engines, cotton machinery and investments” (1996: 33). There was no more industrially advanced nation on earth in the nineteenth century. Why then do eminent Victorians figure so rarely as protagonists in sweeping overviews of modernity? A partial answer to this loaded question surely has something to do with the “heavy sinking feeling which . . . accompanies” the very term “Victorian” (Davis 2002: 1). [2]

Bronte's urban attitude, fantastic language, and above all, her strong receptivity to complicate the obsolete concept of "Victorian". This does not mean that the truly representative Victorian people were close to Baudelaire. Mentally more than Carlyle. Chapters on literature, science, and culture of this volume do not assume that the Victorian era was a proto-modernist era. The division was evident in the public battle over the "state of England." Widening the gap between what you have and what you don't. Symbolic Conflict between North and South; with the rise of the Home Rule movement Irish Gaelic Revival; Upset of modern Welsh and Scottish nationalism. the Much of Victorian literature is not set in Britain or Britain itself. The "imaginary community" of a faceless country (in the sense of Benedict Anderson; Anderson 2006), [3] but the actual community of a particular region infiltrated and owned by the dialect. Through the power of change. The characteristics of all these bristles in place and language Also, the reaction to the promotion of modernization. Read Keith Wilson's chapter Together with Robert Crawfords, it makes it clear that Hardy's West is regionalist. It was innovative, confrontational, and broadly modern. Eliot and MacDiarmid try to localize and localize their apparent location in a complex way International modernity that is not bound.

Needless to say, scholars today do not see the canon in quite this way. But there is at least one major assumption that many readers, including the contributors to this collection, share with high-minded Victorian *littérateurs*: they continue to view British literature as “a crucial vehicle for establishing and negotiating the relevant sense of national identity” (Collini 1991: 347). [4] Adam Piette underscores this very point in his chapter on World War I poetry:

The First World War broke the back of European culture, of imperial internationalism, of the semi-feudal landed institutions that had linguistically thrown their servants into battle, and of the old country ways that still survived nineteenth-century industrialization. It did so thanks to the unstoppable momentum of the forces of modernity boosted by total war, the technologies, bureaucracies, and mass production methods of the twentieth-century state. Industrial warfare, boosted by the new technological tools of automation – automobile, airplane, artillery, munitions, gas, tank, telephone, and wireless – revolutionized through destruction, exploding the quiet landscapes of pastoral Europe. [5]

In the mid-1970s, funds for Special Collections dwindled as did support within the Department of English for modernist authors. When offered additional documents pertaining to Robert Graves, as well as Edmund Blunden, Siegfried Sassoon, and E. M. Forster's manuscripts and letters, Gerwing wrote to Feldman, fighting off “tears and sobs of despair” noting that “the new Head of English, is [...] a medieval specialist and is attempting to shift our concentration on the ‘modern’ literary scene.” [6]. Yet despite declining budgets and shifting scholarly interest, a close connection between Special Collections and the Department of English continues to impact contemporary collections development; for example, G. Kim Blank and James Gifford donated collections based on their research on Audrey Alexandra Brown and Lawrence Durrell,

respectively. Stephen Ross requested the purchase of Djuna Barnes' novel *Nightwood*, an addition that complements Barnes' existing publications in Special Collections. [7]

It is worth noting to see the difference between purchased and purchased documents Will be donated for the literary market The author's archive can be split and sold in small increments Make them the fastest and best bidders as evidence of their fragmentation and disintegration. The donated author's document is usually more complete. [8] That doesn't mean that these archives aren't Strictly separated, or all arrive at once It's a meaningful order, but in these cases it's archived Rather, it represents the creativity of the author Process and provide one more complete picture The author is alive, not a split and sold archive based on money. Cultural value.

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A COMPARATIVE ANALYSIS OF TRADITIONAL AND CULTURAL PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LANGUAGES

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ABSTRACT

The article provides information on the specifics of phraseological units. A comparative analysis of traditional and cultural phraseological units in English and Uzbek is presented with a number of examples. Rich in theoretical data. There are a lot of superstitions and legends, e.g., a black sheep –a less successful or more immoral person in a family or in a group. People believed that a black sheep was marked by the devil. Each with the help of phraseologies of the people's lifestyle, customs manifest the spiritual physical states of nations.

KEYWORDS: *Cultural Phrase, Phrase, Phraseology, Phraseological Unit, Phraseological Combination And Phraseological Fusion, Extralinguistic Factor.*

INTRODUCTION

Phraseology is derived from the Greek word *phrasis*; -phrase, expression, and “Logia”-I learn. Phraseology means that I study phrases and expressions. The phrase is a lexical unit consisting of two or more words, which, like a word, means a lexical meaning. A unit of language, which means such a holistic as a word, is called a phraseological unit. [1]

Phraseologism includes the life experience for centuries, national traditions, the cultural and spiritual life of every nation.

Phraseology forms a special sphere in the vocabulary system. The units of the subsystem are called differently: phraseological units, phraseologisms, set expressions, idioms. Phraseological units are not modeled according to regular linguistic patterns, they are reproduced ready-made, e.g.,

Each phraseological unit represents a word group with a unique combination of components, which make up a single specific meaning. [2]

The world of phraseology in English and Uzbek is widely covered. Each of his sketches attracts the attention of World linguists. To the theory of phraseology, initially French linguist Sh. It has a certain basis. Later, Ferdinand de Saussure had emphasized phraseologisms in his time as units in the language. Also, it is investigated a lot of experiments in learning phraseologic units and analysis by Uzbek scientists: Sh. Rakhmatillaev, B. Yuldashev, Y.D. Pinkhasov, A. Shomaksudov, M. Husainovs' doctoral dissertations about Uzbek phraseologisms. The Uzbek scientist Sh. Rakhmatillaev covered this theme for his book called

“Fraseologik iboralar lug'ati”. Additionally, professor Bekmurod Yuldoshev created “The

phraseological school of Samarkand” and it is essential for Uzbek phraseologism. [3]

The main purpose of this article is to consider a comparative analysis of traditional and cultural phraseological units in English and Uzbek languages. we may see in the examples of phraseologic units about at the similarity and the differences of these nations ‘culture.

British traditions and customs, e.g., baker’s dozen –a group of thirteen. In the past British merchants of bread received from bakers 13 loaves of bread instead of 12. The 13th loaf was merchant’s profit. [4]

There are a lot of superstitions and legends, e.g., a black sheep –a less successful or more immoral person in a family or in a group. People believed that a black sheep was marked by the devil. In Uzbek culture has “A black cat” which believes the sign of unsuccessfulness. If somebody come across with a black cat in the way, they come back seven steps in order to prevent bad action.

Transference based on simile is the intensification of some feature of an object (phenomenon, thing) denoted by a phraseological unit by means of bringing it into contact with another object (phenomenon, thing) belonging to an entirely different class, e.g., as like as two peas, as old as the hills. In Uzbek nation has the same form and meaning. [5]

“To cost an arm and a leg ” - to be very expensive , this phraseological unit uses for the cost ,when somebody see expensive thing. In Uzbek language “Ot bilan tuyacha bo’lmoq” yoki “Narxi osmonda bo’lmoq” is used as the similar meaning but the form is different. [6]

We can see as the same phraseological units in the following examples in English:

“My aunt has often spoken to me about you. You are one of her favourites, and I am afraid, one of her victims also”. “I am in Lady Agatha’s black books at present”, answered Dorian, with a funny look of penitence. “I promised to go to a club in White chapel with her last Tuesday, and I really forgot all about it” [7]

“Holam siz haqingizda men bilan tez-tez gaplashib turadi. Siz uning sevimli odamlaridan birisiz va men qo’rqamanki, uning qurbonlaridan biri ham”. Men hozirda Ledi Agataning qora kitoblaridanman” deb javob qildi Dorean jilmayib “. ”Men o’tgan seshanba kuni u bilan Uitechapeldagi klubga borishga va’da berdim va bu haqda haqiqatan ham unutdim. [8]

”To see the light “ it means that it’s high time to do something. In Uzbek language this sentence uses as when somebody have in a trouble situation, it is used this phraseological unit. [9]

CONCLUSION

Phraseologisms play important role in English and Uzbek language In the World and Uzbek scientists investigated about phraseologies, and these are linguists with scientific works or national ones. Each with the help of phraseologies of the people’s lifestyle, customs manifest the spiritual physical states of nations. It is an essential point is that there are a lot of similarities and differences in this nation’s culture. These phraseologic units present English and Uzbek nation’s richness of culture. [10]

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EVIDENCE THAT AN INTERVENTION ON ATTITUDINAL PREDICTORS OF INTER-PROFESSIONAL TEAM BUILDING AMONG HEALTHCARE PROFESSIONALS GIVES IMPROVEMENT IN NIGERIA?

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ABSTRACT

Introduction: The Nigerian health sector faces intricate inter-professional challenges in the aspect of incessant inter-professional friction among healthcare professionals that lead to poor outcomes. This study aims to investigate evidence that an intervention on attitudinal predictors of inter-professional team building among healthcare professionals gives improvement.
Methods: *This was a longitudinal prospective study design using a multistage sampling technique to select respondents working at a tertiary health facility in Nnewi, Nigeria. The conceptual framework for intervention was a mix of models. There was the evaluation of change on eight variables of attitudinal predictors of inter-professional team building three months post-intervention.*
Results: *A total of 121 professionals were interviewed. Respondents that agreed inter-professional team building to benefit their organization were 87(71.8%) and 111(91.8%) at pre- and post-intervention phases ($p<0.01$), respondents that agreed to participate in inter-professional team building were 86(70.7%) and 110(90.9%) at pre- and post-intervention phases ($p<0.01$), respondents that agreed to recommend inter-professional team building to improve inter-professional working relationship were 81(67.1%) and 117(97.1%) at pre- and post-intervention phases ($p<0.01$), respondents that disagreed to inter-professional team building as waste of time and money were 83(63.3%) and 121(100%) at pre- and post-intervention phases ($p<0.01$), respondents that agreed to recommend inter-professional team building to resolve conflict were 65(53.7%) and 114(93.9%) at pre- and post-intervention phases ($p<0.01$), respondents that agreed assertive behaviour, cooperative attitude and courage to disagree were attitudinal predictor competencies components for effective inter-professional team membership were 44(36.6%) and 96(79.1%) , 87(71.9 %) and 118(97.5%) and 58(47.6%) and 82(67.6%) respectively at pre- and post-intervention phases ($p<0.01$).*
Conclusion: *This study showed there is an evidence-based consistent improvement of a minimum of 20% (20% to 42.5%)with a significant statistical difference across all eight variables of attitudinal predictors of inter-*

professional team building among healthcare professionals in Nigeria. It is therefore recommended that the Federal Ministries of Health and Science and Technology, and related Ministries, Departments and Agencies of the Federal Government of Nigeria implement interventions on attitudinal predictors of inter-professional team building among healthcare professionals to fast track Medical Biotechnology for Nigeria to achieve the Sustainable Development Goals of the United Nations.

KEYWORDS: *Intervention, Attitudinal Predictors, Inter-Professional Team Building, Healthcare, Professionals, Nigeria*

INTRODUCTION

Inter-professional team building is an intervention conducted in a work unit as an action to deal with a condition(s) seen as needing improvements. [1] World Health Organization has defined human resources for health as those who promote and preserve health as well as those who diagnose and treat diseases. [2] This includes clinical and support service professionals.

An inter-professional team is defined as a collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and who are seen by others as an intact social entity embedded in one or larger social systems and who manage their relationships across organization borders [3]. The Nigerian health sector faces intricate human resource challenges, characteristic of health systems in many developing countries, especially in the aspect of poor interpersonal relationships and inter-professional friction among healthcare workers. [2,4-12]

In a longitudinal study post-intervention on attitudinal predictors of inter-professional team building the attitudes improved significantly among health professionals with medical students perception of the importance of nurses and midwives improved by 15%. [13]

In another study conducted in the UK among health professionals, the variation of the attitudes towards inter-professional team-building was as follows: Baseline values showed dietetics had the highest enthusiasm (81.49 mean score), physiotherapy (78.54 mean score), pharmacy (77.00 mean score), occupational therapy (76.86 mean score), nursing (76.70 mean score), midwifery (75.17 mean score), and dentistry (73.33 mean score) was least enthusiastic of team building. However, on graduation, after four years most disciplines, except nursing, dietetics and pharmacy, students reported significantly more negative attitudes towards inter-professional team building than their baseline data. [14]

In another study, with longitudinal study design, to assess attitudes predictors of interdisciplinary team building over four years the impact of team building on attitudes of undergraduates of health profession post-course evaluation after 4 years had 61% of participants rate course as very beneficial or beneficial. The ratings of contacts among participants was high immediately after training and declined over the four years. In addition, attitudes towards inter-professional team building over four years was strengthened over time for pharmacy ($r = 0.13$ to 0.43) and occupational therapy students ($r = -0.03$ to 0.31) and relatively stable for nursing students ($r = 0.29$ to 0.21) and physiotherapy students ($r = 0.25$ to 0.23) and decreased for dentistry and dietetics ($r = 0.48$ to 0.18). For medical students, the correlation was weak throughout ($r = 0.11$ to 0.08). This showed that willingness for interdisciplinary team building varied over time, with positive

correlations among students of a profession that shared activities more frequently with students of other professions while negative correlations resulted from students of a profession that shared minimal activities with students of other professions. [14]

In another study on error reduction and performance improvement through interdisciplinary team building the attitude towards teamwork was from 75.0 mean scores (pre-intervention) to 78.0 mean score (post-intervention); staff perception of support was 76.2 mean score to 83.1 mean score (post-intervention). [15]

In a study conducted among different health professionals in Vanderbilt University Medical Centre in the USA by Grogan et al the attitudes regarding the potential for Crew Resource Management to improve safety and quality in healthcare received the highest mean score (4.58) with 86% of participants expressing agreement or strong agreement. In addition, 95% of respondents agreed that the course training would reduce errors in their practice. Analysis of the human factors attitude survey responses revealed statistically significant attitude shifts in 20 of 23 attitudinal markers after course training. The three questions that did not yield to statistically significant difference pre-and post-training were: good communication and coordination are as important as technical proficiency for the safety of operative procedure; with trained and experienced staff members, good decisions are almost automatic in the planning and executing of operational requirements; and once team leaders have made a decision and announced it to the team, they should listen to the reservations of team members. [16] After the training, respondents also indicated positive attitudes towards new skills acquired such as leadership, coordination and communication in creating and maintaining effective teams recognizing clinical errors and conducting systematic briefings and debriefings. [17]

Conceptual Framework of Training on Interdisciplinary Team Building

Several medical team-building training programmes have been developed in recent years. Some of these programmes have been used in military settings, while others were developed more for the health system. Certain programmes are domain-specific, while others are interdisciplinary, however, each of these programmes was inspired by crew resource management concepts and all share the common goal of reducing the number and severity of medical errors. [18] The crew resource management concept is involving three main elements: informational instruction and awareness training, practice and feedback and recurrent training opportunities. [19] For this study several theoretical components were used as a basis for conceptualizing the training model. First, information was used on interdisciplinary team building since this theoretical base was central to the training intervention. [20-24]

Second, the modern adult learning theory identified by Knowles was used to work with inter-professional teams. Basic principles from the work suggest that adults come into learning settings with specific learning needs, that adults' orientation to learning is life-centred and that experience is the richest resource for adults learning. [25]

The third theoretical component was the Health Belief Model. [26] The Health Belief Model is a psychological model that attempts to explain and predict health behaviours. This is done by focusing on the attitudes and beliefs of individuals. [27] The core assumptions and statements of the Health Belief Model are based on the understanding that a person will take a health-related action can be avoided; has a positive expectation that by taking a recommended action, he /she

will avoid a negative health condition; and believes that he/ she can successfully take a recommended action.

The model was spelt out in terms of four constructs representing the perceived threats and net benefits as follows: perceived susceptibility, perceived severity, perceived benefits and perceived barriers. These constructs were proposed as accounting for people's "readiness to act".

Two recently added concepts are cues to action which would activate that readiness and stimulate overt behaviour and the concept of self-efficacy, or one's confidence in the ability to successfully act. [28]

METHODS

Description of The Study Area

The study location was the Nnamdi Azikiwe University Teaching Hospital (NAUTH), Nnewi. NAUTH was selected by simple random sampling technique as tertiary health facilities.

NAUTH is a federal tertiary health facility situated in Nnewi North Local Government Area, Anambra State. Nnewi has an area dimension of 72 km² and an approximate population of 155,443 (77,517 males and 77,926 females) with an average population density of 2159 people per km². [29] Nnewi is an urban community and the inhabitants are known for their commerce, arts and crafts as means of livelihood. The people are mainly Christians with few Muslims and traditional worshippers. The Igbo language is the vernacular though English is widely spoken. There were about 64 registered private clinics/ hospitals at Nnewi, 2 missionary hospitals, 1 federal tertiary hospital which was the Nnamdi Azikiwe University Teaching Hospital and 1 state tertiary health facility (Anambra State University Teaching Hospital) and 24 primary health centres. [30]

Nnamdi Azikiwe University Teaching Hospital is presently located at the former General Hospital Nnewi, Anambra state. It was commissioned on 19th July 1991 as a state teaching hospital and subsequently taken over by the Federal Government of Nigeria by Decree 68 of 10th September 1992. The hospital has the main site at Nnewi, with annexes at the Guinness Eye Centre, Onitsha, the Trauma Centre, Oba, Centres for Community Medicine/ Primary Health Care at Neni, Umunya, Awka and Ukpoko respectively offering primary health care services. [31] This study was purposively restricted to the main site at Nnewi because this was a pilot study that will be scaled-up, depending on the study outcomes, for other annexes of NAUTH members of staff to benefit. The staff strength of the main site was 1590. It had thirty departments including Community Medicine, Surgery, Nursing, Administration, Accounts, among others, with medical doctors, administrators, nurses, among others as professionals. [32]

Study Design

The study employed a longitudinal prospective study design.

Study Population

This was drawn from healthcare workers in different professional associations of thirty departments of Nnamdi Azikiwe University Teaching Hospital Nnewi and Federal Medical Centre Asaba. The population were as follows: medical doctors, nurses, medical laboratory scientists, pharmacists, administrators, accountants, medical social service providers, nutritionists, works engineers and medical records professionals, among others. The first four

categories of professionals were referred to as clinical service professionals while the other categories were referred to as support service professionals. [33]

Inclusion Criteria

Only members of staff that had permanent employment and have been employed for over a one-year duration were recruited for this study. This was because they will be available to do the continuous team-building mentoring of their colleagues.

Only members of staff that belonged to recognised professional associations were enlisted for the study.

Exclusion Criteria

Internists and members of staff that were not permanently employed were excluded from the study. Members of staff that have undergone any training on inter-professional team building or similar topics were excluded from the study to avoid confounding effects.

Members of staff that did not belong to recognised professional associations were excluded from the study.

Sample Size Determination

The minimum sample size was determined using the formula: [34]

$$n = \frac{\{u \sqrt{[\pi_1(1-\pi_1)] + \pi_2(1-\pi_2)} + v \sqrt{[\pi(1-\pi)]}\}^2}{(\pi_2 - \pi_1)^2}$$

Where n= the minimum sample size

u= probability of finding a significant result (power) at 80 % = 0.84

v= significance level at 1% (that is, confidence interval of 99 %) = 2.5758

π_1 = baseline proportion of healthcare workers who had knowledge of and attitude towards team building= 0.7 [4]

π_2 = expected proportion of healthcare workers who should have increased knowledge of and attitude towards team building after intervention = 0.85

$$\pi = \frac{\pi_1 + \pi_2}{2} = \frac{0.7 + 0.85}{2} = 0.775$$

Thus, by substituting the respective values into the formula

$$n = \frac{\{0.84 \sqrt{[0.7(1-0.7) + 0.85(1-0.85)]} + 2.5758 \sqrt{[0.775(1-0.775)]}\}^2}{(0.85-0.7)^2} =$$

$$n = \frac{\{0.84 \sqrt{[0.21 + 0.1275]} + 2.5758 \sqrt{0.1744}\}^2}{0.15^2} = \frac{\{0.84 \times 0.58 + 2.5758 \times 0.42\}^2}{0.0225} =$$

$$n = \frac{\{0.4872 + 1.0818\}^2}{0.0225} = \frac{1.569^2}{0.0225} = \frac{2.4618}{0.0225} = 109$$

Considering anticipated response rate of 90% and attrition rate of 10%

(with a follow-up study), the study sample size for the two groups respectively
$$\frac{109}{0.9} = 121.$$

That is, the study sample size for the group was approximately 121.

Sampling Technique

A multistage sampling technique was used.

Stage I: Simple random sampling technique was used to select NAUTH.

Stage II: Purposive sampling technique was used to select ten categories of professionals from NAUTH Nnewi and FMC Asaba respectively. Of the ten categories of professionals the clinical service professionals were medical doctors, nurses, pharmacists and medical laboratory scientists while the support service professionals were administrators, accountants, works engineers, medical records, physiotherapists, and nutritionists.

Stage III: Simple random sampling technique was used to select twelve (12) professionals from each of the ten categories of professionals except medical doctors which were thirteen (13). This was to make up the study sample size of 121 for each of NAUTH and FMC respectively.

Data Collection/ Training Intervention

A quantitative method of data collection was used to collect data at Pre-intervention and Post-intervention phases.

Pre-intervention phase:

This made use of a pre-tested semi-structured self-administered questionnaire adapted from studies on inter-professional team building events. [1]

Post-intervention phase:

The same set of questionnaires used at the pre-intervention phase was re-administered to respondents at the post-intervention phase after three (3) months to assess any effect of the intervention on attitudinal predictors of inter-professional team building.

Eight (8) research assistants were trained for a week on data collection tools and record-keeping.

Validation of Study Instrument

Pre-testing of the instrument was conducted on similar participants in a federal tertiary health facility in Enugu state to check for its reliability and validity and necessary adjustments made.

Data Entry and Analysis

Data collected were cleaned and edited manually, and analysed using the computer software package SPSS version 17.

Tests of statistical significance were carried out using appropriate tests like chi-square and with the level of statistical significance set at a p-value equal to or < 0.01.

Ethical Consideration

Ethical clearance and approval were obtained from the Nnamdi Azikiwe University Teaching Hospital Ethical Committee (NAUTHEC). Permission was obtained from the hospital management and heads of each department of the Nnamdi Azikiwe University Teaching Hospital, Nnewi. Written informed consent was obtained from all the respondents. Confidentiality and freedom to opt-out at any stage without consequence(s) was also assured.

Limitations/ Constraints

All information from respondents were based on self-reports.

Expected subject loss due to following up during the waiting time after the training sessions were taken care of by factoring in attrition rate in sample size determination.

RESULTS

TABLE 1A: SOCIO-DEMOGRAPHIC VARIABLES OF RESPONDENTS AT PRE-AND POST-INTERVENTION PHASES.

Variables	(n=121) n(%)
Age (years)	
21-30	32(26.8%)
31-40	25(20.7%)
41-50	49(40.2%)
>51	15(12.3%)
Sex	
Male	38(31.7%)
Female	83(68.3%)
Highest level of education	
First degree	98(81.5%)
Second degree	19(15.4%)
Third degree	4(3.1%)

Table 1a above showed a majority of respondents were in the age bracket of 41-50 years (40.2%).

Male to female sex distribution was 31.7% to 68.3%. There was no statistically significant difference in the age and sex distributions between the phases.

The commonest level of education was first degree (81.5%).

TABLE 1B:SOCIO-DEMOGRAPHIC VARIABLES OF RESPONDENTS AT PRE-AND POST- INTERVENTION PHASES.

Variables	(n=121)
	n(%)
Clinical service professionals	
Medical doctors	13(10.7%)
Pharmacy	12(9.9%)
Nurses	12(9.9%)
Medical Lab. Scientists	12(9.9%)

NB: where n is the total number of clinical and support service professionals

Table 1b above showed the four categories of clinical service professionals with the medical doctors being the highest percentage(10.7%)

TABLE 1C:SOCIO-DEMOGRAPHIC VARIABLES OF RESPONDENTS AT PRE-AND POST- INTERVENTION PHASES.

Variables	(n=121)
	n(%)
Support service professionals	
Health records	12(9.9%)
Works engineers	12(9.9%)
Administrators	12(9.9%)
Accountants	12(9.9%)
Nutritionists	12(9.9%)
Physiotherapists	12(9.9%)

NB: where n is the total number of clinical and support service professionals

Table 1c above showed all the support service professionals were of the same percentage (9.9%).

TABLE 2: COMPARISON OF PROPORTION OF RESPONDENTS ATTITUDINAL PREDICTORS OF INTER-PROFESSIONAL TEAM BUILDING AMONG HEALTH WORKERS AT PRE-INTERVENTION AND POST-INTERVENTION PHASES

	Pre-intervention	Post-intervention			
Variable	(n=121)	(n=121)	X ²	df	P-value
n(%)	n(%)				
Proportion that believed inter-professional team building events may result to benefits in their organization					
Agree	87(71.8%)	111(91.8%)	16	1	0*
Indifferent	34(28.2%)	10(8.2%)			
Disagree	0(0.0%)	0(0.0%)			
Proportion that may participate in inter-professional Team building if given an opportunity					
Agree	86(70.7%)	110(90.9%)	15.46	1	0*
Indifferent	35(29.3%)	11(9.1%)			
Disagree	0(0.0%)	0(0.0%)			
Proportion that may recommend inter-professional Team building to improve Inter-professional working relationship					
Agree	81(67.1%)	117(97.1%)	36	1	0*
Indifferent	40(32.9%)	4(2.9%)			
Disagree	0(0.0%)	0(0.0%)			

*= Statistical Significance

Table 2 showed that the proportions of respondents that agreed to inter-professional team building events resulted in benefits to their organizations were 91.8% and 71.8 % for post-intervention and pre-intervention phases respectively. There was a statistically significant difference between the two phases ($p = 0.00$).

Table 2 also revealed that the proportion of respondents that agreed to participate in inter-professional team building if given an opportunity were 90.9% and 70.7% for post-intervention and pre-intervention phases respectively. There was a statistically significant difference between the two phases ($p = 0.00$).

Table 2 further revealed that proportions of respondents that agreed to recommend inter-professional team building to improve inter-professional working relationships were 97.1% and 67.1% for post-intervention and pre-intervention phases respectively. There was a statistically significant difference between the two phases ($p = 0.00$).

TABLE 3: COMPARISON OF PROPORTION OF RESPONDENTS ATTITUDINAL PREDICTORS OF INTER-PROFESSIONAL TEAM BUILDING AMONG HEALTH WORKERS AT PRE-INTERVENTION AND POST-INTERVENTION PHASES

		Pre-intervention	Post-intervention			
Variable n(%)	(n=121) n(%)	(n=121)		X ²	df	P-value
The proportion that believed inter-professional team building events may						
Be waste of time and money						
Agree	0(0.0%)	0(0.0%)		45.08	1	0*
Indifferent	38(31.7%)	0(0.0%)				
Disagree	83(68.3%)	121(100.0%)				
Proportion that may recommend inter-professional team building to resolve conflict						
Agree	65(53.7%)	114(93.9%)		62.4	2	0*
Indifferent	49(40.2%)	0(0.0%)				
Disagree	7(6.1%)	7(6.1%)				

*= Statistical Significance

Table 3 showed that the proportions of respondents that agreed to inter-professional team building events to be a waste of time and money were 0.0% and 0.0% for post-intervention and pre-intervention phases respectively. Those that disagreed were 100.0% and 68.3% for post-intervention and pre-intervention phases respectively. There was a statistically significant difference between the two phases ($p=0.00$).

Table 3 also revealed that proportions of respondents that agreed to recommend inter-professional team building to resolve the conflict were 93.9% and 53.7% for post-intervention and pre-intervention phases respectively. There was a statistically significant difference between the two phases ($p=0.00$).

TABLE 4: COMPARISON OF PROPORTION OF RESPONDENTS ATTITUDINAL PREDICTORS OF INTER-PROFESSIONAL TEAM BUILDING AMONG HEALTH WORKERS AT PRE-INTERVENTION AND POST-INTERVENTION PHASES

		Pre-intervention	Post-intervention			
Variable n(%)	(n=121) n(%)	(n=121)		X ²	df	P-value
The proportion that believed to be an effective inter-professional team member						
The attitudinal predictor competencies to be possessed should be as follows: Assertive behaviour						
Agree	44(36.6%)	96(79.1%)		69.39	2	0*
Indifferent	27(21.9%)	25(20.9%)				
Disagree	50(41.5%)	0(0.0%)				
Cooperative attitude						

Agree	87(71.9%)	118(97.5%)	30.75	2	0*
Indifferent	31(25.6%)	3(2.5%)			
Disagree	3(2.5%)	0(0.0%)			
Courage to disagree					
Agree	58(47.6%)	82(67.6%)	13.07	2	0*
Indifferent	47(39.0%)	35(29.0%)			
Disagree	16(13.4%)	4(3.4%)			

*= Statistical Significance

Table 4 showed that proportions of respondents that agreed to assertive behaviour as attitudinal predictor competencies component were 79.1% and 36.6% for post-intervention and pre-intervention phases respectively. Those that disagreed with it were 0.0% and 41.5% for post-intervention and pre-intervention phases respectively. There was a statistically significant difference between the two phases ($p=0.00$).

Table 4 also revealed that proportions of professionals that agreed to cooperative attitude as attitudinal predictor competencies component were 97.5% and 71.9% for post-intervention and pre-intervention phases respectively. There was a statistically significant difference between the two phases ($p = 0.00$).

Table 4 further revealed that proportions of respondents that agreed to courage to disagree as attitudinal predictor competencies component were 67.6% and 47.6% for post-intervention and pre-intervention phases respectively. There was a statistically significant difference between the two phases ($p = 0.00$).

DISCUSSION

The majority of respondents were in the age group of 41-50 years (40.2%) for the study group, and this was similar to that obtained in a study by Leggat [40] with the majority of respondents in the age group of 40-59 years. The finding that the majority of respondents were female in both groups is in keeping with that reported in a quasi-experimental study by Morey et al. [15] where the majority were female in the experimental and control groups. The level of formal education with the highest frequency was first-degree education in both groups. This underscores the minimal challenges the respondents had with the self-administered questionnaires.

Clinical and support service professionals were recruited for this study because all categories of health workers are relevant in team building for the quality delivery of health services in the health system. [2,3]

The assessment at pre-and post-intervention phases of attitudinal predictors of inter-professional team building showed that the majority improved from 71.8% to 91.8% respectively ($p<0.01$) agreed to inter-professional team building resulted in benefits in their organization. This finding is in keeping with that of other authors where most respondents agreed that team building events they attended benefited their organizations. [1]

This study also found that most respondents improved from 70.7% to 90.9% at pre-and post-intervention phases, respectively ($p<0.01$) agreed to participate in inter-professional team building if given an opportunity. This finding is supported by those obtained in studies by Aronu [35] and Coster [14] where most respondents agreed to participate in team-building if given an opportunity. This means respondents were likely willing to expend resources to participate in

inter-professional team building events because it benefitted them. The finding most respondents improved from 67.1% to 97.1% at pre-and post-intervention, respectively ($p < 0.01$), agreed to recommend inter-professional team building to improve an inter-professional working relationship is in keeping with a study by Aronu [35] where most respondents agreed to recommend it to improve the inter-professional working relationship to reduce conflicts that have led to poor quality of health service delivery. [2,4,6-9]

The majority of respondents improved from 63.3 % to 100% at pre-and post-intervention phases, respectively ($p < 0.01$) disagreed with the belief that inter-professional team building was a waste of time and money as supported by other authors. [35] Most respondents improved from 53.7% to 93.9% at pre-and post-intervention phases, respectively ($p < 0.01$) agreed to recommend team building to resolve conflict which is in keeping with that reported in a study by Grogan et al. [17] that most respondents (73%) recommended inter-professional team building to create and manage an inter-professional team to avoid conflicts and 89% respondents recommended it as a means of recognizing the adverse situation.

On the attitudinal predictor competencies to possess to be an effective inter-professional team member assertive behaviour was agreed to as attitudinal predictor competencies component by respondents, with improvement from 36.6% and 79.1% at pre-and post-intervention phases, respectively ($p < 0.01$). Those that disagreed with it decreased from 41.5 % to nil at pre-and post-intervention phases, respectively ($p < 0.01$). Assertive behaviour by an inter-professional team leader could be a necessary virtue to make progress when the going is tough in some instances and to get lackadaisical members re-focused on their jobs. [36] Those that were indifferent / disagreed with it perhaps viewed it as a negative virtue that should not be regarded as an attitude competencies component. This finding is perhaps in keeping with that reported by Leggat¹⁵ that 14.1% of respondents agreed to assertive behaviour as an attitude competencies component. There is a need to be cautious in exercising assertive behaviour if an inter-professional team member wants the best contribution of other team members in any assigned task.

Cooperative attitude is another attitudinal predictor competencies component most respondents, with improvement from 71.9% to 97.5% at pre-and post-intervention phases, respectively ($p < 0.01$), agreed to. This finding is in keeping with that reported by Lia-Hoagberg [16] where cooperative attitude led to a shared vision, respect and valuing of other team members. Another study that validated its importance was that 47.5% of respondents regarded it as an attitudinal predictor competencies component. [15] In other studies it was reported that most health professionals with cooperative attitudes identified the need to develop a strategic approach for inter-professional teamwork to meet the educational needs of inter-professional healthcare. [37, 38]

Courage to disagree is also another attitudinal predictor competencies component that most respondents, with improvement from 47.6% and 67.6% at pre-and post-intervention phases, respectively ($p < 0.01$), agreed to as a possessive attitudinal predictor to be an effective inter-professional team member. This finding is in keeping with a study where 45.5% of respondents agreed to courage to disagree as attitudinal predictor competencies component.

The traditional training and socialisation of health professionals tend to emphasise individual skills, accountability and achievement and the healthcare system continue to foster individual and discipline-specific rewards, supervision and education which consistently leads to difficulties with collaboration across professions, and reliance on the hierarchy to manage

coordination needs and mediate conflict. [39-44] There needs to be a radical shift in human resource management in healthcare to train, performance manage and reward attitudinal predictors that result in healthcare leaders through the organization – leaders that can foster the organizational commitment and psychological safety that is likely to improve knowledge of and attitude towards team building for teamwork outcomes.

CONCLUSION

This study showed there is an evidence-based improvement with a significant statistical difference of all eight variables of attitudinal predictors of inter-professional team building among healthcare professionals in Nigeria. It is recommended for further research that assessment for intervention evidence should be done in multiples of succeeding years to establish the needs for re-intervention activities because unfavourable attitudinal predictors could be difficult to unlearn to assimilate favourable attitudinal predictors for sustained inter-professional behaviour.

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ANALYSIS OF TECHNOLOGICAL PERFORMANCE OF TAPPET ARK

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ABSTRACT

This article describes some of the technological features of STBU (universal loom). The achievements of scientific development in the world textile industry are widely used, and new techniques and technologies are being introduced. The creation of promising fabrics is especially important in a market economy, given the changing trends in clothing fashion. As the working width of the machine increases to 3 meters and above, it is possible to observe a decrease in the rotational speed of the main shaft. Such decisions are aimed at further development and reform of the textile industry, diversification of production, increasing the production and export of products in accordance with world standards, improving the skills of workers in enterprises, linking the knowledge of students with the production process did.

KEYWORDS: Cotton Fiber, Wool Fiber, Silk, Pure Chemical Fiber And Mixed Fiber, Flax, Jute Fiber, Complex Yarns, Tappet

INTRODUCTION

As a result of the growing demand for textile products in the world, the range of textile products in the world market is expanding. The high level of competition in the world market for fabrics, the need for modern looms and high-quality products, as well as the quality and design of our national fabrics are important.

We know that in Uzbekistan, the main focus is on the correct selection of technological processes and the establishment of optimal indicators for the production of textile products and ensuring the competitiveness of products. As a result, measures taken to increase the efficiency of technological processes, the creation of new fabrics, and the introduction of modern equipment improve the quality of fabrics and reduce the cost of production. To this end, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated January 8, 2019 No. 5 "On additional measures to reduce production costs and reduce production costs in industry", February 12, 2019 PP- Resolution No. 4186 "On measures to further deepen the reform of the textile and clothing industry and further expand its export potential" was adopted. Such decisions are aimed at further development and reform of the textile industry, diversification of production, increasing the production and export of products in accordance with world standards, improving

the skills of workers in enterprises, linking the knowledge of students with the production process did [1,2]

In the world practice there is a lot of scientific research on the preparation of yarns for weaving, the development of new techniques and technologies for the development of normative technological parameters of the weaving process. V.A. Gordeev, E.D. Efremov, P.V. Vlasov, S.D. S.Adanur, Y.Gloy, W.Renkens, M.Herty, E.Sh.Alimbaev, BKKhasanov, OAAkhunboboyev and other scientists have conducted research and made a worthy contribution to the development of science.

The achievements of scientific development in the world textile industry are widely used, and new techniques and technologies are being introduced. Machines and equipment used in advanced weaving technology are equipped with computers and the process is controlled automatically.

Equipment of a number of foreign companies is widely used in Uzbek textile enterprises. In the field of spinning, Rieter, Trutchler, Marzoli, Italy's Somet and Vamatex, Belgium's Picanol, Switzerland's Zulser, Russia's STBU, Zulser-Ruti. »Modern equipment of the company.

The efficiency of textile production depends not only on the modernity of the equipment installed at the enterprise, their high efficiency, but also on the diversity of the range of products produced by the enterprise. The creation of promising fabrics is especially important in a market economy, given the changing trends in clothing fashion. One of the main factors in increasing the export potential of the textile industry in our country is the full use of the range of new equipment and machinery installed at our enterprises.

There is a huge disparity in the range of fabrics produced by our enterprises in the range of fabrics listed in the existing normative literature - reference books [3,4]. The new equipment is currently mainly used for the production of raw fabrics. However, modern machines are characterized by high assortment capacity, the rate of transition from one type of assortment to another, the width of the working width.

Assortment capabilities of the advanced STBU (universal multi-spindle loom) looms under the Swiss license "Zulser" installed in most weaving enterprises were studied and analyzed. STBU looms are designed for the production of everything from simple household fabrics to large knitted fabrics.

Also, single-color, multi-color, single-layer and multi-layer surface density from cotton fiber, wool fiber, silk, pure chemical fiber and mixed fiber, linen, jute fiber, complex yarns, polypropylene and polyethylene tape or monoip. Capable of producing up to 300g / sq.m.

In addition, there are specially manufactured types of STBU type looms, including STBM or STBUM - for the production of soft fabrics, STBT or STBUT - for the production of technical fabrics, STBD or STBUD - filling coefficient 1.3 STBU-SHN is designed for the production of smooth or crepe fabrics from natural silk and artificial, synthetic yarns for the production of fabrics with a density of up to 450 g / m.

The results are given in Table 1.

TABLE 1 SOME TECHNOLOGICAL PARAMETERS OF STBU TYPE LOOMS

№	Indicators	Working width up to 2 m	Working width 3 m each	Working with greater than 3 m
1.	Workbench width of the workshop	180; 190	220; 250; 280	330; 360; 390
2.	Main shaft rotation speed, rpm	360; 350	325; 310	300; 285; 270
3.	Linear density of body threads, tex	15,6-330	15,6-330	15,6-330
	-wool and wool blended yarns	5,9-330	5,9-330	5,9-330
	-cotton and cotton blended yarns	2,2-100	2,2-100	2,2-100
	-silk and chemical yarns	16,7-110	16,7-110	16,7-110
	-lub fiber yarns			

As can be seen from Table 1, it has a working sleeve of 180 cm to 390 cm, which allows the production of the most common width fabrics in our domestic markets today. In addition, high-width (over 2.5 m) fabrics have production conditions. The speed of the main shaft ranges from 270 rpm to 360 rpm, and the working width is 350-360 rpm on machines up to 2 meters wide. As the working width of the machine increases to 3 meters and above, it is possible to observe a decrease in the rotational speed of the main shaft. With the installation of a two- or four-color mechanism on the machine, the rotation speed of the machine's main shaft is reduced by 5-15%.

STBU type weaving looms are designed to work with a wide range of yarns, with a linear density of 15.6-330 teks of wool and woolen yarns, up to 5.9-330 teks of cotton and cotton blends, 2 , 2-100 teks of silk and chemical yarns, 16.7-110 teks of lub fiber yarns. Depending on the linear density of the yarn in the fabric, it can provide a density of 3.6-180 yarns / cm on the yarn, which allows the production of a wide range of fabrics.

Equipped with a knitting machine, this type of loom works with up to 14 skeins. Shoda lifting carts are electronically controlled, allowing up to 18 shods to weave a wide range of fabrics with a report on the back up to 8,000. Equipped with a multi-colored mechanism that provides up to 4 types of back yarn, it allows you to throw back yarns of different linear densities, different colors and textures, with different twisting directions or properties.

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OPEN CLASS AS A WAY TO MOTIVATE THE USE OF INTERACTIVE METHODS IN GYNECOLOGY

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ABSTRACT

The main requirement for the lesson is to achieve the goal. It is legitimate to consider an open occupation in the logic of the organization of the activity process as such. The "case study" method promotes the development of students' ingenuity, the ability to solve problems taking into account specific conditions in the presence of factual information. The main goal of any project is the formation of various key competencies, which in modern pedagogy are understood as complex personality traits, including interrelated knowledge, skills, values, as well as the willingness to mobilize them in the necessary situation.

KEYWORDS: *Ingenuity, Legitimate, Implementation, Sufficiently*

INTRODUCTION

The improvement of higher medical education in Uzbekistan is the pursuit of high achievements. During the years of independence in the Republic of Uzbekistan, in accordance with the Law "On Education" and the National Training Program adopted in 1997, a huge amount of work has been done to reform the entire education system, including the personnel infrastructure of healthcare. An open training session is a form of dissemination and promotion of best practices, a form of methodical work of a teacher, an effective element of the educational and educational process. [1] Open class is one of the innovative methods of teaching the discipline. At an open lesson, the teacher shows, demonstrates to colleagues his positive or innovative experience, the implementation of a methodological idea, the application of a methodological technique or teaching method. The preparation of open classes does not differ fundamentally from the preparation of ordinary ones. Special attention should be paid to the following points in an open lesson, it is desirable to present all the elements of the educational process: purpose, content, means, methods, organization. Its quality depends on the correct definition of each of these components and their rational combination. The main requirement for the lesson is to achieve the goal. [2] It is legitimate to consider an open occupation in the logic of the organization of the activity process as such. The choice of the topic of the open lesson is given to the teacher who conducts the lesson. All other things being equal, the advantage should be given to the more complex topics of the program, which are necessary for the implementation of inter-subject relations, are insufficiently covered in the methodological literature, require pedagogical findings in the methodology of their presentation, etc. The level of an open lesson should reflect the scientific nature and accuracy of the factual material, the use of the latest scientific achievements in the issue under consideration, the implementation of educational, educational and developmental tasks. When conducting open classes, it is advisable to use the following

technologies: 1. Case technology. Case studies (or the method of specific situations) is a special teaching methodology consisting in the use of specific cases (situations, stories) for joint analysis, discussion or decision-making by students on a specific section of the training course. Working with a "case study" (or in professional language with "cases") involves the analysis or resolution of specific situations according to a certain scenario, which includes independent work of the student, and "brainstorming" within a small group, and public speaking with the presentation and defense of the proposed solution. [3] The "case study" methodology was first developed at the Harvard Business School, so it is often called the Harvard method among specialists. The objectives of the method: * creation and development of a personal variable and dynamic model of thinking focused on the development of practical solutions to overcome specific difficulties; • development of a route for completing (correcting and compensating) the knowledge gaps that open; * activation of knowledge, consolidation of the techniques of their possession to the level of skills; * instilling and strengthening social competencies, development of communicative skills; * creation and systematization in some general algorithm of individual skills that allow you to put into practice the whole complex of accumulated theoretical knowledge. The "case study" method promotes the development of students' ingenuity, the ability to solve problems taking into account specific conditions in the presence of factual information. Analyzing and diagnosing a problem, a student develops such qualities as the ability to clearly formulate and express his position, communicative skills, the ability to discuss, perceive and evaluate information. The method promotes the development of a sense of confidence, identification and development of leadership qualities. The use of this technology gives the following results• * provides higher motivation of students in the learning process, especially when studying regulatory documents, and motivation is carried out through a problem, conscious and perceived at a personal level• * makes learning active, as students are put in conditions when they need to make decisions independently in a specific situation• * develops thinking, the ability to analyze and diagnose the problem, draw conclusions; * teaches practice, forms a view of economic life as a constantly changing system with an extremely large number of variables, which, in turn, allows students to adapt faster in the workplace• * develops communication skills, the ability to cooperate, a sense of leadership, business ethics• * increases interest in the subjects studied and the future profession. 2). Critical thinking technology We must teach the student ways to achieve results that work regardless of the specific content. These include the method of critical thinking (representatives: C. Temple, K. Meredith, D. Still). Critical thinking is evaluative, reflexive, open thinking that does not accept dogmas, developing by superimposing new information on personal life experience. Critical thinking technology is a set of strategies and techniques aimed at developing thinking skills - collecting information, memorizing, organizing, analyzing, generating, integrating and evaluating - necessary in learning and life. [4]

The purpose of this educational technology is the development of thinking skills necessary not only in school, but also in everyday life (the ability to make informed decisions, work with information, analyze various aspects of phenomena, etc.). 1. Critical thinking is independent thinking 2. Information is the starting point, not the end point of critical thinking. 3. Critical thinking begins with asking questions and clarifying the problems that need to be solved. 4. Critical thinking is based on convincing arguments. 5. Critical thinking - social thinking RCM technology allows you to solve the following tasks: - educational motivation: increasing interest in the learning process and active perception of educational material; - information literacy:

developing the ability to independently analytical and evaluative work with information of any complexity; - social competence: formation of communication skills and responsibility for knowledge. [5] TRCM contributes not only to the assimilation of specific knowledge, but also to the socialization of the child, the upbringing of a friendly attitude towards people. When learning using this technology, knowledge is assimilated much better, since the technology is designed not for memorization, but for a thoughtful creative process of cognition of the world, for the formulation of a problem, the search for its solution. Methodological techniques for the development of critical thinking, including group work, modeling of educational material, role-playing games, discussions, individual and group projects, contribute to the acquisition of knowledge, provide deeper assimilation of content, increase students' interest in the subject, develop social and individual skills. Functions of the three phases of critical thinking development technology: Motivational (motivation to work with new information, arousing interest in the topic) Informational (calling "to the surface" of existing knowledge on the topic) Communication (conflict-free exchange of opinions) Comprehension of the content of Information (getting new information on the topic) Systematization (classification of the information received by categories of knowledge) Reflection Communication (exchange of opinions on new information) Information (acquisition of new knowledge) Motivational (motivation to further expand the information field) Evaluative (correlation of new information and existing knowledge, development of one's own position, evaluation of the process). [6]

Basic methodological techniques for the development of critical thinking 1. Reception "Cluster", 2. Table, 3. Educational brainstorming, 4. Intellectual warm-up, 5. Reception "Insert", 6. Essay, 7. Reception "Basket of ideas", 8. Reception "Compilation of cinquaines", 9. Method of control questions, 10. Reception "I know.../I want to find out.../Learned ...", 11. Circles on water, 12. Role-playing project, A mechanism for developing students' knowledge in the mode of critical thinking development technology developed by S. I. Zair-Bek. 3). Project method. The main objective of the projects is to equip the student with tools for solving problems, searching and research in clinically problematic situations. The value of the project method is that it focuses students not on a simple study of the topic, but on the creation of a specific educational product. Students individually or in groups for a certain time perform cognitive, research, design or other work on a given topic. [7] The main goal of any project is the formation of various key competencies, which in modern pedagogy are understood as complex personality traits, including interrelated knowledge, skills, values, as well as the willingness to mobilize them in the necessary situation. Stages of work on the project Stages of student activity Teacher activity Organizational and preparatory Selection of the project topic, determination of its goals and objectives, development of the implementation of the idea plan, formation of small groups. Formation of motivation of participants, consulting on the choice of the subject and genre of the project, assistance in the selection of necessary materials, development of criteria for evaluating the activities of each participant at all stages. Search collection, analysis and systematization of the collected information, interview recording, discussion of the collected material in small groups, hypothesis nomination and testing, layout design and poster presentation, self-monitoring. Regular consulting on the content of the project, assistance in systematization and processing of the material, consultation on the design of the project, tracking the activities of each student, evaluation. [8] Final Design of the project, preparation for defense. Preparation of speakers, assistance in the design of the project. Reflection Assessment of their activities. "What did the work on the project give me?" Evaluation of each participant of the project. 4). Computer

learning tools are called interactive, because they have the ability to "respond" to the actions of the student and the teacher, "enter" into a dialogue with them, which forms the basis of interactive teaching methods. The main distinguishing feature of information communication technologies (ICT) is the redistribution of information flows to the lesson - the teacher's dialogue with the student is mediated by a computer, which acts as a component of learning, and the student learns a new method of educational activity. [9]

CONCLUSION

The use of interactive teaching methods in practice helps to increase the intellectual activity of students, therefore, the effectiveness of practical training, all key competencies are formed. Thus, the use of interactive teaching methods, and what is even more important, their correct choice for each topic, stimulates the activity of students, changes their attitude to learning, allows them to better assimilate the material, which ultimately leads to an increase in the effectiveness of teaching. Interactive teaching methods contribute to the education of such personality qualities as independence, efficiency, organization, collectivism, correctness, creative approach to decision-making. To make the education process more interesting and dynamic, it is advisable to use various techniques. [10]

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STUDIES OF PHOTOINDUCED CHANGES IN MODULATED MAGNETIC STRUCTURE PARAMETERS

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ABSTRACT

This article is devoted to the study of the dependence of the magnetically linear birefringence in a FeBO₃: Mg crystal on the orientation of the antiferromagnetic moment. The emergence of a magnetically modulated structure (MMS) in a crystal doped with an FeBO₃ impurity was studied by the magneto-optical method. The studies were carried out in the temperature range $80 \leq T \leq 290\text{K}$ in a magnetic field $H \leq 50\text{ Oe}$ with the orientation of the vector H parallel to the (111) plane. Illumination with a light flux and visual observations of the domain structure (DS) and measurements of the Faraday effect were carried out.

KEYWORDS: Domain Structure, Modulated Magnetic Structure, Magnetic Linear Birefringence, Crystal, Domain, Magnetic Moment, Axis Of Magnetization, Illumination, Orientation Of Domains, Anisotropy.

INTRODUCTION

In many magnetically ordered crystals, under the action of light, peculiar new magnetic and optical properties appear, which are absent without additional illumination. In a FeBO₃ crystal, Ni ions illuminated with unpolarized white light produce uniaxial magnetic anisotropy. This axis does not coincide with the crystallographic anisotropy axes [1]. In theory, the photoinduced excitation of MMS results from the magnetoacoustic interaction between the complexes formed by the matrix Fe ions and impurity Ni ions, which is insignificant in the absence of illumination, but the moment of exposure of the crystal increases. This, in principle, allows the occurrence of MMS in an FeBO₃ crystal with an impurity without additional illumination, thus the light effect should affect the modulation of the magnetic property of the crystal. [2] Determining such an effect on the MMS parameters would make it possible to analyze the reasons for the appearance of a stable inhomogeneous magnetic state in this crystal. To reveal the effect of additional illumination on the period and stability of FeBO₃:Mg MMS, photomagnetic studies of the crystal were carried out. The studies were carried out by the magneto-optical method in the frequency range of the optical transparency of the crystal (in the wavelength range of 0.5 μm). [3] Temperature range 80 ÷ 290 K in a magnetic field $H \leq 50\text{ Oe}$ with the orientation of the vector H

parallel to the (111) plane at small angles of light incidence on the sample plane. The light flux scanning the crystal was passed through a ZS-1 band-pass glass filter and had an intensity of $\sim 10^{-5} \text{ W/sm}^2$. It was found that pre-illumination of the sample (at $T = 80 \text{ K}$, $H = 0$) changed the period and conditions for the existence of MMS, which is realized in the crystal when it is magnetized along difficult axes oriented at an angle of 30° to the Y axis. With this magnetization geometry, a system of bands appears at $H = H_1 \approx 5.5 \text{ Oe}$. The bands exist in a certain T-dependent interval of the magnetizing field ΔH and disappear when the field reaches the value $H_c \approx 17 \text{ Oe}$ at $T = 80 \text{ K}$. up to $H_c \approx 21 \text{ Oe}$, and its period increased compared to the value of d observed on the “unilluminated” sample, while the jumplike nature of the dependences $d(H)$ and $d(T)$ was retained (Figure. 1, 2). The change in the parameters of the system of bands that arises at $H \parallel X$, occurred only when a sample pre-magnetized (in a field $H = 5 \text{ Oe}$, $H \parallel X$) to a single-domain state was subjected to long-term exposure: in this case, an increase (by approximately 10%) in the period d and the interval ΔH of fields was also observed the existence of MMS. It turned out that in both cases the exposure. [4-9]

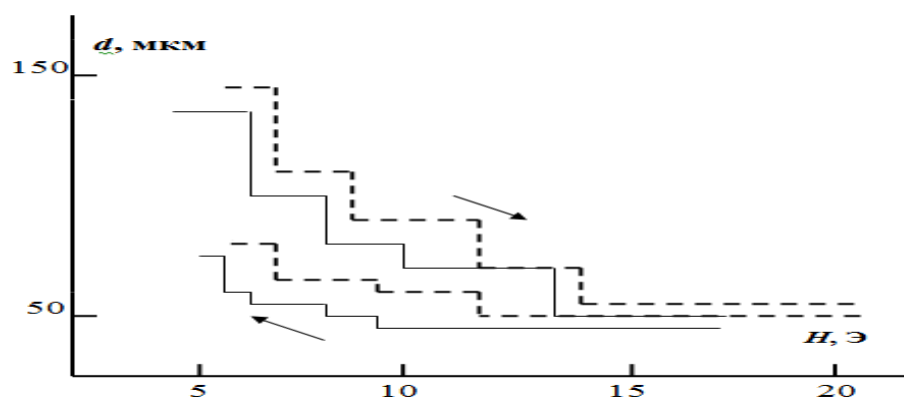


Figure. 1. Field dependence of the spatial period of the modulated $\text{FeBO}_3\text{:Mg}$ magnetic structure obtained at $T = 80 \text{ K}$ (vector H lies in the (111) plane and is oriented at an angle of 30° to the Y axis). The solid broken line is the “unexposed” sample, the dotted broken line is the sample was preliminarily exposed to unpolarized white light at $H = 0$ for 10 min. The arrows indicate the direction of the magnetic field sweep [10-14].

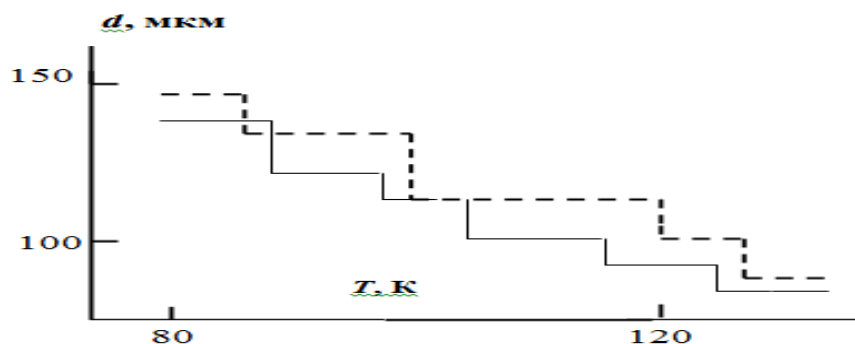


Figure. 2. Temperature dependence of the spatial period of the modulated $\text{FeBO}_3\text{:Mg}$ magnetic structure obtained at $H = 6.5 \text{ Oe}$ (the H vector lies in the (111) plane and is oriented at an angle of 30° to the Y axis). The designations are the same as in Fig. one.

Sample under white light did not change (within the experimental error ± 2 K) the band disappearance temperature T_c .

The period of the MMS of the “exposed” (at $\tau = 10$ min) crystal realized at given H ($H_1 \leq H \leq H_c$) and T ($80 \leq T \leq 130$ K) (as well as the value of H_c) did not change further under the action of light. After turning off the additional illumination, the values of d and H_c slowly relaxed (at $T = 80$ K for ~ 60 min) to their values characteristic of an “unilluminated” crystal (relaxation occurs as a result of two or three abrupt changes in the values of d and H_c , bringing them closer to their equilibrium values for the given H and T values). After heating the “illuminated” sample to $T > T_c$ and its subsequent cooling (in the absence of additional illumination) to $T = 80$ K, the curves $d(H, T)$ and $F(H)$ coincided within the accuracy of the experiment with the corresponding curves obtained after the first sample cooling. To establish the spectral region of additional illumination, which most effectively affects the magnetic state of $\text{FeBO}_3\text{:Mg}$, experiments were carried out in which the spectral composition of the light incident on the sample was varied: by successively introducing filters with a clear transmission boundary into the additional illumination channel, various parts of the white light spectrum were cut off. As a result, it turned out that infrared radiation with $\lambda \sim 0.8 \div 0.9 \mu\text{m}$ has the most noticeable effect on the MMS and magnetic hysteresis loops of the studied crystal. As an illustration of this conclusion, the table shows the values of the fields H_c obtained from the dependences $F(H)$ of a sample preliminarily kept at $T = 80$ K for $\tau = 10$ min under a light flux with a different spectral composition (each value of H_c was obtained after heating the “exposed” sample up to $T > T_c$ and its subsequent exposure at $T = 80$ K, $H = 0$). Whence it can be seen that light with wavelengths $0.8 > \lambda > 0.9 \mu\text{m}$ has practically no effect on the value of H_c (for an “unexposed” sample, $H_c = 1.61$ Oe (see Fig. 1)). [15-23] It is significant that $\text{FeBO}_3\text{:Mg}$ illumination at $T > T_c$ did not change the parameters of the MMS; in addition, in all the experiments performed, no dependence of the photoinduced effects on the polarization of the light flux incident on the crystal was found.

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TELEVISION - AS A FACTOR OF EDUCATION

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ABSTRACT

This article discusses the use of television as an educational tool, the broad distribution of the process approach of television, and the function of providing visualization. The fact that television is an important tool in education is highlighted in two ways. The first is approached as a direct educational factor. This includes TV programs and educational programs on the basics of science. It was noted that television education is a tool used in foreign experience, tested in national pedagogy. It was noted that television education has a special role in mastering the basics of science, the formation of forms of competence, the development of independent, creative work and thinking. The second is that television is an indirect educational factor. In this case, the spiritual and educational programs, the role of films in education are shown. The special significance of the names of TV shows is explained on the basis of examples.

KEYWORDS: *Television, Television Education, Educational Efficiency, Quality Of Education, Process Approach, Foreign Pedagogy, National Pedagogy, Competency Approach, Innovative Technology.*

INTRODUCTION

Ensuring the quality of education is the main criterion that determines the level of functioning of this system, the demand and need for it and its recognition. Reforms in the field of education place important demands on the teaching staff. Improving the content of education, training competitive personnel, a competent approach to the organization of the educational process, effective use of innovative educational technologies and information and communication technologies, working on the basis of collaborative pedagogy, developing innovative methods to improve the quality and effectiveness of education. The use of the concept of "quality" in the educational process has a specific meaning. The quality of education is determined by the state educational standards, qualification requirements and the level of their implementation. The quality of the educational process in each country relies on internal and external factors. While the internal factor reflects the level of development of the country's education system in line with

the development of this nation, the external factor is related to the requirements of international quality management.

Educational and methodological support of the educational process, educational technology plays a special role in the improvement of the education system. The creation of curricula, the formation of science-based content for distance learning, video lessons, multimedia sets are important in improving the quality of education and improving the level of mastery. Every culture will have the factors to develop the education system, the means to ensure its development. At the same time, there are educational tools that are common to cultures, which play an important role in the spiritual growth and intellectual development of the individual. Television is one of the main tools for spiritual and enlightenment development in cultures.

"The purpose of all media is, first and foremost, to meet the information needs of the individual, society and the state. Since the inception of television, it has played an important role in the development of human society and spirituality. The role of television in the exchange of socio-political information, aesthetic and moral education is great. Television, unlike its predecessors, disseminates information faster, more reliably and emotionally" [1]. In world culture, television is seen as a means of popularizing the education system, a spiritual factor. Treating television as an educational tool is seen as an innovative approach. The role of television as an educational factor is divided into two: 1. Direct education - an educational factor. 2. Indirect educational factor

Methods

In preparing the article, views on the development of the education system, research sources on methodology, comparative analysis, methods of component analysis were used.

Television is a direct educational factor. The fact that television is a direct educational tool is reflected in the educational programs broadcast on television, in scientific programs aimed at mastering the basics of various sciences. Today, online learning and e-learning are gaining popularity. Teaching through television is more convenient and effective. The widespread use of television as a teaching tool in the foreign education system can be assessed as a tool to increase the effectiveness of education [2,3].

For foreign language teachers, visual media has already become an additional component of the teaching process. Examples from existing research demonstrate the benefits of using television in education [4]. Television education is a tool used in foreign experience, tested in national pedagogy.

Television presents information in a variety of forms: not only in the form of images, but also in the form of motion, sound and timely text. The abundance of audio and visual information makes learning more effective, meaning that each opportunity complements the other.

Sighting is an active process, and if the show is targeted, a deeper and more perfect effect is achieved.

To see is to believe, but also to remember. Human memory remembers more information when it sees it. Twice as much information is imprinted on the memory, both visually and visually. Researchers have concluded that human memory is as follows [5]:

- When reading - 10%;
- When hearing - 20%;
- When seeing - 30%;
- When seeing and hearing - 50% of information is remembered.

There are many advantages to using television in teaching the exact and natural sciences. For example, a teacher may conduct experiments on a mixture of elements in a test tube in chemistry to explain the reaction process. Concepts such as mechanical motion, trajectory, and electromagnetic field in physics can be explained by connecting them with practice through television. Television can also be used as a primary tool in social education.

According to the Resolution of the President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages" Regular screenings of popular science, foreign art and cartoon films dedicated to the achievements of culture, world science and technology with the help of Uzbek subtitles. In addition, television classes will be held on the channels "Uzbekistan", "Youth", "Culture and Enlightenment", "Worldwide", "Bolajon", "Diyor", "Mahalla". The use of television programs of the countries where the language is studied in the teaching of a foreign language through television ensures the authenticity of the materials. Authentic materials help to develop the student's ability to hear and understand foreign languages. [6]

In the study of foreign languages the educational impact of films, films, documentaries on the socio-political life of different cultures is great.

Teaching Uzbek language and literature through television, analysis of language and literature issues is a factor in the formation of a high level of spirituality. Our national values, worldview reflected in classical sources, noble qualities are inculcated in the minds of young people through television. The Uzbek people have a rich national and cultural heritage. The study of classical literary sources not only allows us to enjoy the products of ancestral thinking, but also plays an important role in shaping the worldview of young people, the development of the younger generation as a comprehensively developed person. It should be noted that the Uzbek classical sources are an example of spiritual and enlightenment. The deep thoughts of our ancestors about existence, the universe, nature and society, social relations, linguistic situations, the human world, the inner world, the psyche, and thought-provoking reflections are still relevant today.

In the process of television education, attention should be paid to the formation of oral and written speech competence. Written speech serves to cultivate thinking. The organization of demonstrations on mastering the rules of spelling, the introduction of calligraphy lessons, the development of speech, the popularization of reading hours play an important role in increasing the literacy of the younger generation, raising the capacity of thinking. The introduction of television education will also serve to increase the prestige of television.

Demonstrations on literacy, lessons on mother tongue education, and images of historical figures provide practical assistance in mastering the basics of science.

Television is an indirect educational factor. The fact that television is an indirect educational factor is determined by the impact of television, feature films, documentaries and other types of cultural and educational programs on the minds of young people, their moral, spiritual and aesthetic products. In a multi-ethnic Uzbekistan, the media play an important role in disseminating information and promoting spiritual and educational activities. [7]

Decree of the President of the Republic of Uzbekistan dated November 8, 2015 "On measures to reform and develop independent television and radio channels" [8] The services of non-governmental TV channels also play an important role in increasing the role of electronic media in meeting the needs of the country in information. In this context, the first criterion in all activities should be the level of knowledge of the state language of employees, their desire to increase the prestige of the Uzbek language, their attitude to the language. Every professional, especially those in management positions, should be able to express their opinions fluently, succinctly and clearly in their native language.

As in a number of countries around the world, in Uzbekistan in recent years, due to the strengthening of the legal framework for the development of the media and their support by the government, non-governmental media, including non-governmental TV channels, have emerged and gained a foothold in the competitive market. Initially, non-governmental television and radio channels were established in various regions, but in recent years, TV channels with the ability to broadcast throughout the country have appeared in the capital. However, the level of compliance of TV channels with the requirements of the state language varies.

The first aspect of TV shows that affects spirituality is their naming. A well-thought-out name clearly reflects the purpose and function of the show. The names of information programs, news, programs on Uzbek TV channels are similar, but not exactly the same. Among them are "Davri" or "Yangi Davri" (Youth), "Jahon" (Uzbekistan), "Zamon" (Favorite), "Bu Kun" (ZorTV), "Akhborot-24" (Uzbekistan-24), "UzReport news" (UzReport) aims to quickly share news from around the world. This can also be seen on regional TV channels: Hudud (Jizzakh), Andijan Akhboroti, and Markaziy Studia (Mening Yurtim).

The names of the first morning programs "Assalom, Uzbekistan" and "Zor Zor" on the Uzbek TV channel "Assalom, O'zbekiston" and "Ertalabdan salom" are connected with the morning show and the beginning of a new morning, "Yangi Kun" (Yoshlar TV), "Sevimli Kun" (Sevimli TV) shows the beginning of a new day and a good start. "Omon-Omon" (Mening Yurtim), "Shirchoy", and "Hormang" (the names of the national shows reflect the small traditions of our people. "As well as the tradition of drinking shirchoy (milk tea) in the early morning (mainly in the morning).

Today, the central TV channels include private TV channels such as Zo'rTV, My5, Milliy and Sevimli. Among them, "Sevimli" TV channel was later established, but today it occupies a high position in the ranking of Uzbek TV channels. This is due to the fact that the channel has been bringing colorful programs to the public's attention.

New projects created to attract the attention of the audience, the naming of the organized shows, first of all, should be attractive, as well as in accordance with the norms of the state language. Compared to other private TV channels, Sevimli has more Uzbek-language programs. We will analyze the naming factors, methodological aspects, logical compatibility of TV programs on the example of show names on "Sevimli" TV channel.

The shows on this channel can be divided into the following semantic groups according to their name and content:

1. Culinary projects: "My mother-in-law is a general", "Let us talk in the kitchen", "Sakhovat show".
 2. Projects dedicated to the promotion of beauty: "Today you are different", "Battle of stylists".
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3. Projects to prepare women for marriage: such as "Ideal mother", "Foreign bride";
4. Projects that provide psychological support to women: such as "In the Cage", "Chain", "Talking at Home".

Educational programs also have a place among TV programs. Such programs as "O'zbekim", "Eslab-eslab", "Khayrli Okhshom" are among them. The "Sevimli Kun" morning program is entertaining.

In this regard, the names mentioned above may be evaluated differently. In the show "My mother-in-law is a general" the concept of the highest military rank - "general" was used. At the same time, the meanings of the word "rule" and "command" in the word general served to emphasize the role of the mother-in-law in the family and the position of the bride. The title "Talking in the Kitchen" accurately describes the content, but is a bit far from artistic and touching. "Sakhovat show" is impressive, well-chosen for its attractiveness, but the Uzbek language does not meet the requirements of compounding.

The sentence "you are different today" is an expression that is uttered as the situation demands, and the naming function is a bit narrower. The title "Battle of the Stylists" is much simpler to describe the competition between stylists. Jang is a word used to mean "bloody clashes, wars of military units, armed forces." The word means "clash of opposing social groups," "competition," "debate, discussion; quarrel" and "hard work" [9]. The word battle is rarely used in the sense of "competition". This is why the word battle in the name Stylists Battle does not mean the expected meaning.

"Ideal Mother" is the name of the show aimed at nurturing perfect mothers in every way. But the name does not fit logically. Because the mother is the mother at all levels. It is impossible to lower the level of love for a mother by not knowing or not learning to sew. A child's love for his mother always shows him to be perfect. The ideal husband can be an ideal spouse. But it is not logical to say "ideal mother" or "ideal father."

A number of default names have the character of precedent units. Precedent units are compounds and sayings found in popular movies, works of art, spoken in the language of the protagonists, and gain popularity in the mind of the listener to the extent that they revive the scene in that film or work of art. In such expressions, the sensitivity is strong. For example, a rumor in the neighborhood revives the speech of a famous comedy hero of the same name in the mind of the listener. The show addresses current issues in society. In this discussion form, industry representatives, experts and the public will discuss the issue in the studio. The name of the show "Remember" is taken from the text of the song "Remember, we miss ...", which reminds the listener of the images associated with this song, in general, the longing moments.

Educational programs also have a place among TV programs. Programs such as "O'zbekim", "Xayrli Oqshom", including the morning program "Sevimli kun" are entertaining.

The names of such shows as "Zirapcha", "Ohanrabo" correspond to the Uzbek national culture and spirituality. "Ohanrabo" expresses the content of a bouquet of national songs. The giraffe is "a stick as thin as a needle pierced through the skin; thorn" [10], the show discusses the bitter fate of women who are lost in life, branded as criminals, to bring them back to life, to guide them to the right path. Zirapcha is a Turkish word that has been chosen for this purpose. In addition, the semaphores of "tenderness" and "pain" in the giraffe corresponded to the quality of women who hurt society and others in one way or another.

However, the name of some shows does not fit the content. For example, the name of the show "Table" was chosen based on the national mentality. Although Khantakhta is a Persian-Tajik word, it means a concept specific to the Uzbek nation. The table is a "decorated table + board, a wooden table with short legs for sitting and eating" [11] and is a national household item. The show of the same name does not reflect the process of the table at all. This undermines the consistency between the name and the content.

It can be seen that some show names are derived from the name of the TV channel. Such as "Sevimli Kun", "Sevimli ovoz".

There are also foreign names that do not meet the requirements of the state language, such as "Skateshow", "Cover up".

The name of the show should be in the national language, it should have a positive impact on the morale of the audience, absorb the meaning of the word on the basis of the show. It is important to keep in mind that the name of the show is, firstly, relevant to the content and, secondly, methodologically relevant and impactful. The journalist uses language to express his idea through the show. In turn, he must be able to show the attractiveness of the language, the richness of its meanings, and its impact through well-chosen names.

While some TV show titles are based on authorship, words belonging to their own layer, others are a form of other state shows adapted to our language. Some of the shows are named directly from abroad. For example, "Davayte pojenimsya" - in Russia, "Kayulim" - in Kazakhstan, in Uzbekistan - "Yor-yor", "Oryol i reshka" - in Russia, "Omadli sayohat" - in Uzbekistan. In some names, it is the adaptation of foreign show names to our mentality. For example, under the influence of the program "Kukhnya" aired on Russian TV channels, the program "Let us talk in the kitchen" was organized.

The name of the show "Aristocrats" almost does not correspond to the essence. Or the name of the program "Sover up" does not fully reflect the purpose of the show. Too many shows don't make sense when they are named in other languages, mostly English. Most viewers do not know the meaning of these words, and even the guests invited to the show do not understand the meaning of the name of the show. So, it is necessary to strictly regulate and control the naming of TV channels.

Among the shows of its own stratum, the main ones are domestic, entertainment, and kitchen shows. For example, such shows as "Ovsinlar", "Olov kelin", "My mother-in-law general", "Kelgindi kelin" (Sevimli TV), "Kitchen", "Kelinchak" are aimed at stay-at-home mothers, housewives and young brides. Among them, there are a large number of shows highlighting the mother-in-law relationship. The show "Bakhtlimiz" (Milliy TV) is one of the charity shows. We Uzbeks have always considered family and marriage sacred. That is why in our mentality there is always a special focus on weddings. The purpose of the show's creators is to realize the dream of a couple who, for some reason, got married without a wedding, could not wear a white dress, and at the wedding did not make any noise.

In recent times, in the pursuit of modernity, in order to attract more viewers, the names of the shows have been chosen very irrationally, and the use of foreign words has become very common. Among the state and non-state channels, the History of Uzbekistan channel is the youngest. In accordance with the decrees of the President of the Republic of Uzbekistan dated July 11, 2019, the TV channel "History of Uzbekistan" was launched. The channel started

broadcasting its programs in test mode on September 1, 2019. Initially, 116 employees were employed. Today it ranks fifth among state channels. The main part of the audience is the educated layer. The shows are not posted on regular internet networks, so the shows are less popular.

90% of the shows are cultural-educational, scientific-spiritual. This "History of Uzbekistan" channel broadcasts are divided not by rating, but by level. There are five editorial offices on the channel, but the fact that the show's names are made up of words that come from a foreign language and are stuck in our language is a little disappointing: "Ethno", "Eureka", "Mahzan". Such names may not pose a serious threat to society, but "The cover up", "The cover up kids", "Real Xit", "MTV shows", "MTV shows kids", "Offside", "Timeout", "Actors' shows", as well as various parties, have a negative impact on the prestige of the Uzbek language and the spirituality of the younger generation. It is necessary to control the naming of such names.

CONCLUSION

The authors are responsible for the name and content of the show. Information programs are also copyrighted programs, although the format is similar to informational programs in other countries. Because no state can fully assimilate an information program on another state television, the news-sharing aspect is a key aspect for each state television. The quality of the show, its impact, and its ability to come up with unexpected ideas all depend on the author's skill. The popularity of the show is largely determined by its impact. There are a number of factors that can increase the effectiveness of a show, some of which are:

1. To know the audience of the show.
2. Beginner's comment.
3. The presence of an expressive state.
4. Peculiarities of television and effective use of expressive means".

The name of the show is a factor that attracts the audience. With this in mind, you should always be able to choose the right name.

The media, which is engaged in the dissemination of culture and enlightenment, should glorify national values, encourage the society to do the same, and set an example for its viewers in this regard. The greatest of values is the great language. If the television that is the face of the country does not follow the rules of the state language, it will cause big social problems. Therefore, a clear law should be developed to regulate the naming of non-governmental TV channels and the content of advertisements in them. At the very least, by-laws regulating this process should be adopted. Television plays an important role in enhancing the prestige of the national language as a factor of education, ensuring the effectiveness of education.

Suggestions and Recommendations

It is necessary to establish a separate TV channel for science and education, and to organize the lessons on the above-mentioned TV channels on a strict schedule.

It is necessary to solve the problem of staffing in the organization of educational programs on television. To do this, it is necessary to attract experienced, knowledgeable and competent teachers from schools, academic lyceums and higher education institutions to television, to create adequate conditions for them. The establishment of separate classrooms for each subject,

providing these classrooms with computer technology, the Internet and other multimedia tools will serve for positive results.

A study of all the proposals made on the organization of television education, in particular, requires great attention to its funding. Funding is provided by local budgets, local and international funds, advertising revenues.

It is important to organize a series of "Academic Hours" in each area of television education.

It is necessary to establish a TV channel "Education and Upbringing", to coordinate its programs with the education of general education, academic lyceums, higher education. It is important to organize interesting science classes, "wallless school" classes. The organization of master classes of teachers with many years of experience in schools, lyceums, universities, the dissemination of their experience gives positive results.

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**SOCIETY OF THE CONCEPT OF "MODERN PERSON"
PHILOSOPHICAL SIGNIFICANCE**

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ABSTRACT

In this article, the socio-philosophical essence of the concept of modern personality. The specific features of the socio-philosophical formation and the influence of the macro and micro environment in which it lives are given. Modernism is a very multifaceted philosophical and aesthetic phenomenon, which goes from the way of rejecting the classical approach, striving for originality in the interpretation and description of the phenomena of the world and man, the various situations in them. Social communities are equipped with scientific methods of analyzing interpersonal relationships, thereby helping to solve the most important problem of forming a new person.

KEYWORDS: *Legitimacy, Socio-Philosophical, Macro And Micro, Social Group, Interpersonal Relations.*

INTRODUCTION

The socio-philosophical essence of the concept of modern personality. The specific features of the socio-philosophical formation and the influence of the macro and micro environment in which it lives are taken into account. If a person explains the sources of social activity, he explores the laws and ways in which social activity manifests itself. Explains the social nature of interpersonal relationships within different human groups. I am interested in how social relations are manifested in the activities of each individual and in individual groups, and their impact on the formation of personal qualities.

Social communities are equipped with scientific methods of analyzing interpersonal relationships, thereby helping to solve the most important problem of forming a new person. Also, as in any field, social learning begins with general learning, because it is impossible to consider the problems that need to be solved by society without a deep knowledge of its general laws, basic concepts. [1]

First, its main focus is the study of small groups and communities. Each person always operates within certain social groups. This includes his family, the work team, a circle of friends in an informal group on the street, the training team, and so on. A number of phenomena, such as individual and group behavior, behavior, position, group influences, interpersonal compatibility in the group, leadership, vulnerability to group pressure, in fact, the management of these groups, the creation of conditions for interaction - this is the need to teach people effective

communication. . Interaction between people in groups, ways of interacting with each other, teaching people to communicate effectively is also a social function of groups.¹

Second, the social study of the individual. The issue of a person's social image is also a very important area in today's era of change and spiritual purification. When considering the socio-philosophical essence of the individual as an object of study, first of all, his behavior, social motives, his orientations, norms of behavior, various social roles of the individual in society, status, factors of social integration; self-esteem, attitudes, respect of the person and influence of social, historical and cultural conditions on the consciousness of the person, types of the person are studied.

Third, Mass socio-philosophical events Mass events that take place in society have a social practical significance, because the denial of the influence of mass events, large groups in the upbringing of the individual is tantamount to a one-sided approach to the issue. For example, for a person, the psyche of the nation, ethnic group or people to which he belongs, the traditions, customs, beliefs, customs, activities that have been preserved in his mind for centuries, have a certain influence. [2]

Fourth, the family as an object of social learning. Here the family-specific processes, the relationship of family members to each other, issues of compatibility in marriage, the factors of family conflicts, socio-philosophical methods of raising children in the family are studied.

It is of great scientific, theoretical and practical importance to determine what are the leading features of the direction of modernism, which is an expression of the non-classical philosophical and artistic way of thinking, which has replaced the classical direction that has existed for many years. In the practice of the system of theoretical views of the modern person, in contrast to the Aristotelian-Gegelcha-Kantcha classical views, not only the phenomena of existence and purposeful human activity, but also mental concepts and situations that are out of focus, such as boredom, depression, depression, fear, have become objects; Due to the rise of syncretism, philosophy became artistic, music turned away from harmony, external similarity and formal harmony in the visual arts. is characterized by a rejection of existing traditional approaches to philosophical and artistic perception, interpretation and description of the universe. Modernism is a very multifaceted philosophical and aesthetic phenomenon, which goes from the way of rejecting the classical approach, striving for originality in the interpretation and description of the phenomena of the world and man, the various situations in them. Modernism rejects the view of art in classical philosophy as a reflection of real reality, limiting the artist to a firm attachment to being, believing that he will have more creative opportunity when he is out of reality with his imagination. Реалистик назария санъатнинг ягона объекти борлиқ деб билгани сабабли ҳам ундан юз ўгириш керак деб ҳисоблайди. Modernism, which emerged as a rebellion against such classical approaches to the subjugation of art, is a complex system of philosophical and aesthetic views with different views, and research in this area is especially strong in the face of sharp upheavals and cataclysms. After all, the sharp fluctuations in a person's social life unbalance his emotions, edit the ways of exposure and expression of this influence, change the system of views. And these changes renew a person's artistic taste. Currents of modernism, such as acmeism, symbolism, dadaism, futurism, imaginism, surrealism, expressionism, fascism, shamanism, suprematism, absurdity, emerged during various socio-spiritual upheavals and are reflected in the literature. It should be noted that if in the past this type of socio-moral upheaval was a coincidence for humanity, now it is becoming more and more permanent. According to the

modernist emotional-intellectual approach, life is always chaotic and chaotic; the restlessness and indecision of human life leads to the loneliness of man without finding his place in life; the solution to human life consists of contradictions that can never be found. Such a mood leads modernists to form a hopeless conclusion that art has a positive effect on life and cannot give it order and meaning. Modernism as its scientific and theoretical basis While relying on Nietzsche's philosophy of ownership (individualism), Z. in understanding and interpreting the essence of artistic creation. It relies on Freud's psychoanalytic views. F. According to Nietzsche's philosophy of property, society is always opposed to the individual, the individual and his interests are constantly discriminated against by society, and morality and law are socio-ethical shackles devised by the majority to chain the will of the individual. Hence, the very existence of society interferes with the will of the individual, trying to limit his thoughts, feelings, and actions. However, a person should not restrain his desires for any reason. Loving man, that is, humanism, requires it. The degree of humanity is measured by the scale of the freedom given to the individual. Freud, who has studied the various processes of deviation in the human psyche, concludes that most of the intellectual and spiritual reactions that take place in man do not depend on his consciousness, but that the human "I" is naturally always free from frustration and tends to enjoy as much as possible. . He believes that most of human behavior is due to onogosti tendencies, and that their essence lies mainly in the desire to satisfy fear, hunger, and greedy desires. Thus Freud also explains the occurrence of social life events with his tendencies, denying the great role of social factors in the formation of human behavior and psyche. For thousands of years, artists have hoped that the rapid growth of science in the late 19th and early 20th centuries would have the opposite effect. was The devastation caused by the First World War led to the rise of modernist sentiments in philosophy and art to the level of an independent trend. The breakdown of the usual norms of life due to the open-air war and the emergence of a new system of attitudes and attitudes have led many thinkers and creators to renew their philosophy and art as well. In other words, they denied the objectivity of the truth. Modernists believed that the reality of each individual would be different. That is why the image of consciousness and unconsciousness and their interrelationships has become a favorite and constant topic for modernists. In the earlier stages of the development of literature, modernists paid special attention to showing the life and inner world of people who were completely isolated from the eyes of the creators, indistinguishable from others: in modern works, the very inner feelings in the psyche of such individuals, the very subtle feelings, began to be described in detail down to the smallest detail. The pre-depiction of the characters 'lives and psyches has been turned upside down to the ugly and shameful aspects of the crime. Modern writers did not tire of conducting endless creative experiments on form, means, method, style to give a new look to the artistic image, to draw an irreversible picture of the psyche of different people. But they were in close proximity to portraying the protagonist as a person who was confused in front of the public or who had an inner or outward dissatisfaction with him. Left alone and defenseless in the face of a cruel being, they were on the path of showing that their world of emotions was alienated from society as a result of their inability to withstand the pressure of the pace of reality that surrounded them. In this case, the lack of vital precision, anachronism was considered normal.

Another task is to find scientifically based answers to the questions of what happens in the minds of everyone during the dramatic changes, how he perceives these changes, how to activate his vital position in a purposeful way, in collaboration with other relevant sectors. [3]

One of the most fundamental issues that social studies explores and includes the issues mentioned above is behavior. According to scholars, today is both a socio-philosophical subject and a common object of all research conducted within it. Determining its place in human life is one of the most important areas of applied science, highlighting the types and methods of behavior that are effective in the context of various social activities, the study of its pure mechanisms. Therefore, the study of factors that increase the effectiveness of interpersonal communication in each specific situation is one of the important problems of the modern concept of personality.

The formation of personality is carried out mainly in three areas:

- 1) field of activity, ie a person is directly or indirectly involved in various activities during his life, in the process of which the field of activity expands and becomes richer. Each type of activity requires special qualities, skills and abilities, knowledge from the individual, the activity of which satisfies them forms a complex of specific socio-psychological characteristics;
- 2) the field of communication, especially communication in preschool and adolescence, develops in the child a number of social traits, as a result of which he acquires an active life position, gaining an idea of his place in society.
- 3) the sphere of self-consciousness, that is, the process of changing the image of the "i" year after year, first develops the features of self-awareness, awareness, control - awareness of the difference from others, the ability to act independently in oneself, to think independently, and then self-assessment, understanding-they are also part of the active person.

There are these stages of socialization of the individual. For example, the first stage is the pre-employment stage, which includes the child's pre-school age and school years. The importance and specificity of socialization in this period is that in this period, mainly the external social environment, social influences are actively absorbed into the mind, an important stage in the preparation for independent living. The second stage - the period of labor activity - this period is associated with the years of human maturity, which reflects the social influences absorbed in previous periods in direct active activity, in the system of interpersonal relationships. All the social qualities manifested in a person who has a profession, chooses a clear way of life, gets married and raises the next generation are the product of this period. Finally, the third stage is the post-labor period, which mainly includes those who are aging after active labor activity. During this period, the socialization of the individual continues, because now the experience gained in previous periods is transferred to others, and accordingly, there are private changes in the structure of the individual. [4]

The conditions under which this process takes place - the role of the family, children's institutions, schools, other institutions, labor collectives - are considered at different times.² They sought to find the causes of a person's social qualities by explaining behaviors in different social contexts. Every person is always present in a system of social interactions in which he must try to understand others, be willing to accept the role of others in order to act correctly. But in order to properly accept the role of others, it must have a "generalized other" image, which is formed in the process of interpersonal communication, in the process of communicating with a group of people who are exemplary for each person. .

The concept of the modern person In the late 19th and early 20th centuries, three theories emerged in science that rightly contributed to the formation of the socio-philosophical essence as

an independent scientific direction. What unites these three theories is that each of them independently considered the scientific explanation of the relationship between the individual and society on a scientific basis to be the main topic of research. Some individuals become parts of that wholeness. That is, the problem of conflict between the individual and society is resolved in favor of society. Gegel's philosophy and German Romanticism served as the historical and ideological basis of this theory.

Hence, the significance of the three theories mentioned above was that they revealed the subject of the new-born science - the socio-philosophical. In addition, all three directions showed the need to use an experiment that is an objective method of verification in proving theoretical views. This thing once again helped to determine the future plans of a particular science. All conscious and unconscious processes are represented in external behavior, actions, so it is possible to study the individual himself and the reasons for these actions by studying external actions, gestures, speech, sound. Therefore, there is confusion in defining the universal laws of development of the individual and society.

In the 1920s and 1930s, two directions emerged to study the social development of children and adolescents, which also failed to address a number of shortcomings.

There are very important research topics in Uzbekistan, which should be based on the changes in the individual and various social groups in the current conditions of independence, the social perceptions of people of different ages, demographic and ethnic groups, based on which the scientific management of social behavior. That is, the social management of production is waiting for its solution, in which the national specific aspects of the region should be developed using the achievements of advanced science.

Now, especially in the works of the head of our state, the phrase "independent thinker" is often used. So what is meant by "independent thinking free person"? As noted by the President in his book "I believe in the strong will of our wise people," he said: He has a clear purpose in life. " Elsewhere in the work, the concept is described in more detail: "He is a man of his own mind, thinking, responsible, conscious, free and free-thinking."³

Such people cannot destroy an organized society with false beliefs, shouts and slogans. Such a society is ideologically and politically stable, in which justice takes precedence. Independent, free-thinking individuals cannot be distracted from their chosen life goals by the will of the mind and heart.

In his book "Further deepening of democratic changes in Uzbekistan, the main directions of the formation of civil society" and many other speeches and articles, the head of our state stressed that the formation of an independent thinker should be the starting point and end result of comprehensive liberalization of society. The social sciences, primarily logic, philosophy, psychology, pedagogy, are encouraged to contribute to the solution of these tasks.

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ASSESSMENT OF THE ROLE OF THE LEU28PRO POLYMORPHIC MARKER OF THE APOE GENE IN DIABETIC NEPHROPATHY

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ABSTRACT

The aim of this study was to study 129 patients with type 2 diabetes and 110 healthy people to determine whether the Leu28Pro polymorphic markers of the APOE gene are associated with the development of diabetic nephropathy (DN). Patients in the main group: 65 patients with a disease duration of up to 10 years, without diabetic nephropathy (33 patients) and with diabetic nephropathy (32 patients), 64 patients with diabetes lasting more than 10-20 years, with no diabetic nephropathy (31 patients) and diabetic nephropathy (33 patients). Genotyping was carried out by polymerase chain reaction. The study showed that the association of the Pro allele and the Leu/Pro genotype of the ENOS3 gene play a role in the development of diabetic nephropathy in patients with type 2 diabetes mellitus in the studied Uzbek nation.

KEYWORDS: *Diabetic Nephropathy, Diabetes Mellitus, Gene, Polymorphism, Allele, Genotype.*

INTRODUCTION

Diabetic nephropathy (DN) is a microvascular complication of diabetes mellitus (DM), the development of which significantly worsens the course and further prognosis of the disease. In DN, damage to the small blood vessels of the filtering apparatus of the kidneys is observed, leading to a further increase in the amount of protein excreted in the urine (proteinuria) [1, 2]. DN develops in 13-15% of individuals in the general population and much more often - up to 40-50% - in risk groups, which include patients with type 2 diabetes [3,4]. According to the forecasts of the International Diabetes Federation, the number of patients with diabetes in the world by 2035 will increase to 587 million people, of which 95% are patients with type 2 diabetes [5].

In recent years, the risk of developing nephropathy has definitely been determined by genetic factors. Only about 40-50% of patients with both type 1 diabetes and type 2 diabetes subsequently develop DN [6]. Genetic factors can directly influence the development of DN and / or act in conjunction with genes that influence cardiovascular disease. The search for genetic

markers of predisposition or, on the contrary, resistance to diseases is one of the most urgent tasks of medical science. [7]

Previous studies of the association of a large group of candidate genes have shown that only polymorphic markers of the gene for the enzyme that converts angiotensin I (ACE) and the gene for NO synthetize in vascular endothelial cells (NOS3) are associated with DN in patients with type 2 diabetes [8]. The association of genes encoding lipoproteins has not previously been studied among the Uzbek nation, although it is believed that one of the risk factors for DN in type 2 diabetes is an increased plasma lipid concentration, since certain groups of lipoproteins have a strong affinity for the vascular wall and can contribute to it. damage. According to some reports, an altered lipid profile in the early stages may be the cause of the development of normoalbuminuric nephropathy in patients with type 2 diabetes. Therefore, the genes encoding apolipoproteins B and E, individual concentrations and properties of which largely determine lipid metabolism in a particular patient, are of undoubted interest for research as candidate genes that determine the predisposition to the development of vascular complications in type 2 diabetes.

Purpose: To study the distribution of allele and genotype frequencies and to identify the association of the Leu/Pro polymorphic markers of the APOE gene with the development of DN in type 2 diabetes patients of Uzbek nationality.

Material and methods: In the Republican Scientific and Practical Center of Nephrology on the basis of the III clinic of TMA, the main group of 129 patients with type 2 diabetes was examined and the control group consisted of 110 healthy individuals of the Uzbek nation, included on the basis of the "case-control" principle. Patients in the main group were distributed as follows: 65 patients with a disease duration of up to 10 years, without diabetic nephropathy (33 patients) and with diabetic nephropathy (32 patients), 64 patients with diabetes lasting more than 10-20 years, with no diabetic nephropathy (31 patients) and diabetic nephropathy (33 patients). We studied such indicators as the results of general blood and urine tests, lipid spectrum, glycaemic profile, glycosylated haemoglobin, microalbuminuria, glomerular filtration rate (GFR) according to the CKD-EPI formula, endothelin-1 level in blood plasma, echocardiography, ABPM and Doppler study of renal vessels.

Testing of the Leu/Pro polymorphism of the APOE gene was carried out on a programmable thermal cycler from Applied Biosystems 2720 (USA), using test systems from Litech (Russia), according to the manufacturer's instructions.

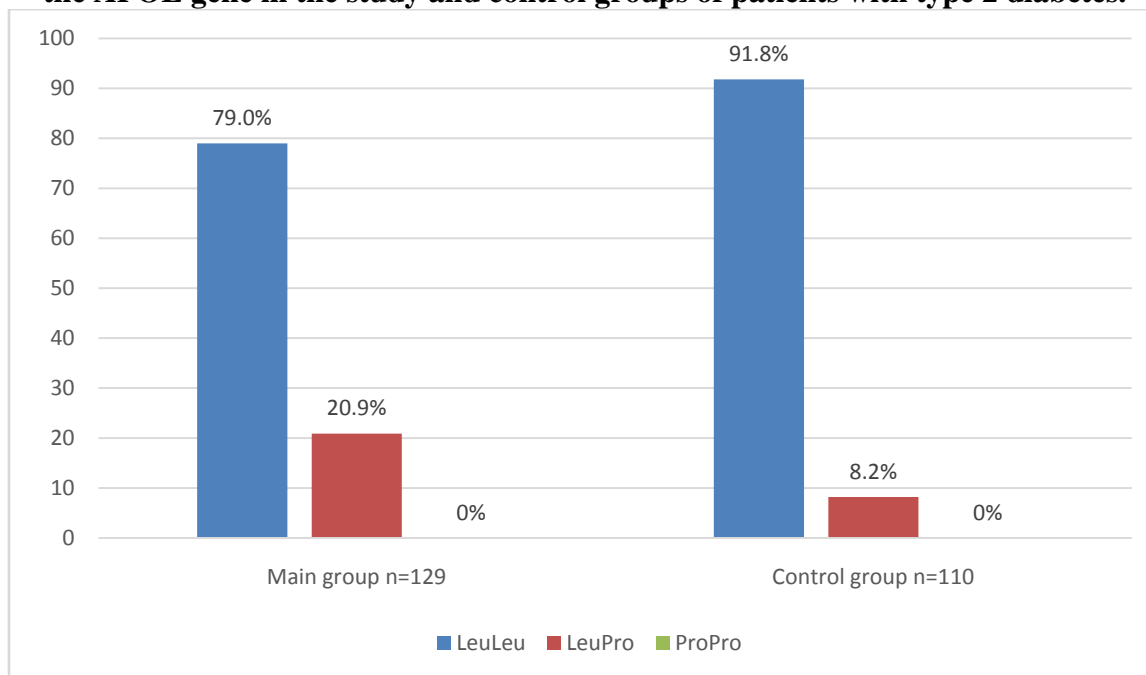
For statistical processing of the material, the STATISTICA 6 program was used. Data are presented as mean values with standard deviation ($M \pm SD$). The normality of the distribution was checked by the Kolmogorov-Smirnov criterion. The relative risk of disease in carriers of a certain allele and genotype was calculated as an indicator of the odds ratio (OR - odds ratio).

Results and its discussion: The frequency of alleles and genotypes of the Leu28Pro polymorphism of the APOE gene in all patients (main group) and the control sample is shown in Figure 1.

In our study, we investigated the distribution of genotypes and alleles of the Leu28Pro polymorphic marker of the APOE gene in the main and control patients.

The prevalence of the Leu allele in the study and control groups was 89.5% and 95.95%, respectively. The incidence of the functional unfavourable Pro allele was 10.4% and 4.1%, respectively. The statistical report shows that carriers of the Pro allele are 2.7 times more likely to develop the disease than carriers of the Leu allele, and the difference between them is a significant statistical value ($\chi^2 = 6.9$; $P = 0.008$; $OR = 2.7$; 95% CI 1.2597-5.9608). The Leu allele indicates that it has a protective effect against disease progression. ($\chi^2 = 6.9$; $P = 0.008$; $OR = 0.4$; 95% CI 0.1678-0.7938)

Fig.1:Frequency of distribution of alleles and genotypes of the Leu28Pro polymorphism of the APOE gene in the study and control groups of patients with type 2 diabetes.



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According to the results of the main and control groups, the distribution of the Leu/Leu, Leu/Pro genotypes was 79.0%, 20.9% and 91.8%, 8.2%, but the Pro/Pro genotype in our analysis of the mutational genotype. According to statistical calculations, the probability of disease in carriers of the Leu/Pro genotype is 2.9 times higher than in carriers of the Leu/Leu genotype, and the difference between them is statistically significant. ($\chi^2 = 7.5$; $P = 0.006$; $OR = 2.9$; 95% CI 1.3308-6.6311).

The Leu/Leu genotype was significantly lower in the main group than in the control group, by 79.0%, 91.8% and showed a protective function against disease progression ($\chi^2 = 7.5$; $P = 0.006$; $OR = 0.3$; 95% CI 0.1508-0.7515).

In our study, we demonstrated an association between the carriage of the Pro allele (Leu/Pro genotype) of the APOE gene and diabetic nephropathy in patients with type 2 diabetes. The results obtained are consistent with the data of domestic and foreign authors who showed that the carriage of the Pro-allele is an independent risk factor for DN in patients with type 2 diabetes in various ethnic groups. Analysis of data from foreign studies also indicates a relationship between the polymorphic marker e2/e3/e4 of the APOE gene with the development of DN in both DM 2 and DM 1, which may indicate that disorders of lipid metabolism can play a significant role in the pathogenesis of DN. An earlier study revealed an association of the e2/e3/e4 polymorphic marker of the APOE gene with the development of DN in type 2 diabetes, that the carriage of the e3 allele and the e3 / e3 genotype of the e2/e3/e4 marker of the apolipoprotein E gene (APOE) is a factor of increased risk of DN in SD 1. Japanese authors described the association of this marker with the progression of kidney damage in type 2 diabetes from MAU to proteinuria, where the e2 allele is considered an independent risk factor for DN progression. [9]

These data and the results of our study allow us to conclude that the APOE gene plays an important role in the development of DN in patients with type 2 diabetes mellitus in the studied Uzbek nation. However, it should be noted that genes whose products are associated with the regulation of vascular tone in the microvasculature, such as ACE and ENOS3, also play an important role in the pathogenesis of early stages of DN. [10]

CONCLUSION: Thus, summarizing the data obtained, we can conclude that a number of lipid metabolism genes are undoubtedly involved in the development of DN in type 2 diabetes in persons of Uzbek nationality. The results of this study indicate the importance of further study of the molecular basis of the development and progression of DN, which will lead to the development of new promising directions in the prevention of this pathology.

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DEVELOPING THE COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS IS AN EFFECTIVE MEASUREMENT FOR SELF-ORGANIZATION

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ABSTRACT

The article is devoted to one of the aspects of professional training of a future teacher - the formation of communicative competence. The pedagogical conditions for the formation of communicative competence of future teachers in higher education are theoretically substantiated, the pedagogical conditions and methods of formation of communicative competence are considered.

KEYWORDS: *Communicative Competence, Future Teachers, Interactive Learning Technologies.*

INTRODUCTION

Modernization of the process of professional training of future teachers will not only increase the level of theoretical knowledge, but also improve the practical communication skills and abilities required for learning, develop their independence, interest in creating their own personal communication platform he says. However, the integrative nature of communicative competence requires appropriate scientific and methodological support, which does not fully meet the growing demands of the state and society for the formation of a competitive professional at present.

President Sh. Mirziyoyev said: "Our state and society have a role to play in the development and happiness of our young people as independent thinkers, with high intellectual and spiritual potential. We will mobilize our forces and capabilities." [1]

Communicative competence is the system of internal resources needed to establish and maintain the necessary connections with other people, including effective communication within a certain range of interpersonal interactions. It provides a level of interaction that allows one to operate successfully in society within one's abilities and social status, as well as certain life experiences, knowledge, scientific knowledge, and so on.

Signs of communicative competence: - are formed in the process of interaction of the person with the social environment; - is a complex formation, has a structure; - is an integrative

characteristic of interpersonal (professional) communication; - is reflected in the ability of the person to organize the interpersonal space in communication; - is a manifestation of the multifaceted relationship of the individual; - is a dynamic formation conditioned by personal experience; - it is an integral feature of communication, in which values, relationships, personality orientation are indirectly reflected.

"It should be noted that the concept of "communicative competence" is defined by linguists as a system of speech ethics in various communicative events and situations, formed by a person on the basis of knowledge of language and speech culture.), as well as the acquisition of social roles, speech strategies and tactics, ethical and moral rules, which represent the ways in which a person adopted in this culture communicates with members of different social groups for different reasons and in different situations. "

The basis of communicative competence is the personal characteristics of an individual in the unity of emotions, thoughts, and behaviors that occur in a particular social context. Developing the communicative competence of teachers helps to make self-organization more effective the development of a communicative culture is the self-improvement of the means of organizing communicative interaction. In this process, communicative correction is aimed at changing the system of values and relationships of the person, including the impact on the motivational sphere of the person, his identification with other important people, psycho-emotional state. [2]

The effectiveness of the process of forming communicative competence depends on a number of psychological and pedagogical factors, which can be identified as important factors influencing the success of the development of communication between future teachers.

Success factors are based on the structure of learning activities, which allows them to be identified with its constituent elements: creating conditions for the development of internal motivation for communication; pedagogical activity to improve the learning process by involving students in the process of active discussion of specific situations from practice; Involve students in the search, selection and formation of a bank of educational situations, including the choice of methods of communication in daily professional and pedagogical activities and in extreme (conflict) situations; activating self-assessment of the quality of communicative activity through a comparative analysis of the growth of their achievements. [3]

An important condition for the formation of communicativeness of future teachers is the organization of effective pedagogical communication between teachers and students in the educational process of the higher education institution. The high level of communicative skills of the teacher has a direct impact on the formation of students' communicative skills, because communication is a two-way process of information exchange, the result of which is mutual understanding. In general, it can be defined as a meaningful aspect of social interaction.

The process of communication consists of separate actions, through which its main functions are performed: management - is associated with the success of the activities of a particular organization and is genetically and structurally primary; information - related to the exchange of information and scientific analysis of content. information messages; emotional - related to emotional experiences. [4]

One of the conditions for the successful formation of communicative competence of future teachers is the use of forms, methods and techniques of preparing students in the learning process, such as psychological training, role-playing classes, group socio-psychological

trainings, practical training and application. Classes on the formation of communication skills and professional communication skills.

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THE ROLE OF MODERN EDUCATIONAL TECHNOLOGIES IN THE TEACHING OF LEGAL SCIENCES

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ABSTRACT

The article covers the importance of using modern pedagogical technologies in the teaching of Legal Sciences, the role and ways of using innovative techniques in the formation of legal consciousness, thinking and legal culture of students.

KEYWORDS: *Law, Education And Training, Legal Consciousness, Legal Culture.*

INTRODUCTION

It is one of the most important tasks in society such as expanding legal educational activities and meetings on the formation of legal consciousness and legal culture, raising the sense of patriotism through the formation of the history, religion, national values of our people in the minds of the younger generation. The decree of the president of the Republic of Uzbekistan "on radical improvement of the system of raising legal consciousness and legal culture in society" dated 2019 PD-5618 in January was adopted. [1]

In this decree, a number of problems and shortcomings that hinder the formation of a respectful attitude to human rights and freedoms, the rise in the legal consciousness and legal culture of the population, the increase in the level of legal literacy of citizens in the society are indicated. In particular, in the promotion of legal culture, the most important thing is that the work on legal education and training is not carried out systematically and inextricably, for many years this issue has been brought up as the work of law enforcement bodies and some state bodies, and that the participation of the family, neighborhood and other institutions of civil society in, it was noted that the work to awaken a sense of intolerance towards violations was not approached in a way that was not in the right way, as well as insufficient work to integrate the ideas of maintaining the balance between personal interests and the interests of society in the promotion of legal consciousness and legal culture into the consciousness of the population. [2]

Today, the development of legal consciousness, thinking and culture remains relevant in young people who have an independent mind, spiritually developed, have their own worldview. In particular, the development of the world is intense, the development of events in it requires a new approach to the educational process, as in all spheres, the introduction of innovations. And this is one of the important tasks facing educators-the effective organization of the educational process and the efficient use of innovative technologies. Therefore, it is possible for teachers to correctly choose and apply the necessary tools for the organization of the lesson at the level of the period

talabi, to make the lesson process interesting and to make students at the level of the period demand staff. [3]

The teacher creates conditions for the development, formation, acquisition of knowledge and education of the individual in the implementation of modern pedagogical technology in the educational process and at the same time manages/performs the function of redirection. Therefore, the role of modern teaching methods, interactive methods, innovation technologies in the training of qualified professionals in educational institutions is unequivocally great. In this knowledge, experience and interactive techniques of pedagogical technology and pedagogical skills ensure that students have an educated, mature qualification. [4]

Before each teacher applies new pedagogical technologies in the course of the lesson, it is necessary to rely on scientifically-based data, taking into account the peculiarities, goals and objectives of the subject, to introduce modern pedagogical and information technologies into the educational process.

In particular, the formation of legal consciousness and thinking in students is carried out on the following principles:

1. To acquaint readers with the essence and important features of legal terms;
2. Understanding the content of legal consciousness and thinking, that is, to identify important signs of legal concepts;
3. To form the skills to rely on understanding in the performance of cognitive tasks;
4. It is the classification of legal terms and their inclusion in one system. In order to achieve a guaranteed result for the purpose of teaching in the implementation of this didactic process, it is important to create opportunities and conditions for cooperation between the teacher and the student, to express critical independent thoughts by the students, to work creatively, to search for, to analyze situations and to make rational decisions, and to draw conclusions.

Today, along with traditional educational technologies, non-traditional (non-standard, advanced, modern, new, innovative) technologies are applied in the educational process. In particular, individual-oriented teaching technology; problem-oriented teaching, collaborative teaching, modeling, modular teaching, computer-based teaching technology; Game Technology, approximation teaching technology; there are teaching technologies based on stratification, table-based teaching, base-scheme. [5]

In the implementation of these training technologies, a number of passive, active, interactive and training are widely used.

Lecture, story, explanation to the category of passive methods; demonstration, work with a book, illustration, quadrilateral method. includes exercise, laboratory, etc..

Active method of teaching these are techniques aimed at improving the thinking performance, performance of students in the educational-cognitive process. Active techniques category mental attack, spider web, Insert, BBB, perception map, cluster, Sinkveyn, videousul, videotopish, round table; argument; keys, maze, assisment, discussion, Ferris wheel, analysis of concepts, fish skeleton, how?, why? three-step interview, 635 method, pantomime, muzyorar, guest exercise, Socratic interview, etc. [6]

The interactive method is this (Inter, this is mutual," ast " – to act), which means to act among themselves, to be in the order of cooperation communication. Problematic situation in the category of interactive or interactive methods, directing text, project, damino, 3/3, (4/4, 5/5,); 9 diamond unit, Veer (Elpigich)fifth, (gold, seventh) plus, black box, Venn diagram, working with red and green cards, training cycle in experimental tool, pinbord, chain, rounded snow game, Business game roller game; it includes such techniques as intelligent intelligence, mind-developing games, zigzag, work in small groups, express, monitoring, staircase - mazina, debat, kubik, T-scheme, SWOT, resume, fsmu, 6/6/6, SCORE, metaplan, decision genealogy, team note. [7]

The problematic situation method is a way of analyzing the causes and consequences of a problem situation on the basis of ensuring that students encounter a problem situation, formulating their skills in finding a solution to it, and basing their cognitive activities on failure . It is the mental state of the students in connection with the perception of the conflict that occurs in the process of performing certain tasks (solving the issue, finding the answer to the question), which requires the search for new knowledge related to the issue being solved. [8]

The complexity of the problem chosen for the " problematic situation " method should correspond to the level of knowledge of the students. They must be able to find a solution to the problem posed, otherwise, after finding a solution, the interests of the educators will be extinguished, the loss of confidence in themselves will lead to the fact that they will not be able to find a solution. When the "problematic situation" method is used, students learn to think independently, analyze the causes and consequences of the problem, find its solution.

The structure of the method "problem situation" is as follows: to bring a description of the problem situation, to divide the students into small groups, to identify the reasons for the occurrence of the problem situation by groups, to give an idea of the consequences of the problem situation by groups, to base the options on the solution of the problem situation by groups, Through the application of this method, students are formed the skills of searchability, observability, concentration of attention in one place, independent expression of one's own opinion. [9]

Today, the educational technology, which is widely popular in the practice of the education system of the leading foreign countries, is the technology "Case study".

"Keys-stadi" technology (visual basic) "Case" – a chemo, a method, a study – a problematic situation; situational analysis or analysis of problematic situations) - a technology that serves to formulate the skills of finding the most optimal options by analyzing the problematic situation created in students clearly, Real or artificially. [10]

Through it, the formation of students ' knowledge, qualifications and skills is of particular importance in increasing their potential. An effective aspect of these techniques is that the bunda is given problem situations related to the process by the teacher, the students are divided into separate groups and get acquainted with the problem situation, in finding a solution to the problem, they first analyze the keysological solution and provide their own group Solution.

The "Blis-poll" method is aimed at teaching students how to properly organize the sequence of actions, logical thinking, choosing what is needed from within the data, thereby correctly assessing the knowledge they have acquired. In this method, the student first works

independently individually, and then in small groups, having transferred his thoughts to others or being in harmony with others. [11]

Also, fsmu, boomerang, Venn diagram, smart attack, cluster techniques serve to increase the deep scientific and educational potential of students in parallel with the mastering of subjects. In this regard, it is worthwhile to pay attention to the following issues: [12]

- the need for technical means, technical opportunities, which will be necessary when passing lessons through new pedagogical technologies, always and in every classroom;
- in the application of each specific modern method, this method corresponds to the individual characteristics of the reader;
- to be able to relate the selected method to the subject of the lesson;
- based on world experience in preparing future personnel for innovative activities;
- in the application of each method, the teacher must constantly monitor the outcome of this method, critically evaluate it, etc.

According to pedagogical observations, the formation of legal consciousness and thinking of students through the above innovative methods is positive in the following cases:

the first is to invite students to problematic situations at the beginning of the lesson, or to give special problematic assignments in which they can express the subject of the predicate;

secondly, through problematic situations, it is necessary for the student to cope with difficulties, to seek innovative methods and actions; thirdly, generating internal moving power, gaining interest in science; fourthly, the perfection of the creative (unique, non-standard) abilities of students, the development of logical thinking, thinking abilities in them. [13]

In conclusion, we can say that through the extensive use of pedagogical and information technologies in the teaching process of teachers, students' educational and cognitive activities are actively developed, independent thinking, optimal decision-making, rational solution of problematic situations, as well as creative abilities in them. [14]

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THE SPECIFICITY OF EMBROIDERY SCHOOLS IN UZBEKISTAN

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ABSTRACT

Today in our republic there are ample opportunities to preserve, appreciate and use the practical decorative art created by our people as a result of centuries of creative work, to develop the aesthetic taste of young people and bring them up as highly cultured people opened. National embroidery is one of the most ancient forms of folk applied art, which originated in certain historical periods due to the desire of people to beautify their homes, their lives. Embroidery is mainly divided into 6 regional groups, schools. In particular, Nurata, Bukhara, Samarkand, Shakhriyabz, Tashkent and Fergana embroidery schools.

KEYWORDS: *Embroidery Schools, Customs, Suzana, Nimsozana, Takiyaposh, Prayer Rug, Zardevor, Flower Bed, Tablecloth, Belt, Handkerchief, Pillow, Mirror, Teapot.*

INTRODUCTION

Embroidery is one of the ancient traditions of Uzbek culture. Embroidery is a part of the applied art form, in which women's dreams, aesthetic world, worldview, affection are expressed through color images and embroidered. Embroidery has a long history as an applied art. The art of embroidery originated in China in the II century BC, in the IV-V centuries AD on the territory of Uzbekistan. If we look at the history of embroidery in our country, we can see the types of ornaments in embroidery from ancient times, their location. divided into several schools of embroidery, depending on the representation of the images in the patterns and their characteristics. These schools are the oldest schools, containing several more schools. To Fergana school: Andijan school, Namangan school, Kokand school, Margilan school, Chust school;

Bukhara school includes several schools: Gijduvan school, Shakhriyabz school, Karshi school, Samarkand school, Nurata school. Attractive embroidery in all embroidery schools is done through various stitches. These embroidery schools are different from the local embroidery. Skilled embroiderers knew very well how to sew all the stitches used in embroidery. In embroidery, the types of stitches are selected depending on the image of the pattern. The use of stitches also differentiated embroidery schools. Embroidery of embroidery schools differs from each other by its features. This shows that the lifestyle of the people living here depends on the way they work. Depending on the embroidery, it is possible to know which ethnic group they belong to. The historical significance of embroidery is also strong. If we look at Uzbek folk tales, embroidery, embroidery and carpet weaving were also known by khans and khan's wives. It is of

national importance, and in some cases has served as a map. One of the main tasks of embroidery is to improve and strengthen the family home, to adhere to ancestral traditions, to glorify and love nature, to enjoy life, to preserve the traditions passed down from generation to generation. That is why it is a great task to learn the art of embroidery, to contribute to the family budget, to preserve the national culture, to enrich our material culture. serves to further develop the creative abilities of our youth. [1]

This type of art, while preserving its poetic diversity, has not lost its essence. One of the major centers of embroidery, Nurata has been distinguished from other schools for centuries by the perfection of its embroidery, its expressiveness, its sharpness of image, and the richness of its floral patterns. In the 19th century, Nurata embroidery is a series of flowers. This type of composition means "Chor shohu yak moh" - "4 kings and one moon" in Nurata. Nurata embroidery is the flowering of this type of composition. This type of suzana was created by Nurata embroidery in the mid-19th century and is now housed in the State Museum of Art of Uzbekistan. In some parts of the Sozana ornament we can see bouquets and a pomegranate in the middle of the bouquet. Brown, gold, blue, pink, and light green colors combine with each other and give a special tolerance to suzana. The patterns are rhombus-shaped and decorated with serrated leaves. (Tobadoni - checkered, grid) suzannas are another type of Nurata embroidery. Its cages are filled with horned leaves, horned flowers and corollas, as well as the shapes of birds and animals. There are also suzans, some of which are arranged in a checkerboard pattern with floral motifs from the fabric fund. Nurata embroidery is mainly sewn in the "printed" style, and the edges of the patterns are twisted in a chain style. The embroidery colors are sewn with light colors. The following types of embroidery and artistic items are sewn in Nurata embroidery: suzana, nimsozana, takiyaposh, jaynamaz, joyposh, zardevor, gulkurik, dastorpech, belts, handkerchiefs, pillows, mirror bags, teapots, sheets. Embroidery is mainly made of gray, chit, satin, silk and velvet. The threads are spun from silk and the dyes are derived from natural plants. But today, yarns spun from synthetic fibers and dyed with chemical dyes are used in embroidery. Nurata embroidery is sewn with light, bright tones: sand, gold, blue, raspberry, pink, light blue threads.

One of the oldest schools of embroidery in Bukhara region, the national embroidery, the peculiarities of the art, the technology of applying natural dyes and the sewing of ancient specimens of ornaments attracted the attention of our people today. It is necessary to get acquainted with the art of Bukhara embroidery, study it or pass it on to future generations. One of the distinctive features of Bukhara embroidery is the skillful use of "yo`rma" stitches and their combination with air, flower, purple, pink and light yellow, red raspberry and blue. In addition to "yo`rma" stitches in Bukhara embroidery, the composition, structure and flowers are also very diverse. The flowers on a thin branch, flat on the surface of the fabric, are distinguished by the fact that they are made of twigs wrapped around the branches. In the Bukhara school, more needles were used. While the weavers of Gijduvan sewed the silk thread on the left and right, the people of Bukhara embroidered with the thread of the union without tying the left and right. Gijduvan embroidery is mainly sewn on white, gray, brown, natural colored carbos, red satin, white surp and brown, while Bukhara embroideries are made of white carbos, colored adras, silk and hisori fabrics. " [2]

"Surkhandarya school has a special place in the folk arts of Uzbekistan. Surkhandarya, one of the ancient cultural centers of our country, has a unique geographical location. It is located far from

the central cities. Its historical development is also unique. The population is Uzbek, Tajik and Turkmen. It is these factors that have led to the emergence and development of this unique center of traditional culture. The traditional embroidery of Surkhandarya masters, woven carpets, jewelry, wood carvings have a set of ornaments that reflect the optimistic spirit, bright colors, unique compositional device and unique features of the system of tones.

In every village and town of Shurchi, Boysun, Sherabad, Sariosiya, Denau districts of Surkhandarya region, most people are engaged in embroidery. The way of life and customs of the people of the oasis allowed to preserve all kinds of traditional embroidery during the XX century. Embroidered types such as suzana, zardevor, orinposh, bojoma, oynakhalta, doppi, belbog, jiyak were further developed.

Samples of 20th century embroidery are kept in the State Museum of Art. Surkhandarya embroidery is reflected in the system of colors, compositional structure, decorative plates, which represent a mixture of sedentary and nomadic culture. This testifies to the fact that embroidery was widespread and deeply rooted in our country in ancient times.

The unique style of Surkhandarya embroidery is reflected not only in large items, but also in national costumes, in particular, Boysun belts. Currently O.Shoykulova, N.Kurbanova, U.Jurayeva, Z.Murodova, O.Kuchkarova, I.Toshboyeva, H.Muminova, M.Amirova, Z.Rajabova, M.Jumayeva, R. Surkhandarya craftsmen such as Mardonova and B. Saipova are the successors of traditional embroidery. They use modern forms of decoration, such as tulips, twins, daisies, and cotton flowers, while retaining their unique artistic elements. For today's Surkhandarya embroidery, the beauty, grandeur and solemnity of the images remain the leading features. This is especially true of doppies. Doppies are made in a unique technique by sewing a ribbon from paper between each seam. The entire surface of the doppies is decorated with geometric shapes, stars, airplanes, and pistons.

Boysun skullcaps are characterized by softness, dome shape and wide edges. The upper bouts featured four cutaways, for easier access to the higher frets. On the edge of the doppi, each seamstress sews embroideries made of "kanda khayol" and "yo`rma" stitches to your taste. Chevrons use brightly colored silks such as pink, black, green, yellow, red, brown, and white. The secrets of the profession were learned from the grandparents of modern carpenters. They teach their craft to their daughters. ” [3]

In short, embroidery is a fair profession that reflects the aesthetic world of a woman. The folk art of embroidery will always be a creature that preserves the traditions of the ancestors and gives them a modern spirit. It gives people endless artistic pleasure. This craft, which has been polished by our grandmothers for a long time, is becoming more and more important for our daughters-in-law and daughters-in-law. O. Sukhareva in her book "Suzani – Central Asian decorative embroidery" (2006) notes that the embroidery of the Fergana Valley has not been studied in detail. According to the tradition, young girls sew their first handkerchiefs so that the embroiderer would live a long life, sew many embroideries, and his life would be as clean and pure as the clear water in the ditch. flowing According to the tradition of the settled peoples, the embroideries mainly depict fruit trees, plants and birds, and each detail has its own meaning. For example, the pomegranate is a symbol of kindness and solidarity. The apple is a symbol of love and the desire to have many children. According to tradition, a grown girl sews seven different flowers on seven white handkerchiefs and gives them to seven neighbors. Therefore, if a girl agrees to marry a young man, one of the handkerchiefs she sews is given to the bridesmaids. [4]

According to another tradition, in order to continue embroidery, generations left a piece of flower uncut in the sense that it would last forever. Some embroideries were sewn until the whole family was formed, that is, until the children were born and grew up, and were considered family embroideries. Triangular tumor-shaped patterns are sewn to protect the eye from the evil eye. The double seams are sewn without a single chors.

Embroidered suzannas were even used in mourning ceremonies. On the days of mourning, men stood at the door wearing a doppia on their heads, a tunic over their heads, and a chorsi around their waists. The corpse is covered with a jewel. They hoped that the life of the deceased would be better in that world.

Our women embroiderers have created new works of applied art with good intentions, singing songs and leading their hearts to creativity and kindness.

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SOCIO-CULTURAL REPRODUCTIVE HEALTH PRACTICES OF GADABA TRIBE OF ODISHA: SOME OBSERVATIONS OF KORAPUT DISTRICT

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ABSTRACT

Reproductive health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system, and to its functions and processes. This study mainly concentrated on the reproductive health care of women of Gadaba Tribe of Koraput. The main objective of the study was to study the antenatal and post-natal care practice of Gadaba women. To find pregnancy related socio-cultural practices of Gadaba women. To identification misbelieves regarding food and working status of women during pregnancy. Anthropological methods like observation, interview scheduled, and case study were used to for collection of empirical data and secondary data collected from different journals and books to get better insight into the reproductive health of tribal. To collect on birth related practices, in depth investigation were carried out in this tribal group with the help of questionnaire and personal discussion and also through the personal observation.

KEYWORDS: *Reproductive Health, Gadaba Tribe, Socio-Cultural Practices, Antenatal And Post-Natal Care*

INTRODUCTION

The Scheduled Tribes (STs) are autochthonous, are being recognized for their own distinctive culture, geographically isolation and are low in socio-economic conditions. For centuries, the tribal groups have remained far behind from the realm of the general development process due to their isolated habitation. After independence, Government of India has scheduled the tribal groups in the Constitution and provided special provisions for their welfare and development as in the case of SCs.

Orissa has a great variety of tribal population. Out of sixty-two tribal community, Gadaba community is one of the prominent tribe. It is one of the colourful tribes of Orissa, classified as speakers of Mundari of Kolarian language. They are seen in adjoining mountainous tracts of Andhra, Orissa, Chhatisgarh and Madhya Pradesh. In Orissa, they are distributed mostly in eight different districts, Viz Koraput, Malkangiri, Nabarangapur, Kalahandi, Rayagada, Khordha, Sundergarh, and Nayagarh. However, Koraput has the highest Gadaba population in the district. They are mostly found in the southernmost part of the state in the district of Koraput. In Koraput district they are found in large concentration in Blocks of Lamtaput, Semiliguda, Potangi, Nandapur and Baipariguda.

Mother and Child health issues are of great concern among the tribal community. The need for such concern arises due to customs and traditions that are related to sexual behavior and child bearing. Studies have revealed that there are practices among some tribes of limiting the consumption of food from sixth month of pregnancy with an intention of making the process of delivery easy (Sonowal & Praharaj 2007). Anemia is rampant among women (especially among the pregnant women) which causes not only slowness in the development of the foetus but also causes mental retardedness- thus raising morbidity and mortality among tribal women and children (Singh 2008: 120). Reproductive health of the Gadaba tribe has to be understood in relation to the Social, Cultural & Economic system; Geophysical environment, Religious Beliefs and Practices of the people.

Objectives:

- To study the traditional antenatal and post-natal care practice of Gadaba women.
- To find pregnancy related socio-cultural practices of Gadaba women.
- To identify misbeliefs regarding food and working status of women during pregnancy.

Area of Study

For the present study Koraput district was chosen, which is a part of the tribal belt in southern Odisha. The study was conducted in three villages/habitations in Lengi guda, Khal padi and Gadaba guda of Semiliguda block of Koraput district. The sets of villages were identified on the basis of their location, socio-economic condition, traditional and cultural practices, availability of health services, road connectivity and communication and all the three villages are thickly populated by Gadaba community.

Data and Methodology:

The study was purposefully conducted in the Koraput District of Odisha, since it is one of the most backward and tribal dominated district of the country. Gadaba community was also selected for the study as it is one of the dominated communities of the district. Anthropological methods like observation, interview scheduled, and case study were used to for collection of empirical data and secondary data collected from different journals and books to get better insight into the reproductive health of tribal. To collect on birth related practices, in depth investigation were carried out in this tribal group with the help of questionnaire and personal discussion and also through the personal observation. These respondents were interviewed in their local language (Desiaa language). A random sampling technique was adopted for the selection of samples. One hundred fifteen samples were selected randomly from three villages Lenjiguda, Khalpadi, and Cherangul (gram panchayat) of semiliguda block of Koraput district.

FINDINGS AND DISCUSSION:

Puberty:

Anabguni (puberty) marks the beginning of the sexual maturity of a girl in Gadaba community. When a girl gets her menarche she informs the elder woman or her mother. In comparison to the other communities living nearby the girls do not enjoy elaborate ritual in this regard. The first day is considered to be very important as they believe that this decides the fate of her sexual life. According to their believe, if it occurs on a good day the jal kamuni (the river demon) does not have any negative impact on her sexual and married life. Hence, after the girl informs about her

Anabguni she is kept in a separate room and some ritual are carried out. First of all the older woman asks the girl to touch some rice and then they go to the disari(traditional healer). Disari calculates and predicts about the fertility of the woman depending upon its occurrence on the specific day. Accordingly the small and big ritual is carried out to neutralize the bad impact. Then the eldest woman or the mother takes the girl to the nearby river to carry on further rituals. After having bath the girl wears a new cloth and worships the jal kamuni. Afterward a sacrifice is made which differs with the dimension of ill effect as envisaged by the disari. When impact is less egg is sacrificed if the impact is more than chicken is sacrificed. There is a believe behind the worship of the jal kamuni that since the pad is washed in the river water, by not offering any sacrifice the river God i.e. Ja lkamuni may become angry and will cause harm while crossing the river. The offerings therefore shield them from any problem in future.

Marriage:

Marriage is always deemed as a sacred institution. Among Gadabas once a girl attain menarche, they consider her to be of marriageable age is. Marriage is very simple in Gadaba society. The mean age of marriage varies between 15-17 years. Usually the concept of *Jala Dabu* (Bride Price) prevails in their community. At the time of marriage the groom has to pay certain amount of money to the bride's family. The amount of bride price is decided by the head of bride's family and the groom pays it as a customary rule. Cross cousin marriage is privilege among the Gadaba tribe. This is a common practice to marry their maternal uncle's daughter and paternal aunt's son. This practice might have an effect on their reproductive health by increasing the chance of hereditary disease. They follow exogamous form of marriage and are not allowed to marry within the same clan (Gotra). They follow various forms of marriage like marriage by *Ludiringnaie* (negotiation), marriage by *Ann Ringnaie* (capture), Marriage by *Ludki Nangien* (service) etc. Gadabas have nuclear family setup. After marriage a married Gadaba son gets separated from his parents and establishes in a separate nuclear family. The couple starts cohabiting after the marriage. Premarital cohabitation is generally avoided; in case of premarital conception girl is permitted to marry her lover. Cohabitation is prohibited during menstruation and couple can cohabit after the menstruation period is over. During the course of pregnancy, usually cohabitation is avoided due to protect the fetus from any harm.

Pregnancy and Antenatal Practices:

The women of Gadaba community, usually viewed pregnancy as a normal physiologic phenomenon that does not require any intervention by health care professionals. Discontinuation of menstruation is an indication of conception. When a Gadaba woman got to know that she is pregnant, she informed the eldest women and to her husband. During this period the women take care of themselves. But they believe that the more they engage themselves in household activities, the easier the delivery will be. Even they go outside for wage earning work. At this time also she is doing every works like sweeping, cleaning utensils, moping, fetching water, cooking, etc. The help of health worker is sought for vaccination. With nearing the delivery time, she resume herself mostly confined to the domestic work only. No special diet is given to pregnant women. For any complication during pregnancy time they visit to *bandki nini*. Only in the event of a serious problem will pregnant women seek medical advice. Nutrition-related practices during pregnancy are based on a belief that 'hot' foods are harmful and 'cold' foods are beneficial. Because pregnancy generates a hot state, pregnant women are advised to attain balance by eating cold food and avoiding hot food. Cold foods are recommended in early

pregnancy to avoid miscarriage. Hot foods are encouraged during the last stages of pregnancy to facilitate labour. Pregnant women do not consume alcohol during pregnancy. They are not taking any kind of nutritious food during these days. They take their meal as they take in their normal days. Some women believe that excessive eating during pregnancy may result in a large foetus and difficult labour. There are no restrictions applied to physical activity during pregnancy. Women from lower socioeconomic classes may continue their daily activities until labour starts, including carrying heavy loads. Even they go outside for the wage earning work. However tetanus, folic acid and iron tablets are given to the expected mother during their gestation period by the health worker. The government sponsored maternal and child health programme (MCH) in India recommended 2 TT between 4th and 9th month of pregnancy and 100 folic acid tablets in 3 phases for each expected mother. TT and table are given by the health worker. The study shows that maximum mothers received complete antenatal care. Labouring women are isolated due to birth-related pollution beliefs. But now a day's most women visit hospital for delivery as they receive Rs 5000 (as per the MAMATA jyojana introduce by Odisha government) for having a delivery at Government hospital. It has also improved the institutional delivery in the village.

As soon as the complication starts the pregnant women is shifted to a separate room and the eldest women of the family calls the local *bandki nini* (the woman who assists the pregnant women; also called 'dhai'). The delivery is conducted in a squatting position. They have a general perception that the delivery is less painful and quicker in this position. *Bandki nini* applies pressure on the abdomen and assists the women in delivering the child. After the birth of the child she cuts the umbilical cord with the help of a sharp blade which already sterilized in boiling water.

Postnatal Practices:

After delivery *bandki nini* bathes the new born with Castrol oil, turmeric paste, and hot water and the both mother as well as the baby are kept in a separate room until they receive the purification. No one of the family or outside except *bandki nini* touches the infant till the *sutuk* (the pollution period) period ends. During the *sutuk* period the baby is bathed every day by the *bandki nini* but the mother abstains from taking bath.

When the umbilical cord is dropped, this marks the end of the *sutuk* period. The mother and the child take bath and wash their hair too on this day. The *bandki nini* buries the umbilical cord at the place where they normally bath. The father, of the new born goes to the nearby forest and *sindhi* plant is brought. The plant is then planted by *bandki nini* at the place where cow dung is kept. The *bandki nini* then feeds a rat or a *ghising* (chick) with turmeric and rice grain in the name of their ancestors and then it is sacrificed (*gudneini*), the blood is sprayed around (singlaib) the *sindhi* plant. The cooked meat of the chick and rice served to the *sindhi* plant. Then the baby and the mother moved around the plant. The clothes and other materials used by the mother are turned three times around the plant. The *bandki nini* chants some hymns and gives a cup of water to the eldest mother who sprinkle it everywhere around the house. This marks the end of the *sutuk* (pollution period).

After the birth the mother and the child are usually kept in isolation immediately after delivery, due to beliefs about pollution and impurity linked to the delivery process. The confinement period of postpartum women can be up to 10 days. Confinement is practiced to protect mother and infant from exposure to disease and from evil spirits. Both mother and child are considered

to be in a vulnerable state after birth. Generally the women who have recently delivered should receive 3 PNC (Post Natal Checkup) after the delivery but in the studied village the health worker visit the woman once after delivery and some time she do not visit even for once. Breast feeding is initiated after one day. Generally they do not give the first milk of the mother because they perceive that the first milk of mother is somehow heavy food for the baby and baby cannot digest it. A child is breast fed as and when required. Breast feeding continues for about two to three years. A child started taking supplementary food after eight nine months. Supplementary food includes *lai* (boiled rice), boiled vegetable, *pej/ida* (gruel) along with mother milk up to 3 year. The *pej/ida* is the most favorite food of all age group of Gadabas from children to old people. It is staple food made up of ragi flour, locally called as *mandia* i.e, **Elcusione corroconna** flour or some other millet.

CONCLUSION:

The paper has attempted to describe the socio-cultural practices of reproductive health of the Gadaba tribe of Koraput District. Some of their practices are good and can be utilized for strengthening reproductive health. For instant:

- They consider pregnancy a natural phenomenon and do their normal chores till the onset of labour pains.
- Avoidance of cohabitation during pregnancy.
- Delivery is conduct in squatting position, which according to doctors, is less painful and more scientific if carried out carefully.
- Pregnant women do not consume alcohol during pregnancy.
- Prolonged breastfeeding is beneficial to both mother and child in several ways, including birth spacing.
- However a number of their practices are not favorable to their reproductive health.
- Colostrum is not given to the child, which is considered to prevent the child from various infectious diseases.
- No special diet is given to pregnant women. They are not taking any kind of nutritious food during these days.
- For any complication during pregnancy time they visit to *bandki nini*. Only in the event of a serious problem will pregnant women seek medical advice.
- Soon After delivery the new born and mother takes bath with Castrol oil, turmeric paste, and hot water, which increase the health risk to mother and child.

Health seeking behavior among tribal groups is determined by their socio-cultural and magico-religious beliefs, beliefs, customs and practices and the choice of their health care system by socio-economic and cultural factors. Tribal health has to be understood in relation to the social, cultural and economic system; geophysical environment, religious beliefs and practices of the people. These factors influence health seeking behavior among people of tribal community thus making them seek either from traditional or modern systems of medicine and sometimes to even use self treatment for illnesses. There is consistent relationship between factors that influence

treatment of disease and the availability, accessibility, effectiveness, socio-cultural beliefs, awareness level, attitude of providers. While the good practices need to be encouraged, practices based on misconceptions and which are harmful to the reproductive health of women and children need to be discouraged. This can be done by planning proper intervention programme for these tribes.

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ISSUES OF STABILIZATION OF THE LEGAL ORDER OF LABOR

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ABSTRACT

In order to make our republic more and more prosperous, a number of events have taken place. The historical and spiritual values of our people are being restored. National holidays have been revived. After receiving impartiality, special attention was paid not only to the restoration of our spiritual values, but also to their legal protection.

KEYWORDS: *National holidays, Criminal Code and the Civil Procedure Code*

INTRODUCTION

The Constitutions of the Republic of Uzbekistan in 1992 and the sovereign Republic of Karakalpakstan in 1993 were adopted. This is a strict rule for the protection of the rights of citizens of our republic. This was followed by the development of the Civil Code, the Criminal Code and the Civil Procedure Code. The above-mentioned codes can fully meet the requirements of the International Declaration of Human Rights. [1]

To create the necessary conditions for the exercise of the constitutional right to social protection in the event of unemployment, Labor pensions, which are necessary for a person's life, are also guaranteed, and the minimum wage is guaranteed, and so on. At present, in each district and region of the country, measures are being taken to provide employment to the population, and the unemployed are being provided with jobs. One of the most important issues is to provide them with material support as long as they are able to work.

The main goal of the strategy of impartial development of our country is to improve the material and living conditions of citizens, the formation of the spiritual life of society.

The Republic of Uzbekistan is committed to the task of building a civil society, a state governed by the rule of law, social justice, the creation of decent living conditions for all citizens, the full development of the individual and the full enjoyment of worldly interests. [2]

The provision of the necessary conditions for this generation is not limited to the provision of material and communal facilities, but also provides for the creation of legal opportunities, even if the necessary conditions are not met. From the earliest days of the Republic of Uzbekistan's impartial development, it has focused on the legal protection of youths and the guarantee of their rights. Certain years of our history of impartial development have been devoted to the development of mental and physical health, the adoption of relevant state programs, the development of the President of the Republic and the Government of the Republic of Tajikistan.

In the very first days of our independence, the Republic of Uzbekistan adopted the Regulation "On the State Policy of the Republic of Uzbekistan on Youth" on November 20, 1991.

The fact that the programs we have developed have a full-fledged youth theme in our other major hospitals also shows that the issue is of paramount importance to us. At the same time, Uzbekistan has a clear vision of the future, but it is well aware that the future generation will be created, and it is clear that without their active participation, this great goal cannot be achieved.

As market relations deepen in our society, as principles enter our lives, social relations in society will continue to change, and in such a situation, the rights and freedoms of the people will be enhanced. [3]

The importance of research on the protection of youth rights is also determined by the treatment. One of the most important tasks today is to revise and stabilize the existing system of law and order, and to expand its base. Even the legal form of protection of corpses cannot be created at the level of the requirements of the time when they are rapidly changing without the development of weapons.

Many aspects of the legislation of the Republic of Uzbekistan, including the role of the state in the humane and social meaning of labor law, contribute to the growth of social wealth, as well as the development of knowledge, skills, spiritual and material values. The Labor Code of the Republic of Uzbekistan provides additional benefits for employees under the age of 18 in the areas of employment, termination of employment contracts, as well as working hours, vacation time, wages, and labor protection. Article 37 of the Constitution of the Republic of Uzbekistan guarantees the creation of favorable working conditions for workers.

The law on protection of labor is also implemented in accordance with other normative acts. In the legal literature, the meaning of the concept of protection of labor is also given special attention. The term "sanitation in the field of technical safety" is often used in the regulations and in the legal literature, or studied in isolation.

The people of Uzbekistan, whose government is in need of special attention and protection, care about the health of women, the creation of comfortable and safe working conditions for them, and, above all, to ensure the great future of our country. the unity of the phrase is well understood. Many of the qualities that make up a job are due to the state's special concern for the protection of the job. Not only sound education but his alertness and dedication too are most required. According to Article 1 of the Regulation of the Republic of Uzbekistan "On protection of mines", the protection of mines of persons who are not citizens of the Republic of Uzbekistan, as well as foreigners. [4]

In the conditions of a market economy, the protection of the health and well-being of workers, the creation of safe and healthy working conditions for them, and the prevention of accidents and occupational diseases are among the most important political measures of the sovereign Republic of Uzbekistan. The fact that Miynetti has developed a special regulation in the field of protection means that Uzbekistan pays a lot of attention to this issue, which creates the legal impetus for the state policy in the field of protection of labour.

It should be noted that from the earliest days of our country's impartial development, the Constitution of the Republic of Uzbekistan "On the implementation of the state policy on juveniles" of November 20, 1991, guarantees the protection of the rights of juveniles. . In this

regulation, the jurisdiction of the state policy in this area in the Republic of Uzbekistan is as follows: [5]

Youth policy is a priority of the state activity of the Republic of Uzbekistan.

The state policy on gays in the Republic of Uzbekistan is based on the following principles:

Care for the body, regardless of nationality, race, language, religion, social status, gender, or political affiliation;

Legal and social protection of corpses;

National and cultural traditions from generation to generation, spiritual connection of generations; to support the initiative of the youth, to guarantee the youth's free choice of ways to implement the jazz in accordance with the provisions of the Constitution of the Republic of Uzbekistan; direct participation of citizens in the development and implementation of policies and programs related to the development of society, especially in the life of the republic; right is the unity of both gratitude and earthly and civic responsibility.

Protection of labor is a set of normative legal acts, a set of tools to ensure the safety and health of people in the labor process, as well as the state preventive measures in the socio-economic sphere. Mynet regulations also provide for special measures for the protection of mynet, aimed at maintaining good health and ensuring their normal development. The administration of the enterprise will create conditions and facilities for the training of employees. In the Republic of Uzbekistan, special attention is paid to the protection of the health of minors and the provision of a physically healthy environment. [6]

Taking into account other guarantees provided for in the regulations on the protection of the health and safety of children, these are not the only ones that do not meet the requirements of the regulations. possible inability to eat corset wotilgen. Jas awladti social and mental well-being, protection of their health, creation of safe and comfortable working conditions are among the leading factors in fulfilling these great tasks. The regulations of the Republic of Uzbekistan on labor provide additional opportunities for the implementation of labor rights, reduced working hours, extended working hours, training for children, as well as special rules for the protection of labor.

The decision of the Ministry of Labor of the Republic of Uzbekistan of April 2, 1996 (issued by the Ministry of Justice of the Republic of Uzbekistan on June 28, 1996 under No. 248 of the State Register) It should be borne in mind that the approval of the system also prohibits the admission of persons under 18 years of age to perform the duties specified in the code.

There is no doubt that the stabilization of the rights of the dead is of paramount importance to them, as long as they have the necessary knowledge and professionalism and status.

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SOME ISSUES OF IMPROVING PENALTY LEGISLATION

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ABSTRACT

This article provides a scientific and theoretical analysis of the non-fulfillment or inadequate fulfillment of contractual obligations by business entities, as well as the improvement of the application of penalty to ensure the fulfillment of commercial obligations of civil law relations and makes relevant recommendations.

KEYWORDS: *Contract, Monetary Obligation, Commercial Obligation, Commercial Transaction, Alternative Penalty, Absolute Neustoyka, Creditor, Debtor, Compensation, Penalty Agreement, Unfulfilled Obligation, Breached Obligation, Loss, Indemnification, Fine, Astreine.*

INTRODUCTION

Strengthening contract discipline in the field of trade in goods (services, works) in the world, ensuring the rights of creditors and increasing the effectiveness of civil liability measures against the debtor who has not fulfilled or inadequately fulfilled the obligation. Indeed, in 2017-2018, world trade will increase by 10% to 25 trillion. According to preliminary estimates of the International Trade Organization, the volume of global trade will increase by 3.7% in 2019-2021, leaving behind the growth of global production by 0.7%. Particular attention is paid to the introduction of a penalty, which is a means of ensuring the fulfillment of the obligation and a universal measure for non-performance of the obligation, the creation of effective legal mechanisms to encourage the debtor to perform the obligation properly.

It can be observed that the world-famous companies have been fined for non-fulfillment of their obligations and acting against the interests of consumers. In 2019, the European Commission fined Google 1.49 billion euros, the US Federal Trade Commission fined Facebook Inc \$ 5 billion, and the US California court fined the German concern Bayer \$ 2 billion.

It is obvious that at the same time in the world there are new approaches to improving the acceptable, effective, efficient and balanced methods and means of protection of creditors' rights, the use of penalties as a measure of responsibility. In particular, ensuring freedom of contract, not to impede the free movement of goods, services and capital around the world, improving the protection of the rights and legitimate interests of the parties, documents on international standards, including the principles of treaties, in particular UNIDROIT. Adaptation of national legislation to the principles of international trade agreements, finding scientific solutions to problems related to legislation and law enforcement practice are becoming increasingly important.

In the process of building a new Uzbekistan, special attention is paid to the protection of the rights of business entities, which are the locomotive of the country's economy, improving the institution of civil liability, as well as ensuring a fair procedure for compensating entrepreneurs. Organizational and legal regulation of granting privileges and preferences to business entities [1], it is very important that entrepreneurs do not forget their obligations, their responsibilities before the law [2]. In this regard, the existing theoretical framework for the application of penalties for non-compliance with the terms and conditions of the contract between business entities in the right of obligation is to develop effective civil law mechanisms to protect the rights and legitimate interests of entrepreneurs in the future scope and scope of civil law relations. It is important to study aspects such as its legal nature, its place and function in civil law, the degree of guilt of the defendant for non-performance of the obligation, the reduction of the penalty.

The question of the debtor's liability for non-performance or improper performance of an obligation, i.e. the application of a penalty, has been known for a long time in civilization.

Like other institutions of civilization, the history of the origin of penalty dates back to ancient Roman law, and neustoyka (stipulatio poenae) was a conditional agreement that provided for the obligation of the person who violated the contract to pay a fine in favor of the injured party.

D.D. Grimm stated that the purpose of this agreement was to put pressure on the debtor and thereby ensure the fulfillment of the principal obligation. The parties made an approximate assessment of the consequences of the violation of their rights and included in the contract a condition of imposition. Violation of the contract is expressed in money as a condition for activating the penalty and is a mechanism for enforcing the obligation [3].

In Europe, the norms on neustoyka were first consolidated in the sources of Roman private law, in which neustoyka was defined within the institution of "scholarship", ie verbal "commentary", as a conditional obligation that enters into force if one of the parties to the scholarship violates the main obligation. The statement (penalty) helped to strengthen civil law contracts and ensure their implementation.

VI Sinaisky gives the following general picture of the legislation on neustoyka in force in the Russian Empire:

- Fines in Russian law, which have the nature of penalty, unless otherwise provided by law or contract;
- in practice the appraisal neustoyka is not recognized;
- there are legal and contractual penalties, which require the formalization of contractual penalties in writing;
- contractual penalties can be paid not only in cash, but also in other property;
- contractual penalties could not be applied to secure the obligations established by the payment of legal penalties [4].

Paragraphs 339-345 of the GFT are devoted to penalty, in which more emphasis is placed on contractual neustoyka. According to the GFT, "impunity allows the lender to protect itself from adverse events that can not be expressed in numbers or are generally intangible in nature" [5]. According to paragraph 342 of the GFT, penalty can be expressed not only in the form of a sum

of money, but also in the form of special property. The obligation to pay neustoyka is not by its nature an independent obligation.

In French civil law, penalty is characterized by its compensatory nature. For example, Article 1229 of the FFC states that a punitive explanation (imposition) is a means of compensating the creditor for damages incurred due to non-performance of the main obligation. Neustoyka appears as a general calculation of damages, emphasizing that its task is to prevent litigation.

Even if the court finds that the amount specified in the contract is insufficient or too high to cover the damage, the amount less or more cannot be imposed by the court (Article 1152 FFC). Law No. 75-597 of July 9, 1975 gives the court the right to increase or decrease the amount of the penalty in case of low or excessive amount [6]. This change is aimed at preventing the abuse of freedom granted to the parties in the settlement of the contractual penalty.

I. Novitsky and L. Lunts stated that "in case of non-performance and improper performance of the obligation, the various consequences of the penalty do not have to be linked, in both cases the creditor has the right to demand payment of the penalty and at the same time performance of the obligation"[7].

In relations between Soviet enterprises, a penalty is in some cases an unconditional condition of the contract, and a contract without a penalty is considered defective [8].

This led to the existence of a "mixed" penalty, in addition to the relative and penalty penalties, which required the payment of the amount of damages not covered by the amount of the penalty [9]. In contrast, K. Grave states that the type of relative neustoyka ("joint or total relative neustoyka") does not apply here, but a specific type of penalty [10]. Later, VK Reichher proposed the term "accountable penalty" to describe such a combination of neustoyka and damage[11].

The term has been supported by a number of researchers and later mastered at the current level of legal education[12].

The Penalty Institute is used in many developed countries of the world, for example, the Austrian Civil Code 1336, GFT 339-345, FFC 1229 and 1152, Luxembourg FC 1152 and 1226, Spain FC 1152, Greece FC 405, Italy FC 1382-1384, Netherlands 91: 91-6. : 94, Articles 810 of the FC of Portugal, 180 of the FC of Mongolia, 544-545 of the FC of the Czech Republic, 114 of the Law of the People's Republic of China on Contracts, 74 of the Law of India on Contracts, as well as the case law of common law countries (for example decision on the case of Dunlop Pneumatic Tire Co. Ltd. v. New Garage and Motor Co. Ltd., decision on the case of Clydebank Engineering & Shipbuilding Co. Ltd. v. Castaneda in Scotland in 1904, Banta v. Stamford Motor in the United States in 1914. Co. 89 Conn. Decision in the case) [13].

In English law, for example, the penalty approach was first formulated within the framework of the law of justice [14]. The question of whether it is permissible to impose a sanction in a contract for breach of an obligation will depend on how the relevant provision is qualified. If the condition is recognized as (penalty), ie the amount of money assigned in the contract for the purpose of intimidating the debtor (in terrorem) and forcing him to fulfill his obligations, the court finds such a condition invalid. If the parties entered into this contract and tried to assess in advance the damage that the creditor may incur in the event of breach of contract (liquidated

damages), this money will be recovered, regardless of the amount of damage proved in practice, even if no damage was caused.

In the United Kingdom, a claim for damages is a general and universal method of protection, and coercion to perform an obligation is considered here as an unacceptable method of protection [15]. British law, which has a negative view of coercion, also condemns indirect coercion by calculating the penalty [16].

Thus, in the history of the development of civil law, penalty has a special place as a method of securing obligations and a measure of responsibility. Historically, there have been two different approaches to the regulation of penalty: the first - punitive (fine) neustoyka; the second is the appraisal penalty (pre-estimated damage).

The following scientific and theoretical conclusions and recommendations can be made on the application of penalty in the law of obligations:

1. Penalty, on the one hand, acts as a method of ensuring the fulfillment of obligations, on the other hand, as a form of civil liability. Penalty acts as an incentive, signaling and restoration of the creditor's infringed property rights at the stage of conclusion and execution of the contract and ensures the proper performance of the contract, and at the stage of breach of obligation becomes a form of liability, compensatory, punitive, educational functions.

2. Since Penalty has specific aspects of the educational function of legal responsibility, there are also aspects inherent in ensuring the fulfillment of obligations in its essence. Therefore, the logic of including neustoyka in these two legal institutions is also related to this factor, and in such a duality, priority is given to the stage of recovery of penalty. This stage, which arises in the application of civil liability, turns the penalty, which was originally defined as a method of ensuring the fulfillment of the obligation, into a measure of liability in case of breach of contract.

3. In regulating the payment of penalty, it is necessary to distinguish between non-performance and improper performance of the contract. For example: a) if the debtor is obliged to pay a penalty in case of non-performance of the contract, the creditor may demand payment of a penalty instead of performance of the contract. If the creditor has demanded payment of the penalty from the debtor, the claim for performance of the obligation may not be made; b) if the penalty is provided for improper performance, late performance, non-performance in accordance with the established requirements, the creditor has the right to demand compensation for damages and penalty in addition to the performance of the obligation. [17]

4. It can be seen that the rules for the establishment, calculation and application of fines of a civil nature are "scattered" in various normative legal acts. In many administrative documents, especially in the system of sanctions imposed by monopolies on consumer services, there are cases when they are often defined and applied contrary to the rights and legitimate interests of citizens. In order to eliminate these cases, it is necessary to introduce a new article in the Civil Code "Measures of civil liability" and clearly define exactly what impact measures that have a penal nature are measures of civil liability and their types.

5. It is necessary to introduce in the civil law the institution of a specific type of penalty (court penalty) and to introduce a mechanism for the distribution of the penalty in favor of the creditor and the state budget in case of non-execution of court decisions by the debtor. In addition to

being a measure of substantive effect, the astrent is also a means of encouraging the debtor to fulfill the obligation established by a court decision as a penalty. [18]

Unlike administrative penalties for non-enforcement of court and other documents, the astrenter serves the interests of the creditor and at the same time effectively accelerates the enforcement process as the debtor incurs additional property losses due to the amount owed. The administrative fines for non-compliance with current court decisions are clearly ineffective. Therefore, it is advisable to include astrentan norms in the Civil Code, the Code of Civil Procedure and the Code of Economic Procedure.

6. It is necessary to include in the civil legislation the provisions on "Supplier payment" as a new way of fulfilling obligations. This method fully ensures the fulfillment of the obligation by the parties to the obligation in advance by means of payment made in favor of each other at the time of concluding the contract. Although this method currently has the same functions and features as "hostage" or "guarantee", it is considered closer to the subject of the current neustoyka due to its use in the form of "payment".

7. The norm of liability for non-performance of a monetary obligation is a legal penalty applicable to monetary obligations. The norm of the Civil Code on liability for non-performance of a monetary obligation, the norm on legal penalty and the interest provided for non-performance of a monetary obligation should be considered as a type of penalty.

8. The use of fines as a measure of liability in conjunction with damages raises the problem of the relationship between the payment of fines and damages, and their separate application (alternative penalty) leads to a violation of the principle of compensatory civil liability. Accordingly, it is necessary to widely introduce the type of neustoyka that is taken into account in law enforcement practice.

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SOCIO-CULTURAL CHARACTERISTICS OF THE REPRODUCTIVE RELATIONSHIP OF INFERTILE MARRIED COUPLES AND THEIR ENVIRONMENT

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ABSTRACT

Family is a great policy not only of one country, but also of all-humanity. Family, motherhood, paternity and childhood are under state protection in the Republic of Uzbekistan. In the Republic of Uzbekistan, motherhood and fatherhood deserve respect and respect. And childlessness is not a new phenomenon in itself. Childlessness is now considered a "painful torment", which many are suffering. Many cases of not having children if we look medically out are tripled. These can be caused by many diseases, deficiencies in organs, etc., as well as medical complications. In addition to these, there are also some simply social medical cases of childlessness, in which a healthy person can also be treated with the help of various "folk diagnoses" to the patient or by the name "without a child".

KEYWORDS: *Reproductive Health, Childfree, Childless, Family, Family Institutes, Infertility, EKO, Stereotype.*

INTRODUCTION

Special attention is paid to the implementation of state programs aimed at improving the health system in the Republic of Uzbekistan, protection of mothers and children, the birth and upbringing of healthy children.

The health of young people, the seriousness of the problems associated with the current socio-demographic situation, in recent years, scientists and practitioners, journalists and politicians have been actively involved in many speeches, publications, discussions. Youth health issues have become a topic of discussion and solutions at the highest political level. [1]

Attention to youth health in many respects the situation in the demographic sphere is associated with the health of this group.

The maintenance of reproductive health of young people is one of the main tasks of modern society. Particular attention will be paid to the young family, which is an important socio-demographic group of the population. The formation of a healthy lifestyle should be manifested in the accumulation of optimal skills, abilities and life stereotypes that exclude drugs in the youth environment. [2]

Reproductive health is the ability to raise and give birth to a healthy child. Its storage is considered a function of both women and earthlings. Every pregnancy should be expected, and the parents of the unborn child should be healthy.

Everyone has the right to reproductive health, which allows healthy children, close relationships and a happy family. UNFPA's reproductive health work is aimed at ensuring that every pregnancy is expected, that every birth is safe, that every age is free of HIV, that every girl and woman is treated with respect. This fund will help governments to improve reproductive health services and individual selection of family planning services and develop population policies to support sustainable development efforts. One of the directions of the activities of the UNFPA is to take measures on reproductive health. [3]

In the modern world, the attitude to the family institution has changed significantly in comparison with the recent past. Young people are in a hurry to get married today. But even if the couple decided to start a family, it is often left after the birth of children. You can often hear the arguments of young people with the following content: "first you need to stand on your feet, build a career, live for yourself." But the paradox is that after a while there will be a conscious desire to have children, the couple will often face the problem of infertility.

Infertility is a disease of the reproductive system of a man or woman, characterized by inability to get pregnant after repeated unprotected sexual intercourse for 12 months or more.

Infertility affects millions of people around the world at reproductive age and affects their families and communities. According to calculations, the problem of infertility affects 48 million people from 186 million couples around the world.

Infertility hinders the construction of many families. Medical agencies describe infertility as the inability of a couple to have children after twelve months of unprotected sex. "Birth defects" mean cohabitation, as well as spouses; it includes the inability to give birth to a child for any reason, except for the sterilization operation, and the inability to bear the child for a period of time or to become pregnant for three or more years after the attempt to become pregnant. This difference in terminology is complicated by the analysis and discussion of childlessness in the medical literature, but for our purposes, we can apply both terms wisely to the usual practice of what we call infertility. [4]

Infertility can occur due to various factors in the reproductive system of a man and a woman. However, sometimes it is impossible to understand the causes of infertility. Solving the problem of infertility also helps to soften gender inequality. Although both women and men can be infertile, in heterosexual couples, whether a woman is infertile or not, but most often the responsibility for infertility is imposed on a woman person. Infertility has a significant negative social impact on the lives of infertile couples and especially women, which in most cases leads to violence, divorce, social stigma, emotional stress, depression, anxiety and low self-esteem.

Under certain circumstances, the fear of infertility can stop women and men from using contraceptive devices because they seek to prove their ability to give birth at an early age due to the high social importance of being born under social pressure. In such situations, educational and educational activities are important for the ability to have children and the prevalence of infertility, as well as the factors that determine them. [5]

Public policy can mitigate many inequalities in the use of safe and effective services to treat infertility. In order to effectively combat infertility, healthcare policy makers need to recognize that infertility is often the only disease that can be prevented, thereby reducing the burden on expensive and yet not well developed treatments.

We can also see a few stereotypes about infertility. These are:

- Infertility this is a problem only encountered in women – in fact, this is a condition that can be encountered in representatives of both sexes.
- A healthy lifestyle means that there will be no problems with having children – people who eat properly and constantly engage in sports can also be infertile.
- In order to have a child, it is necessary to engage in sexual intercourse every day – this is the wrong look.
- Childlessness is an order that comes from the brain, that is, it is connected with human psychology.
- Long abstinence improves the quality of sperm and gives a 100% result when having a child.
- In infancy, only eco helps.
- Infertility – it means that it does not fit together.

However, all of the above are stereotypes that have settled in the minds of people. It is precisely because of these stereotypes that such life poses a challenge for those who live. It is precisely because of these stereotypes that it creates difficulties for those who live such a life. After the wedding ceremony, as if everyone is waiting, they look you in the eye from the very first month, as if asking if there is any news yet. In our society, the number of people who pay attention to the word of the people according to their opinion is the majority. That is why the number of quarrels and divorces in Uzbek families is growing. A question asked by neighbors, friends, relatives, and other acquaintances: “Have you had a child? How many children? Are you pregnant?” can have a negative impact on childless people. It can even lead to a state of physical abuse against his wife. It should also not be ruled out that the couple is cheating on their spouse, as if they are justifying themselves by trying. [6]

The topic of pregnancy planning, when it comes to a dreamed pregnancy, is very exciting and emotional. For women, this time is full of hopes and worries, worries and dreams. They easily and willingly share their experiences: someone tells friends and family about it, someone places photos on social networks. And almost everyone keeps these memories for life.

About failures, the loss of pregnancy, the fight against infertility, which does not always end with success, they say less. This is sometimes shared anonymously on the internet, on women's forums, but friends, colleagues or even relatives often do not know about it. People who are infertile or for some reason know that they cannot see a child, do not understand the society or

acquaintances that surround them, look with pity or fear that they will meet many obstacles in the future, such people are very influential and remain more reliable than others.

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THE IMPORTANCE OF LEARNING MINIATURE PAINTING IN FINE ARTS CLASSES

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ABSTRACT

In article, one of the main issues of the development of secondary schools, art lyceums and higher educational institutions, a comprehensive study of miniatures by schoolchildren and students, the search for such works of art, and the improvement of work methods is one of the most relevant. questions.

KEYWORDS: *Circle Classes, Art, Colors, Miniatures, Book Design, Central Asia, Sketches, Fine Arts, Classroom Lessons, Creative Circle.*

INTRODUCTION

Miniature is a small image. The color red is in Latin. One name, usually manuscript paintings, is so named. The image on the ornaments and jewelry is also called the gilded image. In order for students to know that the formation of fine arts in the country is connected with the historical stages of development and the importance of education in the training of modern teachers, students must first have a deep knowledge of the types and history of fine arts.

Egypt is a country that has had schools of fine arts since ancient times, where more complex graphic drawings of fine arts have emerged in countries such as Central Asia, Egypt, China, Japan, and India. It is expedient to approach the scientific and pedagogical interpretation of theoretical knowledge in fine arts through the analysis of the concept of art itself.

The skillful execution and rhythm of any work, thing, object, etc., by human beings, means that human labor is done artistically. So, the fact that educators do their work carefully, beautifully, and flawlessly is an example of art.

Fine art is one of the most ancient and widespread art forms. It has a wide meaning. In turn, it is divided into types such as sculpture, painting, applied arts, and graphics. The species also divides into several other genres in their place.

THE MAIN PART

Theoretical study of the types and genres of fine arts, as well as the methodological basis of teaching students through visual aids during a lesson or conversation, methodology has a methodically unique alphabet. Fine art is the art of depicting an event, a being in a certain plane, surface, space, etc., by an artist (sculptor and painter) through the application of shapes, lines, colors, paints. The workshop is a work created mainly due to free creative activity, it is possible to put them anywhere, to show them.

No matter how far the history of our ancestors is from us, and regardless of the specificity of their religious beliefs, there are delicate bridges that connect them with us. It is the wonderful works of art they have created, their spiritual values, the concepts and knowledge that have influenced the integral development of human thought in their general worldviews. That is why in the comprehensive education and formation of modern art teachers, we can refer to such examples of past heritage, use them not only as an example of the past in the educational process but also as a methodologically perfect tool.

In the history of fine arts, the influence of the Great Silk Road, which connected the ties of nations, was also great. It was only natural that the trade relations between the peoples, the various instruments in them, should lead to the harmonization of the fine arts as a result of their passage through valuable works of art. In the course of studying the Kushan period, we see that the communication between peoples through the Great Silk Road not only influenced the harmonization of fine arts but also led to their enrichment by following each other's example.

The most advanced examples of fine arts are Sogdiana (Zarafshan and Kashkadarya regions), Bactria (Surkhandarya, southwestern Tajikistan, northern Afghanistan), Parthia (Ashgabat region of Turkmenistan, northwestern Iran), Chach (middle river basin of Syrdarya region), Southern Kazakhstan) as well as in ancient Khorezm, ancient Fergana. In short, every priceless work of fine art should be known to every art teacher. Because the history of fine arts of Uzbekistan not only enriches the content of fine arts education in the training of teachers of its advanced traditions but also reveals the essence of scientific and pedagogical correct interpretation. [1]

The ancient art of painting in the territory of Uzbekistan has invaluable examples. It is necessary to pay attention to the work experience, knowledge and pedagogical skills of famous artists of the past, such as Afrosiyob painting, Besiktepa painting, Varakhsha art, and use the heritage of our art in the formation of today's art teachers on a correct, productive and scientific basis.

The more we learn the secrets of the culture and art of our ancestors, the more clearly the traces left by them become visible. The ancient settlements tell a detailed story about the cultural and spiritual heritage they created. We need to study them closely, enrich our worldview and contribute to the further development of the method of fine arts based on historical evidence.

As for the art of miniature, this art is primarily concerned with paper. According to the Arab scholar Ibn Nadim, when he first came to Samarkand in 87 AH (706 CE), he was amazed to see paper mills.

Such workshops exist in Khiva, Kokand, Bukhara, Samarkand, Tashkent, and elsewhere. Khiva khan Said Muhammad is known to have collected a number of calligraphers, skilled painters, and painters in his palace, and he was a man devoted to the book. It had a large library, in which manuscripts were copied and decorated. Besides, Bukharakhan Amir Alimkhan's palace also has

a famous library, where a large number of books were collected and calligraphers were engaged. Born and raised in Bukhara, the poet Ahmad Donish (1827-29-1897) was a calligrapher as well as a poet. He reprinted several manuscripts and worked on them into miniatures. The 27 miniatures for the book "Lazzati and Niso" kept in the Bukhara Museum are very characteristic. The creative activity of this artist is not well studied, wide readers are not familiar with this artist. He is known as a poet [2].

That teacher performs the educational tasks of the artists of the fine arts will contribute to a more meaningful education. We will carry unless education out through the fine arts, such education will fail and lose its impact.

The Antigeology of Miniatures, created in 1398, has its own content. They keep this book in the State Library of Turkey. Researchers have determined that Moni's works found in Turan (Kashgar) were written on Samarkand paper. Moni was a famous artist of antiquity. The 10th-century graphic works Hududul Alam (Boundaries of the World), in which specimens of his works are found, state that the Mani (followers of the Moni doctrine) had a strong reputation in Samarkand and were influential through their works until 372 AH (682 CE). Based on archeological written sources, we can say that the history of Central Asian miniatures dates back to very ancient times. We know that the centers of culture and art developed in Central Asia were destroyed by the Arab, Mongol invaders. Of course, during the reign of Timur and the Timurids, the culture was very developed and flourished. This art, which developed in the XIV-XVI centuries in the countries of the East, including Central Asia, experienced a period of considerable depression in the XVIII-XIX centuries. [3]

We can prove on the basis of historical facts that famous artists, masters, painters, and sculptors passed in Central Asia, and we can disprove some claims that there were no fine arts and miniature art in Central Asia. We know that the centers of culture and art developed in Central Asia were destroyed by the Arab, Mongol invaders. Of course, during the reign of Timur and the Timurids, the culture was very developed and flourished. This art, which developed in the XIV-XVI centuries in the countries of the East, including Central Asia, experienced a high level of depression in the XVIII-XIX centuries.

Samarkand School of Fine Arts is waiting for a specific analysis. In particular, the work "Battle on the Samarkand Wall" (in the "Yulduz" library in Turkey) is preserved. In these works, the Samarkand School of Fine Arts gave a unique style to the miniatures with the accuracy of portraits and the brightness of the natural landscape. The creation of the image of Mirzo Ulugbek by unknown artists in 1441-42 is proof that it was widely developed in Samarkand even before the Herat school. Especially noteworthy is the miniature work "Pre-war meeting of Sahibkiran". [4]

This work, which began in the life of Amir Temur, continued after his death. Shahrukh Mirzo ascended the throne at the end of this work, which is also dedicated to Khalil Mirzo, who took the throne of Samarkand after the death of Sahibkiran Temur. However, in the Samarkand miniature schools of Central Asia, the portrait genre and the description of historical events have become a consistent theme for miniature artists.

Artists from Samarkand Masud ibn Usmani Kohistani's "History of Abdulkhairkhan", "Genghis Khan's adoption of his sons on the banks of Syrdarya," "Gazankhan in Urgench", "Abdullah's portrait" and Khatifi's "Temurnoma", "Temur's march to India", Sharafiddin Ali Yazdi The

miniatures "Temur at a feast around Samarkand" are a confirmation of the above. Among the representatives of the Samarkand miniature school are Muhammad Murad Samarkandi and Muhammad Nadir Samarkandi Mir Said Ali (scientists gave him the pseudonym Tabrizi and misled him that he belonged to the Iranian miniature school, but in fact, he was from Termez).

Mir Sayyid Ali's father Mir Mansur was a skilled artist. They came to India from Asia and continued their creative activities.

Eleven works by Muhammad Nadir Samarkandi are kept in the British Museum, Paris, and Leningrad scientific institutions, and one signed portrait.

The work of Mir Said Ali and the Timurid dynasty, partly by Khoja Abdusamad, is also very popular. They are images of Humayun, Akbar Jahangir, Shah Jahan, Shahrukh Mirza, Babur, Sultan Muhammad and Mironshah. These works are housed in the British Museum in London.

CONCLUSION

In order to be a successor to artists who have been creating for centuries, today's young people need to have a deep knowledge of the field of art.

In order to develop students' sense of sophistication and creativity, it is necessary to make effective use of clubs: especially in literature, music, fine arts, aesthetics, to make better use of the opportunities of artistic education.

In short, one of the main issues in the development of secondary schools, art lyceums, and higher education is the widespread teaching of miniatures to schoolchildren and students, the search for such works of art, the improvement of working methods.

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VIEWS ON THE PHENOMENON OF VARIANCE IN LINGUISTICS

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ABSTRACT

The article examines the concept of variability in linguistics, types of variants, and its controversial aspects. Types of pronunciation, stress and sound exchange, word change and word formation, as well as morphological and syntactic variants are given.

KEYWORDS: *Variant, Dialectical Variant, Lexical-Syntactic Variant, Semantic Variant, Phonetic Variant, Accentological Variant, Orthoepic Variant, Functional Equivalent.*

INTRODUCTION

The variability of language units, which comprises the representation of the same language unit in different forms in different places, is a phenomenon that stems from the need for language to be varied in different places, while on the one hand showing that language has a wide range of expressions. O.S.Akhmanova's Glossary of Linguistic Terms, variability is described as "the diversity and diversity of speech that is determined by different conditions of use, as well as differences in the social and regional affiliation of the speakers" [1]. Another Russian linguist, V.M.Solntsev states that "variability is a term that clearly describes how language units and the complete language system exist, function, and evolves (historical development)" [2]. The phenomenon of variation, which occurs at all levels, from the phonetics and morphology of a language to the semantic and stylistic layers, is indeed an important factor in the enrichment and development of a language. The degree to which a particular language unit is represented in its various locations by its most appropriate variants can undoubtedly also serve as an indicator of the language's rich expressive potential.

Main part

As with a number of linguistic issues, there are different and sometimes contradictory views on word variants in a language. While some say that variants are different linguistic units with similar meanings, others see variants as a form of the same word that has undergone partial phonetic changes in different grammatical forms [3]. Specifically, D.E. Rozental and M.A.Telenkova in the "Dictionary of Linguistic Terms" compiled by, word variants should be understood as "a form change of a word that differs from each other in any relationship, while maintaining the same morpheme structure" [4]. However, N.G. Mikhailovskaya according to, "the issue of word variability is studied, on the one hand, as a phonetic and morphological variation of the word, on the other hand, as the relationship of the word with synonyms" [5]. Word variants include not only its various pronunciation (phonetic), grammatical variants but also semantic (formal) and formal variants that should be understood.

There are also different views on the types and number of variants at different levels of language. O.S Akhmanova in her above dictionary has four general variants of language variants: general, auxiliary, graphic, and basic variants, and five-word variants: dialectical, lexical-syntactic, morphological, and phonetic variants of words, and seven different (combinatorial, invariant, basic, additional, free, stylistic, and optional-combinatory) phoneme variants. D.E.Rosenthal and M.A.Telenkovas in their above dictionaries list six types of variants of words, such as accentological (accent), morphological (grammatical), Ethiopic (pronunciation), semantic, word-formation, and phonetic variants bitten. These dictionaries, which were compiled decades ago and are outdated to this day, fully reflect the phenomenon of variation in other language levels and layers with a strong emphasis on variation at the phonetic level of language we can't say. In this regard, the Encyclopedia of the Russian Language, published in 1997, to some extent corrects this shortcoming: it divides language variants into three groups of variants: phonetic, grammatical, and lexical variants. According to this source, the phonetic variants are orthoepic (related to pronunciation), accent (related to accent), and phonemic (related to sound exchange), respectively, while grammatical variants are also variable, are divided into word-forming and syntactic variants [6].

Another linguist, N.S.Valgina divided grammatical variants into morphological and syntactic variants [7]. Elsewhere, phonetic and morphological variants are called functional variants because they are related to the function of the language system and that functional variants be divided into structural and positional variants, respectively]. This linguist will also provide information on another type of variant available in the language system - lexical-semantic variants of the word. He points out that each individual meaning of a polysemous word used in a particular place is called a lexical-semantic variant of that word.

Russian linguist E.V.Kuznetsova calls a type of formal variant that is different in form but performs the same semantic function in language. Based on the Russian linguist S.O. Kwartsevsky's view that polysemy and synonymy are the main types of variant relations in language [8] Sh.Bally suggests that different words associated with functional equivalence relations be called lexical variants as opposed to semantic variants [9]. But L.V.Kropotova calls lexical variants functional equivalents or formal variants because we use them in linguistics in relation to other types of variants.

In our view, it is impossible not to agree with linguists who argue that the existence of functional equivalents of words, in other words, that a word that is not only a form but also a unit of meaning can be formally or functionally varied. It should be noted that the functional equivalents of words, which play an important role in the phenomenon of language variation, play a key role in expanding the expressive capacity of the language.

Another linguist, T.V.Jerebilo also mentions that there are stylistic variants of the word that differ in terms of belonging to different styles [10]. While not objecting to the interpretation of stylistic variation as a separate phenomenon, it is worth noting that other types of word variants also have certain stylistic aspects. In particular, different functional equivalents of the above-mentioned words (literary, formal, scientific, oral, etc.) have different styles.

Besides the variants of words mentioned in the language, there are also variants related to the way we expressed them in writing: *orthographic* variants. Russian linguists O.S.Axmanova [11], B.Z.Bukchina [12], V.N. Nemchenko [13], and others provide information on the properties of orthographic variants of words. We should note that in the Persian language, which has its own

peculiarities of the writing system, orthographic variants play an important role. We should note that the word variants in the language are, on the one hand, separate variants, and there is a certain connection between these variants. Each option type can have a different option or other option properties. For example, besides different stylistic variants in different functional equivalents of a word, there are also features of different phonetic, lexical or semantic variants.

So far, there is no consensus on some of these options. In particular, there are two different views on the lexical variant, with one group of linguists perceiving it as different appearances of the same word with some phonetic changes, while another group of linguists viewing it as different expressions of the same meaning in different contexts. They are called lexical variants of words or phrases. For example, in the aforementioned Russian Encyclopedia, lexical variants are defined as different from the same word that has the same lexical-semantic function and undergoes certain phonetic changes, L.P. Zhukovskaya argues lexical variants should be understood as two words or two groups of words that can be interchanged because their meanings are the same or close [14,15]. N.G. Mikhailovskaya calls different words that have the same meaning in their semantic structure lexical variants [5]. Also, as mentioned above, Balli also proposes to call different words related to functional equivalence relations as lexical variants as opposed to semantic variants. However, following the lead of most linguists, we decided in this study to refer to different lexical variants of the same word that have the same lexical-semantic function and undergo some sound changes.

In addition, in some places, there is a mixture of semantic variants and lexical-semantic variants. Therefore, it should be noted that linguists refer to semantic variation as contextual-interpretive meaning variation [16], and lexical-semantic variation as polysemy [17].

Summarizing the above different views and conclusions of different linguists on the variants of language units, as well as our own considerations we can divide the variants of words into the following types: 1) phonetic variants (pronunciation, accent, and options related to sound exchange); 2) grammatical variants (related to word change and word formation, as well as morphological and syntactic variants); 3) lexical variants; 4) functional equivalents; 5) semantic variants; 6) lexical-semantic variants; 7) stylistic variants; 8) orthographic variants. [18-24]

COCLUSION

In this article, we look at the phenomenon of variability, the different views and interpretations of different word variants, and come to the following conclusions:

1. Word variants should be understood not only as different pronunciation, grammatical and semantic variants but also as semantic, formal, and usage variants.
2. There are also functional equivalents of words, which play a key role in expanding the expressive capacity of a language.
3. In our opinion, the variants of words can be divided into the following types: 1) phonetic variants (variants related to pronunciation, stress, and sound exchange); 2) grammatical variants (related to word change and word formation, as well as morphological and syntactic variants); 3) lexical variants; 4) functional equivalents; 5) semantic variants; 6) lexical-semantic variants; 7) stylistic variants; 8) orthographic variants.

4. While word variants are, on the one hand, separate variants, on the other hand, there is a certain connection between these variants. That is, each option type can have a different option or other option properties.

5. In linguistics, there are two different views on the lexical variant, with one group of linguists recognizing it as different manifestations of the same word undergoing some phonetic changes, and another group of linguists using the same word in different contexts. Given that different words or phrases that express bread are called lexical variants, we believe that the issue of lexical variants should be clarified and given a unique definition.

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WEAK FERROMAGNETISM

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ABSTRACT

The magneto optic properties of $FeBO_3$ are determined by the limits in the dielectric absorption tensor, which depend on the ferro and antiferromagnetism vectors. A classic example of the effect of crystal magnetic symmetry on the formation of a weak ferromagnetic moment is hematite $\alpha-Fe_2O_3$, which has a rhombohedral elementary cell with four iron atoms. Hence the term "parasitic ferromagnetism", a term still found in some foreign literature.

KEYWORDS: Antiferromagnetic, Hematite, Spinorientation, Crystal, Ferromagnetic Moment

INTRODUCTION

In many antiferromagnets, the properties of the crystal structure are such that the sub-lattice atoms with opposite directions of magnetization are in less crystallographic states, so they are affected by different anisotropic forces. This (if crystal symmetry allows) can lead to non-collinear sub-lattice magnetization, their exact mutual compensation is violated, and in total the nominal $10^{-2} \div 10^{-5}$ a small spontaneous magnetization occurs. Noncollinear anisotropy may be associated with both indirect exchange interactions and with single-ion anisotropy. The phenomenon of such a small spontaneous magnetization is called weak ferromagnetism, and the substances observed in this phenomenon are called weak ferromagnets. [1-8]

The presence of insignificant spontaneous magnetization in hematite ($\alpha-Fe_2O_3$) and a number of 3d-metal salts has long been known, and many researchers have suggested the presence of ferromagnetic (compound, foreign) primes in samples. Hence the term "parasitic ferromagnetism", a term still found in some foreign literature. During the preparation of more pure crystals, it became clear that the presence of spontaneous magnetization was a property of the crystals themselves, and that A.S. Borovik-Romanov had suggested that it was due to the noncollinearity of the bottom of the magnetic grille. The theoretical basis of this idea was given by I.E. Dzolyashinsky [9, 10, 11, 12].

In the example of rhombohedral carbonates $MnCO_3$ and $CoCO_3$ belonging to the spatial group $D_{3d}^6(R3c)$ and having the following elements of symmetry in the paramagnetic state, we see the formation of weak ferromagnetism: $2C_3$, $3U_2$, I , $2S_6$, $3\sigma_d$, R .

$2C_3$ - third-order axes, parallel to $[111]$;

$3U_2$ - second-order axes, perpendicular to $[111]$;

I - Inversion;

S_6 – is the axis of rotation of the sixth order mirror;

σ_d – is the translational sliding plane along the $[111]$ axis and perpendicular to the U_2 axis.

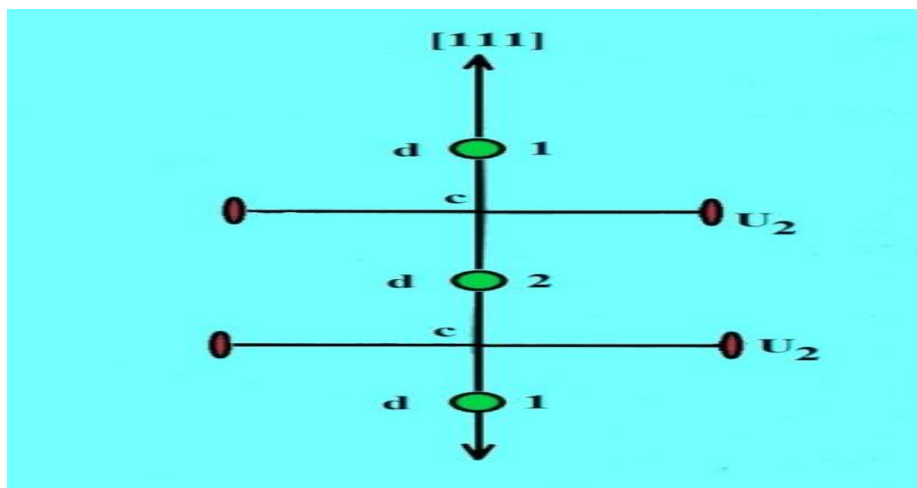
Figure 2.2.1 shows the location of magnetic ions and some elements of symmetry in the structure of carbonates. The magnetic properties of the carbonates are well represented by the two magnetic grid substrates, and the magnetic element cell is compatible with the crystal chemistry.

Thus, the magnetic atoms 1 and 2 (Figure 2.2.1) correspond to a single elementary cell but under different magnetic grids. Some of the elements of symmetry listed are missing.

C_3 : $1 \rightarrow 1, 2 \rightarrow 2$, U_2 : $1 \leftrightarrow 2$; S_6 val: $1 \rightarrow 1, 2 \rightarrow 2$; σ_d : $1 \leftrightarrow 2$.

There are three possible types of magnetic structures (Figure 2.2.2).

In structure A, the magnetic moments under the grid are oriented along the axis $[111]$, in structure B the magnitude σ_d lies in the plane of symmetry, and in structure C the direction σ_d is oriented along the axis. $FeCO_3$ has a structure A, while $MnCO_3$ and $CoCO_3$ have a structure B.



(Figure 2.2.1)

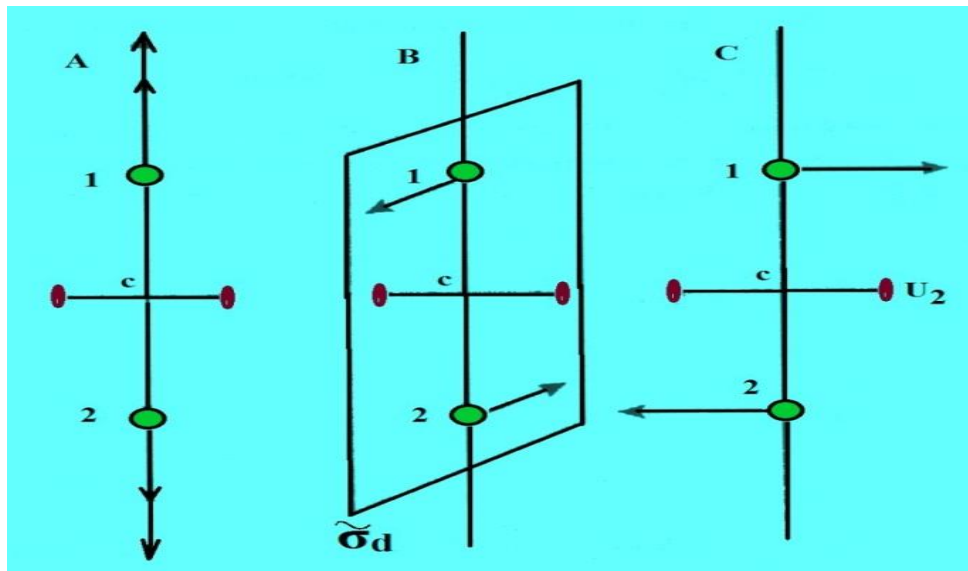
Figure 2.2.1. Location of magnetic (1, 2) ions along the axis in the crystals of carbonates $MnCO_3$, $FeCO_3$ and $CoCO_3$ $[111]$.

c is the point of intersection of the axis of symmetry U_2 with the axis c - $[111]$;

The points of intersection of the return planes for the d - $[111]$ axis and the S_6 axis.

Structure A has all the elements of spatial crystallographic symmetry except R . Well, in such a magnetic structure $[111]$, the resultant magnetic moment $\vec{m} = \vec{m}_\perp + \vec{m}_\parallel$, which is parallel and

perpendicular to the axis, is \vec{m}_{\parallel} and \vec{m}_{\perp} , respectively. 'adi. \vec{m} ' is invariant with respect to the C_3 axis, and \vec{m}_A is not invariant, so m can be invariant with respect to this symmetry operation only when $\vec{m} = 0$. Thus, there can be no weak ferromagnetism in structure A, in fact, $FeCO_3$ does not have a weak magnetic moment.



(Figure 2.2.2)

Figure 2.2.2. The 3d-metal carbonates $FeCO_3$, $MnCO_3$ and $CoCO_3$ are the three possible orientations of the magnetization of the magnetic substrate.

In structure B, the magnetic moments are in the σ_d plane (perpendicular to the plane of Figure 2.2.2) and the symmetry elements are I , U_2 , σ_d which allows the magnetic moments of the 1- and 2-ions to rotate out of the σ_d plane against each other. the moment U_2 becomes $m \neq 0$ along the axis (see Figure 2.2.3). Indeed, $MnCO_3$ and $CoCO_3$ compounds are weak ferromagnets. A classic example of the effect of crystal magnetic symmetry on the formation of a weak ferromagnetic moment is hematite $\alpha-Fe_2O_3$, which has a rhombohedral elementary cell with four iron atoms. At a temperature of 250 K, a spin-oriented spatial transition in hematite may be appropriate, i.e., the magnetic structure changes. At a temperature $T < 250$ K, the magnetic moments of the iron ion lie parallel to the axis of the crystal [111], and at a temperature $T > 250$ K, it lies in the base plane near the Neel point (950 K). In the first case, weak ferromagnetism is prohibited, while in the second case, the magnetic structure allows it. In fact, small spontaneous magnetization is observed only in the temperature range of $250K \div 950K$. [13-24]

CONCLUSION

The magneto optic properties of $FeBO_3$ are determined by the limits in the dielectric absorption tensor, which depend on the vectors of ferro and antiferromagnetism, in which the magnetooptic properties of the crystal is sufficient to consider only the dielectric absorption tensor component, which represents the cross section of the optical index of the plane perpendicular to the C_3 axis, to analyze its properties. Studies have shown that the existing oriented spatial transitions theory $Tb_{0.2}Y_{2.8}Fe_5O_{12}$ cannot represent the multidimensional temperature-dependent evolution observed in the domain structure of the sample, and the

crystallographic mechanical stress of the sample is significantly different from the spin reorientation. 'It's a mystery. [25-28]

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THE PSYCHOLOGICAL AND EMOTIONAL IMPACTS OF DIVORCE ON THE DEVELOPMENT OF INDIVIDUALS

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ABSTRACT

This article analyzes many of the common psychological and emotional effects divorce has on men, women and children and their psychological attitudes to the society and their environment. The societal expectation is that divorced life is less satisfying than married life. Divorce is dealt with an increase in depression--people experience loss of partner, hopes and dreams, and lifestyle. They may become depressed, develop headaches or stomach aches, and have changes in their eating and sleeping patterns. Moreover, there are specific feelings, attitudes, and dynamics associated with whether one is in the role of the initiator or the receiver of the decision to breakup.

KEYWORDS: Divorce, Marriage, Emotions, Second Marriage, Lifelong Experiences, Communication, Children Behavior, Remarry, Social Connection

INTRODUCTION

It is crucial to understand about divorce and the typical effects it has on men, women and children and their positions in society. Nowadays the divorce rate in the world is increasing. About fifty percent of marriages end in divorce. Sixty-seven percent of all second marriages end in divorce. As high as these figures are, what is also true is that the divorce rate appears to be dropping. The reasons for this change are not clear. Many people cannot afford to divorce, many people cannot afford to marry. The societal expectation is that divorced life is less satisfying than married life. Divorce is dealt with an increase in depression--people experience loss of partner, hopes and dreams, and lifestyle. The financial reality of divorce is often difficult to understand: the same resources must now support almost twice the expenses. Nearly fifty percent of all children are children of divorce. Twenty-eight percent of all children are born of never married parents. Divorce is expensive. Aid for Dependent Children (AFDC) resources are drained by the needs of divorced and single parent families; including the cost of collecting child support. [1]

After divorce, women initiate divorce twice as often as men and 90% of divorced mothers have custody of their children (even if they did not receive it in court). Moreover, according to statistics 60% of people under poverty guidelines are divorced women and children. Single mothers have to support up to four children on an average after-tax annual income. And the researches show that 65% divorced mothers receive no child support (figure based on all children who could be eligible, including never-married parents, when fathers have custody, and parents without court orders); 75% receive court-ordered child support (and rising since inception of

uniform child support guidelines, mandatory garnishment and license renewal suspension). In addition, after divorce, women experience less stress and better adjustment in general than do men. The reasons for this are that (1) women are more likely to notice marital problems and to feel relief when such problems end, (2) women are more likely than men to rely on social support systems and help from others, and (3) women are more likely to experience an increase in self-esteem when they divorce and add new roles to their lives. Women have more innate abilities than men that are why, women who work and place their children in child care experience a greater stigma than men in the same position. Men in the same position often attract support and compassion. [2]

When it comes men, they are usually confronted with greater emotional adjustment problems than women. The reasons for this are related to the loss of intimacy, the loss of social connection, reduced finances, and the common interruption of the parental role. Also, men remarry more quickly than women. According to the researches, as compared to "deadbeat dads," men who have shared parenting (joint legal custody), ample time with their children, and an understanding of and direct responsibility for activities and expenses of children stay involved in their children's lives and are in greater compliance with child support obligations. There is also a greater satisfaction with child support amount when negotiated in mediation. Budgets are prepared, and responsibility divided in a way that parents understand. Yet, men are initially more negative about divorce than women and devote more energy in attempting to salvage the marriage.

Scientists say that, there are some significant effects of divorce on children. For example, one of the researches has shown the negative effects of divorce on children have been greatly exaggerated. In the past we read that children of divorce suffered from depression, failed in school, and got in trouble with the law. Children with depression and conduct disorders showed indications of those problems predivorce because there was parental conflict predivorce. Researchers now view conflict, rather than the divorce or residential schedule, as the single most critical determining factor in children's post-divorce adjustment. The children who succeed after divorce, have parents who can communicate effectively and work together as parents. [3]

Actually, children's psychological reactions to their parents' divorce may be different in degree dependent on three factors: (1) the quality of their relationship with each of their parents before the separation, (2) the intensity and duration of the parental conflict, and (3) the parents' ability to focus on the needs of children in their divorce.

Older studies showed boys had greater social and academic adjustment problems than girls. New evidence indicates that when children have a hard time, boys and girls suffer equally; they just differ in how they suffer. Boys are more externally symptomatic than girls, they act out their anger, frustration and hurt. They may get into trouble in school, fight more with peers and parents. Girls tend to internalize their distress. They may become depressed, develop headaches or stomach aches, and have changes in their eating and sleeping patterns. A drop in parents' income often caused by the same income now supporting two households directly affects children over time in terms of proper nutrition, involvement in extracurricular activities, clothing (no more designer jeans and fancy shoes), and school choices. Sometimes a parent who had stayed home with the children is forced into the workplace and the children experience an increase in time in child care. [4]

A child's continued involvement with both of his or her parents allows for realistic and better-balanced future relationships. Children learn how to be in relationship by their relationship with their parents. If they are secure in their relationship with their parents, chances are they will adapt well to various time-sharing schedules and experience security and fulfillment in their intimate relationships in adulthood. In the typical situation where mothers have custody of the children, fathers who are involved in their children's lives are also the fathers whose child support is paid and who contribute to extraordinary expenses for a child: things like soccer, music lessons, the prom dress, or a special class trip. One important factor which contributes to the quality and quantity of the involvement of a father in a child's life is mother's attitude toward the child's relationship with father. When fathers leave the marriage and withdraw from their parenting role as well, they report conflicts with the mother as the major reason.

The impact of father or mother loss is not likely to be diminished by the introduction of stepparents. No one can replace Mom or Dad. And no one can take away the pain that a child feels when a parent decides to withdraw from their lives. Before embarking on a new family, encourage clients to do some reading on the common myths of step families. Often parents assume that after the remarriage "we will all live as one big happy family." Step family relationships need to be negotiated, expectations need to be expressed, roles need to be defined, realistic goals need to be set. Most teenagers (and their parents) eventually adjust to divorce and regard it as having been a constructive action, but one-third do not. In those instances, the turbulence of the divorce phase (how adversarial a battle it is), has been shown to play a crucial role in creating unhealthy reactions in affected teenagers.

Divorce also has some positive effects for children. Single parents are often closer to their children than married parents were. However, this is can also be negative as when a child takes on too much responsibility because one or both parents are not functioning well as a parent, or when a parent talks to a child about how hurt they are by the other parent, or how horrible that other parent is. Often a divorced parent will make an effort to spend quality time with the children and pay attention to their desires. And you can imagine that some children might find some benefit in celebrating holidays and birthdays each year. If both parents remarry, they may have twice as many supportive adults. At the very least, when parents can control their conflict, the children can experience freedom from daily household tension between parents.

The decision to end a relationship can be traumatic, chaotic, and filled with contradictory emotions. Moreover, there are specific feelings, attitudes, and dynamics associated with whether one is in the role of the initiator or the receiver of the decision to breakup. For example, it is not unusual for the initiator to experience fear, relief, distance, impatience, resentment, doubt, and guilt. Likewise, when a party has not initiated the divorce, they may feel shock, betrayal, loss of control, victimization, decreased self-esteem, insecurity, anger, a desire to "get even," and wishes to reconcile. [5]

Much of children's post-divorce adjustment is dependent on (1) the quality of their relationship with each parent before the divorce, (2) the intensity and duration of the parental conflict, and (3) the parents' ability to focus on the needs of the children in the divorce. Typically, children whose parents are going through a rough divorce engage in behaviors which are designed to help them feel secure. Also, since so much marital conflict may be related to the stress of parenting, children often feel responsible for their parents' divorce, they feel that somehow their behavior contributed to it. This is especially true when parents fight during exchanges of the children or in

negotiating schedules: children see that parents are fighting over them. They may try to bargain their parents back together by promises of good behavior; they may have difficulty with transitions or refuse to go with the other parent.

To sum up, separation has negative impacts not only the psychology and emotions of family members but also their future lives. They may come across difficulties to find their place in society and they may find hard to communicate with others. Despite these drawbacks, sometimes people who come from divorced family may be able to get lifelong experiences to overcome difficulties during the rest part of their lives.

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PROBLEMS AND MAIN DIRECTIONS OF DEVELOPMENT OF THE ELECTRIC POWER INDUSTRY OF UZBEKISTAN

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ABSTRACT

Based on the analysis of the current state of the electric power industry, the article identifies the main problems of industrial, organizational and managerial development. The main ways of solving the problems identified in the development of the industry are identified.

KEYWORDS: *Electric Power Industry, Hydroelectric Power Plants, Thermal Power Plants, Fixed Assets, Production Costs, Investments, Profit, Alternative Energy.*

INTRODUCTION

Climate change in the world, population growth, the development of industrial production lead to an increase in demand for fuel and energy. Therefore, fuel and energy companies must ensure the growing consumption of energy resources and thereby contribute to the growth of the global economy, which has an average annual growth rate of 3.5-4%, and this, in turn, will increase energy consumption by 1.3-1.5 times by 2030. In the scenario of sustainable development of the World Energy Agency (IEA), the share of coal consumption in the global energy balance by 2040, compared with 2017, should decrease to 60%, oil - to 71%, natural gas will increase by 10%, the share of electricity produced by nuclear power plants - by 88%, hydroelectric power plants - by 50%, and renewable energy sources - by 220%. [1].

DISCUSSIONS

As a result of the accelerated development of the national economy in Uzbekistan, the improvement of the social sphere, the growth in the number and standard of living of the population, the demand for electricity is increasing. According to forecasts, by 2030, electricity consumption in the economy of our country will increase by 1.8 times [2]. Therefore, at present

and in the future, firstly, the problem of energy supply to the population and production will worsen. Because of this, the solution of this problem has become one of the main and important tasks facing the state, secondly, the solution of this problem urgently requires reforming the energy sector of Uzbekistan and defining a further strategy for its development aimed at forming a reliable, efficient and stable power supply system in our country.

In the Decree of the President of the Republic of Uzbekistan No. 4947 dated 7.02.2017 "On the strategy of actions for the further development of the Republic of Uzbekistan" identified priority tasks for "further modernization and diversification of industry by transferring it to a qualitatively new level,... mastering the production of fundamentally new types of products and technologies, ...reducing the energy intensity and resource intensity of the economy, widespread introduction of energy-saving technologies into production, expanding the use of renewable energy sources, increasing labor productivity in economic sectors." [3]

Since 2017, a consistent process has been underway in the Republic of Uzbekistan aimed at the strategic sustainable development of energy industries. One of the most important steps in this direction was the creation of the Ministry of Energy of the Republic of Uzbekistan in accordance with the Decree of the President of the country dated 01.02.2019 No. UP-5646 "On measures to radically improve the management system of the fuel and energy industry of the Republic of Uzbekistan".

In order to reform the energy industry, three joint-stock companies have been organized on the basis of Uzbekenergo JSC: JSC "Thermal Power Stations", JSC "National Electric Networks of Uzbekistan" and JSC "Regional electric Networks". An important milestone in the development of the state's energy sector was created by the Atomic Energy Agency Uzatom and JSC UzHydroenergo. Considering the current shortage of electricity. On February 7, 2019, the Decree of the President of Uzbekistan No. PP-4165 "On approval of the Concept for the Development of nuclear Energy in the Republic of Uzbekistan for the period 2019-2029" was adopted, which provides for the construction of generation III+ nuclear power plants consisting of two power units with an installed capacity of 1.2 GW each.

One of the successful steps towards the transition to market relations in the energy sector was the implementation of generation projects, including renewable energy on a fundamentally new model for the Uzbek energy sector - public-private partnership (PPP). Today it has become the basis for almost all power plants under construction and planned. Thus, the commissioning of new power plants, including thermal (TPP), solar photovoltaic (FES), wind (WPP), is in many ways an example of the market changes that are taking place in the country's energy sector. At present, alternative energy is becoming in most cases the main solution to energy consumption, especially in rural areas remote from transmission lines.

The favorable geographical and climatic conditions of Uzbekistan make it possible to actively use the energy of the sun to produce electric and thermal energy on an industrial scale. This is not only a promising source of renewable energy from a practical application point of view, but also very convenient and easy to use [4].

Projects based on Public private partnerships are conducted on a tender, that is, a competitive market basis, while technical assistance to bring the best international experience in conducting tenders is provided, in particular, by the International Finance Corporation, a member of the World Bank Group, the Asian Development Bank, the European Bank for Reconstruction and

Development. Uzbekistan is interested in further receiving support from international financial organizations in the form of a flexible set of analytical and advisory services and certain priority investment projects in order to implement key reforms. The cooperation program should depend primarily on co-financing, and international financial institutions should provide, not only finance, but above all, their analytical and technical experience, as well as experience in project management. Uzbekistan is developing such partnerships with the World Bank, which would respond to both the main problems of the country and its capabilities [5].

To date, a total of 13 electricity purchase agreements have been signed, which is a significant step in creating a competitive environment for the energy sector. Among the independent energy producers are such companies as: Total Eren SA (France), Abu Dhabi Future Energy Company - Masdar (UAE), Aksa EnerjiSetim A.Ş. (Turkey), ACWA Power (Saudi Arabia) and others.

Work is underway to improve the energy efficiency of economic and social sectors. Currently, the energy intensity of the national economy, according to expert data, is 2-2.5 times higher than that of developed countries. If the housing sector accounts for about 23% of energy consumption in the world, then in Uzbekistan - 40%. In particular, the energy consumption per square meter in Europe is 120-150 kWh per year, while in Uzbekistan this figure exceeds 390 kWh.

Carrying out work to improve energy efficiency, in 2020, due to the implementation of organizational and technical measures in the sectors of the economy, savings of 917.5 million kWh of electricity were provided.

THE CURRENT STATE OF THE POWER SYSTEM OF UZBEKISTAN

In recent years, some work has been carried out to modernize existing thermal power plants and hydroelectric power plants, that is, technologies have been introduced and equipment installed based on the latest achievements in the field of energy efficiency. The production capacity of the Uzbek energy system in 2000 was 7 thousand 750 MW, and in 2016 – 10 thousand 830 MW. Thus, over the past period, only 3 thousand MW were practically introduced in the electric power industry. Currently, the available production capacity of the power system has increased from the 2016 figure to 14 thousand 131 MW. That is, the next 3,300 MW of capacity has been introduced in just the last 4 years. Thus, as of January 1, 2020, the installed capacity of electric power stations of the unified electric power system of Uzbekistan is more than 15.1 GW. The power system of Uzbekistan includes 11 thermal power plants with a total installed capacity of 12468.2 MW and 28 hydraulic power plants with a capacity of 1439.2 MW (11.5%).

The Uzbek energy system is based on large thermal power plants: Syrdarya TPP (with a capacity of 3000 MW), Tashkent TPP (1860 MW), Novo-Angren TPP (2100 MW), Navoi TPP (1250 MW), etc. In the scenario of long-term development of the electric power industry of Uzbekistan, taking into account the measures taken to improve energy efficiency in all sectors of the economy, it is expected that the growth rate of energy consumption from 3.0% in 2015 will exceed 4.5% by the end of 2021 with a slight decrease to 4.3% by 2030.

Such a sharp increase in production capacity in 2017-2021 was achieved mainly due to the commissioning of new combined-cycle gas plants (CCGTs) at Navoi, Talimarjan, Tashkent thermal power plants. At the same time, due to the introduction of modern energy-saving technologies and equipment, the conditional fuel consumption at thermal power plants has been reduced from 375.8 g/kW.h in 2016 to 333.9 g/kW.in 2020, or by 11% (- 41.9 g/kWh).

Thus, it can be concluded that in the development of the electric power industry of Uzbekistan in 2017-2020, a number of measures were taken to modernize the industry, improve its structure and the technical and technological state of production, management system. However, we must admit that this is only the beginning of a radical modernization and reform of the industry.

Currently, the energy intensity of the country's gross domestic product (GDP) is twice the global average. This suggests that there are problems in this area. In particular, the energy sector as a whole, and its enterprises individually, are insufficiently efficient in production, organizational and managerial aspects, which naturally requires solving these problems from the point of view of ensuring efficiency and competitiveness.

In order to ensure the functioning of the energy industry on an innovative basis, it is necessary to once again analyze the existing problems in the development of the industry, the solution of which will have a positive impact on its intensification, increasing efficiency and competitiveness.

One of the main problems of the national economy of Uzbekistan is that most of the equipment in the electric power industry is physically and morally outdated. Most of this equipment was introduced back in the 60-70s of the last century. The problem of obsolescence of installed equipment is particularly acute in the heat and hydropower industry. In particular, the share of obsolete fixed assets in the system of Uzbekenergo JSC (operated for more than 30 years) it is 62.4%. At the same time, a significant part of the facilities of the electric grid economy have an operational life of more than 30 years, these include 66% of main and 62% of distribution networks, 74% of substations and more than 50% of transformer stations. This is one of the factors contributing to the increase in the level of technological losses of electric energy during its transportation and distribution. The average level of technological losses of electric energy in the main networks is 2.72%, in distribution networks - 12.47%. [6] Outdated infrastructure leads to large losses of electricity, which accounts for about 20% of the total electricity production. In addition, the existing lack of regulatory capacity leads to daily additional restarts of thermal power units, respectively, fuel overspending and additional wear of technological equipment. At the same time, there are a number of problems, the main of which are: low efficiency (25-35 percent) of TPP power units introduced more than 25 years ago and high specific fuel consumption compared to modern CCGTs (by 2 times); high level of wear of distribution networks and transformers, which leads to supply disruptions and deterioration of electrical energy quality indicators; low throughput of a significant part of existing power lines and transformers limits the ability to supply electric energy to consumers in the required volumes; the low level of automation and digitalization of electric power facilities negatively affects the ability to prevent and quickly eliminate technological violations.

As a result of physical and moral deterioration of most of the equipment and high energy intensity, production costs in the industry are still high. In principle, the fact that currently the energy intensity of the country's gross domestic product is twice the global average confirms the thesis of high costs for electricity production. This situation has a negative impact on the financial condition of enterprises. As a result, most state-owned enterprises are currently placing a heavy burden on the state due to financial instability [7]. The fact is that the high cost of production is a factor that reduces the amount of profit received, and this, in turn, leads to a decrease in the retained earnings of the company. As you know, retained earnings are reinvested

in the production of a joint-stock company, and its decline will reduce the volume of internal investments (savings) of joint-stock companies in the industry.

At the same time, modernization of production, updating of equipment require large investments. In a market economy, investments are the basis for the development of any modern company. In order for potential investors to agree to invest their investments, firstly, Uzbekenergo JSC must be able to show that it is stable, reliable, profitable and competitive, and secondly, to show potential investors real profits and future prospects after investing in the company.

One of the most pressing problems is to ensure its long-term dominance in the market through the introduction of innovations in the management of existing joint-stock companies "Thermal Power Plants", "National Electric Networks of Uzbekistan" and "Regional Electric Networks".

CONCLUSIONS AND SUGGESTIONS

For further development, a transition to strategic management of the industry is necessary. It is important to emphasize that the strategy for the development of the electric power industry should be based on the Strategy for the Development of the Energy Sector of Uzbekistan. This is due to the fact that it is an integral part of the fuel and energy complex of the country. A feature of Uzbekistan's Energy Development Strategy is its intersectoral nature. Coordinated actions in the oil and gas, coal, electric and thermal power, nuclear industries, as well as mechanical engineering, transport, and issues of interstate water and energy exchanges are important for its implementation.

The objectives of the development of the electric power industry should be defined as: improving the quality of life of the population, meeting the growing demand for electric energy at competitive prices, and the dynamic development of the electric power industry of the Republic of Uzbekistan on the basis of rational and maximally efficient use of natural energy resources and the introduction of innovative technologies.

It should be emphasized that the development of the electric power industry in the future is connected with ensuring the transition from resource-based to resource-innovative development. To do this, it is recommended:

- to introduce innovations in management based on new principles radically different from traditional management methods; to ensure that innovations include a wide range of methods and processes and are systematic; to create the necessary conditions for the introduction of innovations, innovations that eventually lead to improvements in order to become part of a continuous process.
- to introduce modern highly efficient innovative technologies and equipment into the network, which will save fuel and energy resources and reduce the impact of energy production on the environment;
- carrying out works on technical re-equipment, reconstruction and modernization of power plants in order to increase their capacity, improve their technical and economic indicators aimed at maintaining the installed capacity in specific economic conditions.

The above measures require the addition of funds for their implementation, therefore it is necessary to interest investors. To ensure the investment attractiveness of companies, it is necessary to analyze in detail all its technical and economic indicators, the level of turnover of

existing assets, the real return on capital, the level of financial stability and liquidity of assets. It is also necessary to activate financial revenues by collecting payments for used electricity in a timely and full manner. For this purpose, an automated system for monitoring and accounting of electricity consumption is being implemented.

Increasing the level of energy saving and reducing the cost of electricity generation through the formation of a competitive electricity market remain urgent tasks. To do this, it is necessary to determine the stages of transition to a competitive market system, taking into account foreign experience, study market rules and develop a holistic concept in this direction.

The main purpose of the transformation process is to solve the tasks of modernizing stations, improving energy efficiency, the quality of services provided, and ensuring competitive prices for manufactured products, that is, for electricity and heat. The transformation of enterprises should be carried out using the experience of foreign countries. At the same time, it is important to expand the scale of the introduction of digital technologies.

The main principle of the development of the electric power industry in the present time and in the future is efficiency. If there is no culture of consumption in the whole process of generation, distribution, supply and use of electricity, it will become difficult to achieve the expected results. And in this regard, it is important to intensify work on the introduction of an automated system for accounting and control of electricity consumption in the republic.

Thus, the solution of the tasks presented in the article will improve the management system of companies in the electric power industry, and its flexibility and efficiency will provide companies with a long-term advantage in the market, which, in turn, will contribute to strengthening the economic situation, inflow of foreign investment, renewal of fixed assets in the network, efficient distribution of generated electricity, improving the efficiency of supply to consumers, sustainable supply of electricity to the population and the economy as a whole.

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A STUDY OF EFFECTIVENESS OF APPLICATION OF EFQM-MODEL IN INTEGRATED MANAGEMENT IN TEXTILE ENTERPRISES

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ABSTRACT

This article examines the effectiveness of the use of modern management tools in the implementation of an integrated system of quality management and strategic management in the textile enterprises of the Republic of Uzbekistan. Most (but not all) representatives of small and medium enterprises believe that simplified criteria make self-assessment more understandable and therefore more accurate. The use of the EFQM model involves researching and measuring enterprise management capacity, evaluating the system performance of any organization, including model management, which can help in the implementation of so-called “self-assessment” work.

KEYWORDS: *Quality Management, Strategic Management, Innovation, Management Quality, Development, Efficiency, Effectiveness, Modern Management Support, Self-Evaluation.*

INTRODUCTION

From the first years of independence in the Republic of Uzbekistan, economic reforms in all sectors of the economy, including the cotton sector, are aimed at further deepening. Great attention is paid to economic policy in this area, the implementation of structural changes in the production of the industry, ensuring the freedom of producers, the introduction of various forms of ownership and improving the logistics, financial and economic relations between farms, organizations and enterprises. Improving the work of enterprises, giving them freedom, improving their management system will allow them to produce better quality products, resulting in increased production efficiency. There is a growing need in Uzbekistan to increase the production of high value-added export-oriented finished products based on deep processing of raw cotton. Successful implementation of such huge tasks requires the development of concrete measures to ensure more rational use of unused internal potential based on the use of modern management tools in the textile enterprises, which are one of the leading sectors of the economy. In this regard, the development of science-based proposals and recommendations to increase the application of advanced models in the management of innovative self-development of textile enterprises is one of the most pressing issues today.

Analysis of the relevant literature.

The results of the analysis show that there are many sources in the economic literature and practice that deal with the problems of identifying, analyzing, and enhancing production efficiency. In this regard, the use of certain indicators in the practice of enterprises is also established. Isaev R.A. The study of the development of textile clusters in the Republic of Uzbekistan focuses on strategic management [1] and the improvement of organizational and management mechanisms for the implementation of an integrated systemic strategy in the textile industry [2]. Yusupov S.Sh. and the main directions of the development strategy of textile enterprises [3]. However, the systematization of the sources studied has led to the conclusion that many authors have only considered some aspects of management effectiveness. Xakimov G'.Q. and the application of an improved model in improving the effectiveness of quality management in the higher education institution of the Republic of Uzbekistan [4]. Improving management efficiency in industrial enterprises, especially textile enterprises, is of great importance today. Therefore, the use of improved models is important in finding opportunities to improve management efficiency.

The EFQM Excellence Model, a business improvement model developed by the European Foundation for Quality Management, has been in existence for more than 13 years since the early 1990s and is a generalized model of an ideal management system for organizations focused on sustainable development and competitiveness. The model is based on a philosophy of overall management quality and production quality and is based on a systematic approach to management that takes into account the interests of all stakeholders in the organization. Since 1992, based on the EFQM model, competitions on management systems of various organizations have been held in many European countries [5,6]. The use of the EFQM model involves researching and measuring enterprise management capacity, evaluating the system performance of any organization, including model management, which can help in the implementation of so-called "self-assessment" work. However, in any competition, including the main European EFQM European Award, self-esteem is often overlooked. Competitive assessment is taken outwardly, while "self-assessment" is essentially an independent study of the enterprise management system by their managers. When the improvement model was presented in Europe as a European quality award model, it immediately went beyond the best "quality" competition, and these organizations began to be perceived as a tool to assess their level of development relative to benchmarking, identify strengths of management systems, and identify areas for improvement [7].

In 1997, the European Foundation for Quality Management proposed a simplified EFQM model for small businesses. Most (but not all) representatives of small and medium enterprises believe that simplified criteria make self-assessment more understandable and therefore more accurate. Indeed, it is very difficult for small companies, for example, to evaluate on the "2b" indicator. Policies and strategies are developed based on measurement, research, and data from cognitive and creative activities, which is inconvenient for them. However, although the model is evolving and slightly modified, skills to work with it have also been developed, new opportunities have emerged for its use, and many organizations have realized that this tool can be effective in improving business by sharing experiences based on benchmarking and learning best management practices. In 1999, a significant revision of the model was made and the word "business" was removed from its name (until 1999, the model was called the "EFQM Business

Excellence Model”). This is primarily due to the fact that many NGOs have also seen the EFQM model as a tool for improvement and have used it successfully to improve management quality.

Research methodology

The research methodology is a method of dialectics, and in the research process such methods as experimental, selective observation, comparison, expert evaluation were used.

Analysis and results

We will consider a number of features that make it appropriate to use a ‘business model’ to manage an enterprise’s innovative self-development. According to G. Chesbro, the business model has the following features [8]:

1. Creating the essence of value proposition, i.e. the value that proposition creates for users based on this technology.
2. Identify the market segment, i.e. identify the users to whom this technology is useful and the purpose for which it is to be used.
3. Identify the content of the enterprise value chain required to create and distribute the offer and the additional assets required to support the enterprise’s position in that chain.
4. Identify the mechanism (s) of earnings for the enterprise and evaluate the composition of costs and target gross profit when using the offer, taking into account the options of the selected value proposition and the structure of the value chain.
5. Describe the company’s position in the value chain that connects suppliers and customers, including identifying potential additional participating firms and competitors.

In the task of technologicalization of solutions in the management of innovative self-development of the textile enterprise, it is necessary to determine the overall algorithm of such a solution that meets the requirements of objectivity, consistency, strategy and speed of implementation. Objectivity requirements can be achieved using the EFQM model. These are different areas of activity, forms of ownership and size of textile enterprises. According to a Financial Times survey, the EFQM model is used by 60% of the largest companies in the EU, including Siemens, Bosch, Nokia, Volvo, Yellow Pages, TNT and many other recognized world leaders.

The strategy can be used to periodically implement the consistency requirement, consistently apply trained expert evaluation procedures, and synthesize the results of the implementation of decisions made. The demand for speed is met, for example, by the technology and possible automation of expert evaluation procedures performed using an electronic software package. Many researchers and practitioners point out that the top management of textile enterprises understand the importance of self-assessment in developing objective criteria for performance, but this is not always the case in effective solutions. The main reasons for this situation are that the management and staff of the textile enterprise are not sufficiently prepared in terms of the methodology of applying the models.

The object of research was selected textile enterprises that are part of the Association "Uztextile Industry". In these selected enterprises, a self-assessment method was applied in 2020 to implement a quality management system (QMS) for enterprises based on the improved EFQM-model developed by us.

In the first phase of this process, the following preparatory work was carried out: the Quality Council was established; developed the Regulation on self-assessment of the enterprise; an action plan for the implementation of SMT at the enterprise; a working group was formed to conduct a self-assessment, consisting of heads of different levels and divisions of the enterprise, competent specialists (external experts) working in the relevant departments; the materials we provided were taken as a basis in the selection of the self-assessment model and methods; the identification of those responsible for conducting the self-assessment in accordance with the various criteria was carried out, and the persons responsible for each criterion and sub-criteria were identified; In order to learn about the procedure and methods of self-assessment of team members and employees of the enterprise, we organized seminars and trainings.

In the second - main stage of the event, a self-assessment was conducted to study the activities of all departments and structural units of the textile enterprise. Based on the analysis of the activities of textile enterprises operating in the country, we have developed an improved EFQM-model, which corresponds to it and can be used in all industrial enterprises of the country.

In the third and final stage of the event, the results were analyzed and based on the results, measures were taken to further improve the level of excellence of the textile enterprise and to develop measures based on the results of the main areas of further improvement of the enterprise. The results of the scores evaluated by the experts were processed and the results obtained were summarized.

The results of the analysis show that due to the implementation of a number of measures in this textile enterprise, the criteria of its "Opportunities" and "Results" groups had approximately equal overall scores: 311 and 303 points, respectively. Based on the values of the model criteria "levels of excellence" using the RADAR method, the initial state of SMT in the textile enterprise and its improvement are nine criteria: "Leadership", "Policy and Strategy", "Human Resources", "Resources and Partners", "Process Management", "Results for Consumers", "Results for Employees", "Results for the Company", "Basic Results of Activities".

Self-assessment of the activities of such textile enterprises was carried out at the following textile enterprises operating in the country: "SANAM" LLC, "BEK MEGA TEXTILE" LLC, "BEST COLOR TEXTILE" LLC, "COTTON TEXTILE" LLC, FULL COTTON LLC Betlis Tekstil LLC.

The implementation of self-assessment in the limited liability company "SANAM" allowed to find directions for improving a number of business processes in its activities. The next step was to identify priorities for improving the activities of the textile enterprise. The self-assessment process should identify areas of activity that can be improved, from issues that require strategic solutions to specific tasks that can be addressed quickly. In this regard, there is a need to identify areas where the development of the textile industry plays the most important role.

In order to improve the quality of activities in the textile enterprise, to identify important priorities for further increase its efficiency, a more in-depth analysis of the results was carried out. The results are presented in Table 1.

TABLE 1 ANALYSIS OF THE RESULTS OF SELF-ASSESSMENT IN A LIMITED LIABILITY COMPANY "SANAM"

№	Criteria for self-assessment	The normative level of the criterion	The actual level of the criterion	Differences
1	The leadership role of leadership	10,0	7,1	- 2,9
2	Policy and strategy	10,0	6,2	- 3,8
3	Personnel management	10,0	5,6	- 4,4
4	Resources and partners	10,0	5,4	- 4,3
5	Process management	10,0	6,4	- 3,6
6	Results for consumers	10,0	6,3	- 3,9
7	Results for employees	10,0	4,8	- 5,2
8	Results forth company	10,0	6,7	- 3,3
9	Baseline results of activities	10,0	7,3	- 2,7

Source: Author's calculations.

The data in Table 1 show that the untapped opportunities and unfulfilled results in improving the quality of activities, further improving the efficiency of SANAM LLC in the following areas (criteria): In the "Capacity" direction - "Resources and partners", "Process management", "Personnel management", the lack of capacity in these criteria did not ensure the achievement of the desired goal of performance in the following "Results": "Results for employees", "Results for Consumers".

Therefore, the management and staff of SANAM LLC will have to develop and implement an action plan in these areas in the future.

CONCLUSIONS AND SUGGESTIONS

The strategic priorities for the development of the textile industry are:

- Improving product quality and expanding the range;
- transition to innovative development;
- diversification of funding sources;
- development of material and technical base;
- Improving enterprise management.

In addition, in accordance with our proposals, the priorities of the policy of the textile enterprise in the field of improving the efficiency and quality of management were identified, which are:

- formation of a quality management system for production activities on the basis of legal requirements and generally accepted standards;
- development of human resource potential of the enterprise;
- Introduction of a quality monitoring system for training specialists using modern information technologies;
- Continuous improvement of the production process, taking into account the needs and desires of suppliers, employees, society and the state;

- Improving the competitiveness of the enterprise in regional, national and international markets of textile products;
- Strengthening the material and technical base of the textile enterprise.
- effective use of business models in order to improve the management of innovative self-development.

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DISASTER RESILIENCE THROUGH RIGHT BASED AND CAPABILITY PERSPECTIVES OF NGOs: A CASE STUDY OF 2004 TSUNAMI IN NAGAPATINAM

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ABSTRACT

Manifestation of disaster in the form of wide devastation and huge losses of life is a cause of concern, as it amounts to irreparable damages to the lives and property of the people. The chaos brought about by disasters in addition to breaking down the existing social structure, threatens the very survival and increasing the vulnerability of the community. However, human suffering and almost total disruption of community can be minimized with a well coordinated disaster management system, having well functioning warning systems combined with preparedness on the part of the vulnerable community. Disaster management strategies and risk reduction mechanisms can be effective in protecting the lives and livelihoods, only if it is focused on the needs of the people. In this regard, NGOs play a vital role in meeting the needs of the people. NGOs take a participatory approach in mitigating and managing disasters and respond to the priorities of local people and help them in building their capacities to manage future catastrophe. Thus, this paper intends to make an analysis of the role of NGOs in disaster resilience. The paper contemplates on the competencies deployed by NGOs in this direction. It further throws light on the good practices of NGOs, particularly their initiatives to promote livelihood, towards disaster resilience. The paper aims at developing a positive perspective into disaster management, using the theories of Human Right-based Approach and Capability Approach.

KEYWORDS: *Capability Approach, Human Rights Based Approach, NGOs, Disaster Management, and Livelihood*

INTRODUCTION

Not every windstorm, earth-tremor, or rush of water is a catastrophe. A catastrophe is known by its works; that is, to say, by the occurrence of disaster. So long as the ship rides out the storm, so long as the city resists the earth-shocks, so long as the levees hold, there is no disaster. It is the collapse of the cultural protections that constitutes the disaster proper.

Disaster has become a buzz word in recent times with the mounting happenings of devastations, whether natural or man-made disaster management has been debated and discussed in every sphere and so it is most appropriately on the agenda of public administration and governance. However, the importance of disaster management is realized only when a major disaster takes

place. During normalcy, it often fades from our memory and occupies attention only when another major blow occurs. The Global Assessment Report (GAR) of the UN International Strategy for Disaster Reduction (UNISDR) has come up with its risk model which assesses a country's exposure to natural disasters in terms of mortality and economic losses. As per this report, South Asian Countries are positioned above 5, with Maldives having an unknown classification. Bangladesh and India were classified as 9 (major risk), Pakistan and Afghanistan as 8 (very high risk), Nepal and Bhutan as 6 and Sri Lanka as 5 (medium risk) (South Asia Disaster Report Special Copenhagen Issue, 2009). [1]

Thus, Asia as a region is highly vulnerable to natural disasters. Between 1991 and 2000, almost 40 % of the natural disasters occurred in Asia and the total affected people in the region counts for almost 90% of the world total (Nishikawa, 2003) [2]. In the same manner, it has been noticed; from the rankings, that India is also highly vulnerable to natural disasters. Disaster management and risk reduction have been major priorities in India, which has witnessed a strong history of disasters throughout. About 60% of the Indian landmass is susceptible to earthquakes and over 8% is prone to floods. Of the nearly 7500 kilometres long coastline, approximately 5700 kilometres is prone to cyclones and about 68% area is susceptible to drought (Eleventh Five Year Plan 2007-2012, 2008). India, along with International agencies, national agencies like National Institute of Disaster Management (NIDM), National Disaster Management Authority (NDMA), a number of NGOs, CBOs and other private players, is thoroughly involved in developing a disaster resilient community. However, the needs for more concerted efforts in this direction are very much required. It appears to be high time to be proactive rather than being reactive, as in the past.

To make a study of disasters and plan for disaster preparedness and management is of utmost concern in today's world, as the evidence of global warming and the changing weather patterns and its effects, demands the attention of the world to ponder on it. The mounting consequences of climate change, postulates the risk of natural disasters occurring. The frequency of hazardous events happening worldwide in recent years and the magnitude of it stands evidence to this fact. Such natural hazards tend to trigger huge disasters, if focus is not laid on it and the vulnerability aspects that follow are not checked. Vulnerability to disasters is increasing due to growing population, rising poverty, armed conflict and other development issues. Blame gets placed on the hazard rather than on the conditions of vulnerability that have resulted from, for example, poor governance and corruption, unchecked neoliberal development policies and marginalisation of the poor (Schipper, Pelling 2006) [3].

Hence to bring about a disaster resilient community, overcoming the issue of vulnerability is of utmost importance and a multi-faceted disaster management process is vital. As put forward by Carr (1932) hazards, become disasters when cultural protection fails and its impact is severe on more vulnerable societies and communities. While effort can be made to prevent human induced disasters, not all disasters can be completely prevented. Due to lack of time warning and forecasting of natural disasters, it is difficult to presume and prevent its repercussions. However, the magnitude of disasters can be reduced through a well coordinated disaster management system and disaster reduction mechanisms.

For this purpose, participation and coordination of all stakeholders is paramount in minimising the vulnerability of the societies and communities prone. The involvement of various players, viz. government officials, community organizations, mass media, schools, NGOs, etc., are

needed for this effort. However, it is understood that the state is the main player and has a critical role to play in disaster management. This is so, as the governments are directly responsible for citizens in their countries thus making it obligatory on their part to take appropriate measures for effective disaster management. Unfortunately, it is also true that the government does not have unlimited capability. The state cannot always provide detailed and elaborate care to all individual communities and citizens (JBIC Seminar, 2007) [4]. This brings to fore the crucial and significant role of the Non Governmental Organizations (NGOs) who fill the gap by providing adequate care and support to the government and the community, and fills such grey areas untouched by the government. In particular, the critical role of NGOs as a facilitator and intermediary between the state and the community has been widely acknowledged in the disaster reduction and response phase. NGOs' participation in disaster resilience has been recognized as the necessary mechanism for helping the community in overcoming the repercussions of disaster and also in preparing it to handle disasters. Rarely would one today find, for instance, any UN or Government Strategy document dealing with development aid or emergency response that does not mention the role of NGOs as implementers and partners in the design of countrywide programmes (Skavdal, 2003) [5]. To such an extent, the activities of NGOs are deep-rooted at the grass root level. Especially, while dealing with emergencies or disaster situation, their potential is very much revealed. They are often successful in mobilising funds not only at the international level, but also at the national and grass roots level. In a number of recent disasters, the short term money available with NGOs has surpassed even that of the UN bodies (Ibid).

NGOs perform qualitative role in; offering immediate support; mobilising financial and material resources; reaching the victims immediately; providing training to them; supplementing the efforts of government by way of providing financial support; providing and protecting the livelihood of community; taking care of psychosocial aspect of the victims; etc. NGOs' presence has been largely felt in recent years, because of their good record of performance. By and large their visibility has tremendously been felt in responding to humanitarian issues in the wake of any disaster. However, one should not have a lopsided view on the role of NGOs. For all the success of NGOs, number of NGOs have been found lacking in good performance, besides wastage and lack of professionalism that to large extent has gone unchecked. Critics of NGOs have pointed to lack of accountability, mutual competitiveness and poor coordination as the three most serious charges (Skavdal, 2003) [5]. Such unethical work styles of some NGOs jeopardise the activities and interventions of large number of genuine NGOs, as well.

The disaster reduction cycle encompasses different phases in it viz. Pre-disaster Phase, Response and Immediate Relief Phase and Post-disaster Phase, which are interlinked to each other. Every phase of disaster management accords top priority to the risk reduction aspect, as this measure can minimize huge loss of lives and properties. Hence, a comprehensive approach to disaster management looks at evolving sound risk reduction strategies. Any risk reduction strategy, in order to be effective, has to place its central focus on protecting the lives and livelihoods of people.

Usually disaster management policies reflect top down approach, whereby policies are framed by the top level executives and this sounds to be quite inflexible, as participation of local people is given least priority, as they are treated only as victims. Such policies of the top level executives fail to address local needs as well as concerns and ignore the potential of indigenous resources and capacities. It should be realised that local people and organisations are the main actors in

disaster risk reduction. In order to attain sustainable disaster reduction, it is not enough only through the initiatives of the government in disaster management. It requires a full-fledged effort of various actors, especially the community, who is actually the sufferer of adverse effects of disasters. Only the community can be of best help to the victims at the time of disasters, as they are available at close quarters and can respond to situation immediately, even before the government, NGOs or other players, arrive at the scene. Hence, the community should be trained with the coping and survival strategies so that they are able to handle disasters in an effective manner. The efforts of NGOs consider the participation of people paramount in intervention strategies and they are treated as co-partners. They concentrate on building the capacity and capability of people, so as to protect themselves against hazards. This helps in reducing the vulnerability of the people as it strengthen the environmental, social and economic resilience (Ibid).

NGOs participation is essential in all phases of disaster management and they contribute to building the capacities of people, in handling disasters in its entire phase. NGOs play a facilitative, supporting and catalytic role in meeting the needs of community and reducing the disaster risks of community.

NGOs should be looked up as a community in itself. Though it can never match the efforts of government, definitely the magnitude of its operation should not be overlooked, as they possess something unique to offer, and are spread across at all levels field, regional, national or global.

Many NGOs, flock together to provide assistance to communities that are affected by disasters. Though the best intentions of NGOs are to be appreciated, many studies point out that NGOs operate well outside their expertise and due to the fact that action was urgent and essential and did so without the capacity, capabilities and competencies in place to deliver satisfactory projects. However, NGO initiatives cannot be completely blamed, as they do bring a wealth of knowledge to the table within the humanitarian sector.

The International Strategy for Disaster Reduction (ISDR), United Nations (2006), in its report has stated that the involvement of NGOs is quiet beneficial in Disaster Risk Reduction (DRR) activities because of certain reasons:

- NGOs can operate at grassroots level with communities and local organizations as partners, and take a participatory approach to development planning. This allows them to respond better to local people's priorities and build on local capacities.
- NGOs enjoy higher operational flexibility as they are relatively free from bureaucratic structures and systems, and better able to respond and adapt quickly and easily.
- NGOs often work with and on behalf of most needy groups: the poorest and the most vulnerable.

Non Governmental Organizations (NGOs)

The participation of NGO sector in India, in general, since independence has been impressive and they have made a significant contribution in welfare programmes, development-oriented initiatives, empowering women and weaker sections, protecting the rights of marginalized, protecting the environment and in spreading literacy and education (Sooryamoorthy and Gangrade, 2001) [6]. The activities of NGOs are heterogeneous in nature because of the wide

and complex set of activities they undertake and also because of the differences in their organization, ideology, objectives and the target groups they serve.

Some NGOs are welfare oriented and aim at protecting the welfare of the people where as some others focus on bringing a radical change in the society. Some rely on foreign sources and there are other NGOs who depend on the indigenous sources. Some of the organizations directly deliver services to the poor people while others organize people in helping themselves and attempt to build the capabilities of the people. Among these NGOs, there are some who involve themselves in replicating the policies and programmes of the government or other NGOs unlike certain other organizations that innovate and demonstrate new programmes themselves (Ibid).

The early voluntarism was regarded as conventional voluntarism in which the focus of the voluntary organizations was mainly welfare oriented or oriented towards social reform. They were primarily functioning only as charitable trusts. They were inspired by idealism. 1990s witnessed transformation in the focus of the NGOs and the modern voluntarism concentrated on various aspects and they were concerned more about the development of the people and addressed the issue of basic needs and human rights of the people. The modern voluntarism aims at achieving development and social justice and they are inspired by ideology rather than idealism (Bhatt, 1995) [7]. This paradigm shift from the welfare of the people to the rights of the people is justified as an expression of the emphasis on popular participation or participatory development. The principal advantage of NGOs lies in their proximity to people and their sensitivity to the needs of the community (Sooryamoorthy and Gangrade, 2001) [6]. A prominent feature of the nongovernmental sector is its capability of bringing people together and motivating them to participate in the developmental process.

NGOs' Intervention in dealing with Disasters

There are enough evidences to prove that NGOs are performing a commendable job in the management of disasters and are involved in a number disaster risk reduction activities. While certain NGOs are committed in advocating for policy changes, others are active in mainstreaming DRR into rehabilitation and recovery programmes. Many others have engaged actively in protecting the livelihood, spreading awareness about the rights of community, capacity building, knowledge transfer and public awareness in communities at risk. All these efforts have contributed to reducing the vulnerability of those living in disaster-prone areas and increasing their resilience through educational activities and capacity building. The broad areas of interventions of NGOs as identified by ISDR are as follows:

Policy and Advocacy

Many NGOs are involved in advocating for better DRR policies and practices, at international and national level. There is advocacy to mainstream the disaster management policies into the development planning, development goals and also in the policy document of the government. However, at the same time it should also be noted that the organisations that usually work on this front, are not involved in the implementation of such policies that they advocate. A different set of NGOs are involved in implementing and supplementing the policies and roles of the government. It calls for utmost care to be taken by NGOs while advocating disaster related policies. They should have a strong knowledge of the actual happenings at the ground level and have a better understanding of the intricacies, before advocating.

Knowledge and Education

People who are better informed and were motivated towards the culture of disaster prevention and resilience are the ones who are better able to handle disasters and reduce its consequences. To reduce the impact of disasters, people should be aware of the nature and ill effects of hazards and the vulnerabilities associated with it. Several NGOs play a key role in this area and they are involved in the task of collection, compilation and dissemination of relevant knowledge and information about various hazards and the ways and methods to handle it. Such NGOs educate vulnerable communities about the potential impact of natural hazards, and assist them in identifying possible ways to minimize their adverse consequences through collective and preventive action. A considerable number of booklets, brochures, videos and other awareness material has been produced in local languages for this purpose, and distributed among local communities to help them cope with future disasters. Some NGOs have focused their efforts on building upon local skills and resources (generally referred to as “indigenous knowledge”).

Community-Based Vulnerability and Risk Assessment

Certain NGOs are involved in the task of making a study of the vulnerability of the community members and make risk assessment. They map physical, social and economic risk faced by the community and study how they manage and, tackle such risks. Such NGOs concentrate on developing the toolkits to analyse people’s vulnerability and assess risks. This helps in drawing up action plans, mobilise resources and enact appropriate policies, laws and strategies to reduce community vulnerability to disasters (Ibid).

Community-Based Mitigation and Preparedness

NGOs are involved in diverse range of disaster mitigation and preparedness initiatives. In terms of mitigation, structural interventions of NGOs include engineering works, like protective dikes, embankments, safe building design. Non-structural interventions include community risk reduction planning, food security programmes, group savings, cooperatives, crop insurance, etc. NGOs are also involved in the preparedness activity and they take proactive measures in anticipation of a disaster. Such preparedness activities of NGOs include, setting up of early warning system, training for evacuation and emergency operations management.

There is substantial evidence to prove that NGOs contribute in building the communities’ resilience to disasters. As mentioned in the Hyogo Framework of Action (HFA), NGOs also assist in bringing the goal of HFA into reality, that is, NGOs contribute in strengthening the capacities and resilience of households and communities to protect their lives and livelihoods. Making an analysis of the role of NGOs in Disaster Resilience with particular focus on livelihood strategies becomes essential to find out the effectiveness of the projects handled by NGOs. This attempt would be useful in finding the pros and cons of the initiatives of NGOs which would be helpful to purge the unsuccessful practice and replicate the constructive efforts. The forth coming section of this paper would bring out few successful case studies of NGOs involved in the district of Nagapattinam. Analysis to this effect is made with the backdrop of the theoretical base of Human Right Based Approach (HRBA) and Capability Approach.

Relevance of Capability and Human Rights Perspectives in Disaster Resilience

By and large, during pre-disaster phase, response phase, or post-disaster phase, the approach usually followed is ‘command model’, such as top-down approach, policy-driven approach,

fixed structure, rigid hierarchical, centralised, etc. However, all such models will not be able to yield the desired benefit, as it is not people-centred. The management of disaster recovery is best approached from a community development perspective and is most effective when conducted at the local level with the active participation of the affected community and a maximum reliance on local capacities and expertise. Thus, any approach if it has to penetrate the community and motivate the people to development, it should have focus on the people, rather than the policies. Especially when dealing with disasters, people-centred approach should be the first priority, as we cannot have a trial and error method, when it involves the lives and livelihood of vast majority of people, who become vulnerable to disasters. Such relevance on people-centred focus is found in the human right based approach and the capability approach. If such approaches are incorporated and integrated in the practices of disaster management and mitigation, it is most likely to attain the desired gain.

This study ponders on the contribution of NGOs by setting the base on the capability approach and right-based approach and looks at the prospects of applying the components of these two approaches to increase the resilience in the community. Analysis is made in this paper, in the context of resilience development among the community and proposes that the basic goal of resilience mentioned in the Hyogo Framework of Action can be achieved, with the focus laid on the needs of the people, in terms of rights, which they are entitled and in terms of capabilities, which enhances their skills to handle future hazards effectively. Thus the needs of the people in terms of rights and capabilities are best reflected in the livelihood framework, as livelihood is the main component needed for the very survival and which incorporates both rights and capabilities. So taking the context of livelihood, NGOs role in promoting the rights and enhancing the capability of community is analysed. This component if addressed properly by the NGOs, has the potential to address various issues like reduction of vulnerability, disaster impacts etc. thereby helping to build a disaster resilience community.

The scale and magnitude of a disaster is largely determined by the vulnerability of the people. Developing countries generally suffer the most because of natural disasters, as the vulnerability is more in such countries than the developed countries. Moreover, the coping mechanism is also strong in developed countries than the developing countries. Availability of sufficient funds cannot be stated as the main reason for coming out of disaster impacts quickly. If that be the case, developing country, like India, would not face much disaster impacts as it is evident that sufficient funds are pooled in from various sources to meet the needs of the people. Hence, finance is, though a major concern, not the main criteria for bringing people back to normalcy. Thus, what makes the difference is the capability of the people in overcoming the disaster impacts. A rich Mississippi farmer and a Bangladeshi peasant are prone to similar river flooding. The former with greater material possessions, valuable land and crops, has much more at stake but, through insurance, state and federal aid, and the ability to apply a variety of resources, he may well come out of his 'disaster' better off than previously. The Bangladeshi peasant with almost nothing to lose will almost certainly be left destitute (Ritchie, 1979) [8]. The difference is that, the Bangladeshi peasant's capabilities become unrealizable, because of his vulnerabilities. He is deprived further and moreover is not aware of the mechanisms to come out of the situation. On the other hand, the Mississippi farmer, is not vulnerable, and he is able to overcome the disaster by way of his capabilities. Education, knowledge and awareness, make him to claim the insurance, apply for state and federal aid, besides applying various other capability to overcome the situation.

Vulnerability can be reduced with the application of capability approach into the disaster management system. Especially, the deprivation line of the community, at pre and post disaster, has to be looked at for this purpose. Of all kinds of deprivation, poverty makes the community more vulnerable. Their meagre assets, heavy dependence on their labour for survival, limited opportunity for migration/evacuation and little or no access to insurance and credit contribute to their vulnerability (Baas, Ramasamy, et.al, 2008) [9]. In urban areas, the vulnerable sectors are the urban poor, while in rural areas, they are the subsistence farmers, fisher folks and indigenous people (Victoria). However, the communities' deprivation includes, not only the income deprivation, but also other kind of deprivation, viz. Health, Education, etc., which hold back people's well being. Sen suggests measuring the welfare of individuals by focusing on their capabilities (what an individual is able to do or be) instead of analyzing the welfare problem through resource based approaches (for example income and expenditure) and generating a framework for comprehension of context attributes (Yorulmaz,). It is important to recognize people's needs when they face such difficulties as disasters. Identifying the areas in which people are deprived (not only in terms of income) and converting the needs together with the minimum capabilities into successful outcomes will help to reduce the negative outcomes of a catastrophe (Ibid). Thus, improvement of human capabilities by way of health, education, nutritional status, technical skills etc. would strengthen the community, thereby improving their coping strategies and this in turn would reduce their vulnerability.

It won't be out of place to mention that any organisation, that intends to meet the basic needs of people in the aftermath of disasters, should look at the way of life and means of the people which makes them vulnerable to hazards. Identifying the vulnerabilities and alleviating the causes will minimize the adverse effects of disasters on individuals' well-being. Hence, NGOs should look at identifying the aspects of vulnerability and try to reduce the vulnerability of the people by developing the capabilities of the community, to promote disaster resilient society. Across the entire range of disaster relevant policies, programmes, activities, arrangements and protocols, at state, regional, municipal and local levels, work is being undertaken to further strengthen community capacity to prepare for, plan for, respond to and recover from disasters (Buckle, 2001) [10]. Resilience enhancement and vulnerability reduction along with sustainable development of the community is possible with the coordination of various institutions following the approaches of rights and capability of the people.

Capability Approach

Sen argues that "the quality of life is best understood in terms of what people can do or can be and that development is best thought of in terms of an expansion of (valuable) capabilities". He picked up the expression 'capability' to represent the alternative combinations of things a person is able to do or be. He uses the term functionings to refer to states of the person—to 'beings and doings' and the additional functionings that can be derived out of the single functioning, is referred to as the 'capability set'. A person's capability set thus tells us what s/he can do or can be".

Capability approach is identified as 'what people are able to do and to be'. That is, an individual generates functionings from the commodities or competencies that he/she owns or possesses and chooses the valued one among the available opportunities. For example, if a person owns land, he would choose the valued options from the available opportunities. He might do farming, or construct an apartment and rent it or build a factory on the land, etc. In the same way, if skills

training is imparted to a person to enhance her/his livelihood, s/he will use her/his skills and knowledge to obtain other valued option, like s/he might start her/his own business using the training, work in other enterprise/organization, or might become a trainer to impart the same knowledge to others and so on.

Thus, the capability approach is focused on the individual's capabilities and functioning. But the vulnerable individuals are powerless even to realize that 'functioning', even if the central or the state government or other voluntary organizations are willing and able to provide financial or basic services to the victims, is a difficult task. Therefore participation by the victims has to be at the collective level. Without collective action, the voices of the vulnerable can rarely be heard (Mehrotra, 2005) [11]. Various institutions and NGOs should come forward in support of the community to promote their knowledge and skills and give a voice to the voiceless. NGOs fill this gap by responding quickly to the needs of the people, who are affected by disasters. This is possible because of their proximity to the vulnerable people. NGOs are of great assistance to the people, and also to the government at times of disasters and they offer support to mitigate, prepare for and recover from disasters.

Capability approach focuses on improving people's capabilities over a period through the design of 'human development' strategies and it leads to the improvement of access to health and education services, to adequate nutrition and safe water supply, thus improving the level of human capital on the whole. However, there are limitations to capability approach. There is no definitive set of capabilities, when talking about the state of well being of someone and it differs from one person to another. Development paradigm should concentrate on expanding the freedoms or rights of the people so that they are able to realise and enjoy the basic capabilities and engage in participation process. Recognition of the rights of the community would help in promoting or achieving the functionings that people value.

In this study, focus is laid not on the generated functioning, but rather on the main functions, that contribute to the additional functioning. Even in terms of capability, the study focuses on the particular capability of livelihood. Capabilities such as education, health, etc. are not discussed in this study, as it is understood, that if livelihood is promoted, it can contribute to the provision of other valuable functionings, viz., sound education, health etc. Thus making an analysis on the livelihood of people in the post disaster scenario would help in identifying the people, who are most vulnerable. If NGO imparts training to the vulnerable section, to promote their livelihood, it will make them strong, as they would use that as a means to recover from the disaster.

Right-Based Approach to Disaster Management

The Human Rights-Based Approach (HRBA) regards empowerment of the people as a core strategy in ensuring that the system of governance is reformed to respond to issues that affect their lives. Vulnerability to disasters is one such issue that affect the lives and livelihood of people (Kumar, 2007) [12]. A right based approach has wider advantages with focus on the community rather than other players. HRBA looks at the issue of 'vulnerability' from the angle of susceptibility, weakness and deprivation of people. It senses vulnerability on a different angle and empathize the victims on their state of helplessness, dependence, lack of opportunities and lack of self confidence and self respect. The language of rights makes it clear that, the vulnerable people are not subject of charity and benevolence. They are entitled to a decent standard of living and that rights are the vehicles for their participation and empowerment (Hyden and Court, 2006) [13].

In 2003, the United Nations issued a statement of common understanding, a document that highlights the primary elements of right-based approaches. This document recognizes people as the key actors in their own development, rather than passive recipients of commodities and services. Thus, Human Right-Based Approach (HRBA) to disaster management would be more effective, as it concentrates on ensuring that the marginalised, vulnerable or the victims get their due share of inputs, before, during and after a disaster. An increased awareness will ultimately reduce the vulnerability of affected populations, vulnerable groups and individuals and enable transition to normalcy and contribute to increased risk reduction, all within a human rights-based framework.

In spite of the fact that we have national laws protecting the rights of the people and also having ratified international human rights instruments; the State is failing to meet these standards in post-tsunami relief and rehabilitation work. It is absolutely imperative that existing human rights violations are recognised, acknowledged and urgently rectified. It is, therefore, a huge responsibility on all of us to recognize relief and rehabilitation as a matter of right, not a mere charity. HRBA should be implemented in all phases of disaster management and the human rights principles of non-discrimination, participation, inclusion, accountability, etc. should be well integrated and incorporated in the disaster preparedness, response, transition and recovery and help out the community (Program on International Health and Human Rights).

As per the United Nations Declaration of Human Rights (2009), Human rights can be described as the human entitlement to enjoy basic capacities such as dignity and freedom where every individual and group retains the right to life without fear of torture or detention. The right based approach is of the view that the right-holders should have the capacity to claim their rights and the duty-bearers should fulfil their obligations. In this regards, comes the role of NGOs and other organizations, who are involved in similar lines, and they concentrate on developing the strategies to build the capacity of the people to claim their rights. Along with livelihood rehabilitation needs, people would be able to realize the social and economic rights, which the state is entitled to provide to the people, with the focus on human rights approach. Many NGOs in the tsunami affected area, has come up with livelihood recovery programmes to improve the capability of the people.

The following section, presents the examples of few successful NGOs working towards livelihood promotion in the tsunami affected Nagapattinam district of Tamil Nadu.

Successful Case Studies of NGOs in Nagapattinam

The Indian Ocean Tsunami of 2004 had caused devastating damages to the lives and property of many countries leading to irreparable damages to the Indian coast as well. About 2,000 kilometres of the Indian coastline was submerged for a distance of up to two kilometres; 12,400 people were killed; 46,600 houses were lost or damaged in 559 villages; and 650,000 people were made homeless. In all, 3.2 million people were affected, of whom 2.7 million lost their livelihoods. The most seriously affected (one-third of the total) were from the fishing sector, losing 88,000 boats and nearly a year's worth of production. However, the response to the tsunami was swift and comprehensive and it encompassed a combination of endeavours by government bodies, non-governmental organizations (NGOs), and local community initiative. An important part of the overall response has been the development of alternative livelihoods to supplement the vulnerable in the most affected communities (Kilby, 2007) [14].

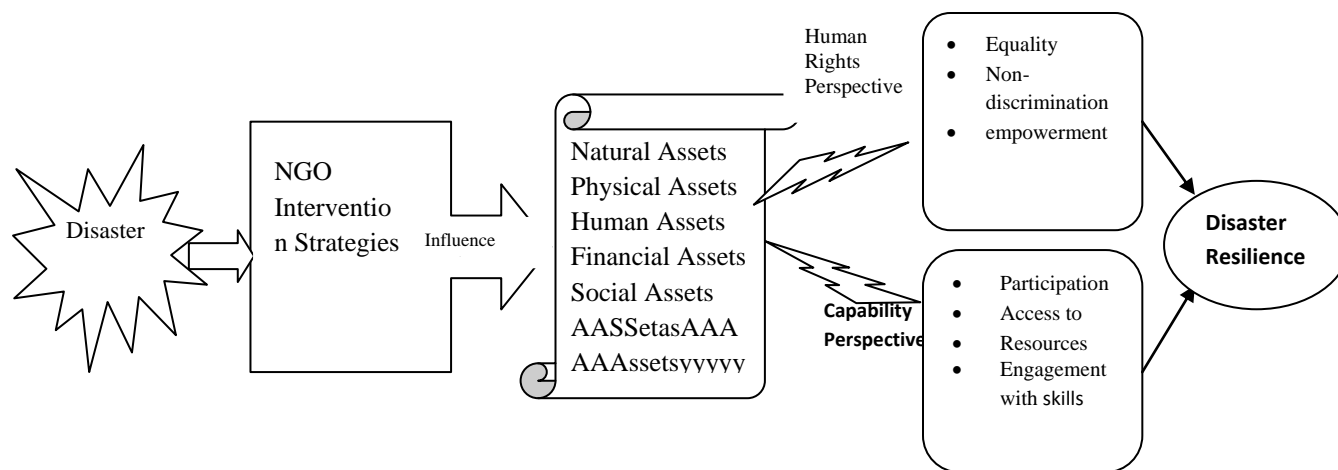
The succeeding text focuses on the contribution of NGOs in promoting a disaster resilient community, especially in creating awareness amidst the people about their rights and in improving the capability of people in enhancing their livelihood. Livelihood support was offered by various NGOs in the aftermath of tsunami in Nagapattinam, to help the people in coming out of their miserable conditions. The government of Tamil Nadu declared that 13 districts were affected by Tsunami, out of which 7 districts were badly affected. This study makes an analysis of one of the worst affected districts, that is, Nagapattinam. As per the report of the Tamil Nadu Government, Nagapattinam district, around 196184 people were affected, 39941 were left homeless and the worst of all is that around 6000 lost their lives.

Study Design

This study involves analysis of the role of NGOs involved in resilience measure in the villages of Nagapattinam district that was worst affected in the 2004 Indian Ocean Tsunami. This disaster in particular is appropriate for this study, as there were many NGOs that responded in the aftermath of this disaster. The measures taken to promote resilience in the community, following the tsunami were done in large scale and hence would be appropriate in analysing the role of NGOs as it presents detailed information about the activities undertaken. Moreover, this would be the apt time to make a study of the role of institutions, as it is not too early or too late, and we would be able to find out how resilient the communities are.

Framework based on Right Based and Capability Approach

As discussed earlier, capability and right based approach is the most relevant mechanism useful in understanding the rights of the local community and also in identifying the key opportunities available to them. Thus, the realised rights and opportunity, improve the capability of the community, thereby benefitting the community by way of enhanced livelihood and resilience. Interrelationship between both the approaches in bringing up the potential of the people has to be understood and applied by the NGOs for achieving positive results. The fundamental requirements for improving livelihood are the ability to incorporate human rights and enhance capabilities in any intervention aiming at the development of the community. Livelihood Assets, Access and Activities should be pumped with such suitable intervention that incorporates both rights and capabilities, for best outcome of resilience, which has been depicted in the following diagram.



As per the definition given by DFID, Livelihood is nothing but the means of living that include capabilities, assets and activities; and livelihood initiatives are considered sustainable only when they can cope with and recover from external shocks and stresses and maintain or enhance the capabilities and assets now and in the future (Moser, 2006). Hence, any sustainable effort in improving the livelihood of the people, should not only aim at improving the living conditions of the people, but should concentrate on improving the potential of the people with sufficient capacity and capability, so that they are able to cope with any disastrous situation that may or may not happen in the future.

Sustainable livelihood concept of DFID has been picked up by a number of agencies, viz. government, NGOs and other private organizations, etc; in their initiatives to cope up with the needs of the people. The established perspectives of DFID's Sustainable Livelihood Approach (SLA) have been reconfigured in an innovative way in this paper, by adding the perspectives of right based and capability approach. In this regard, institutions play a major role in bringing out the livelihood outcomes. One such effort of NGOs in bringing out the livelihood outcome is discussed here.

As per the DFID framework of livelihood, there are 5 types of assets viz., natural assets, physical assets, financial assets, human assets and social assets. Availability of these assets determines the living standard of the people and non-availability of the same puts people in vulnerable situation. When a place is devastated by unexpected disasters, there is severe impact laid on these assets. At times of disasters, people whose assets are not threatened are the ones who are free from vulnerability. On the other hand, those people become more vulnerable, whose assets are severely damaged. Hence, restoring of these assets would help in reducing the vulnerability of the people and bringing resilience in the community.

Institutions are social cement which links the victims with access of various kinds of capital, which helps in making the livelihood. Access to livelihood resources is arranged by NGOs through various strategies, which is adopted as per the local conditions and needs of the people. NGOs can play a vital role to this effect, and can make its contribution by influencing the assets of the community, by its intervention programmes and strategies. Rather than focusing solely on the usual ways of intervention, by way of providing the requirements, skills, technologies, etc. emphasis on such issues can be made from the backdrop of the rights of the people and capability of the people. Such an emphasis will improve the effectiveness of the intervention and provide a wider perspective. In this paper, when taking the rights and capability as the backdrop, certain components of these 2 approaches have been considered for this study. That is, the key components of right based approach like non-discrimination (access to all) and participation and empowerment has been considered for the analysis. Similarly, the key capabilities that can promote the opportunities of the people like participation and engagement with skills has been considered.

Thus, successful intervention of several NGOs based on this framework, related to assets and the two approaches have been discussed here.

NGOs Role as per the Framework

The interventions of NGOs have been analysed by considering the influence of NGOs on various assets. NGOs intervention programmes for each asset is analysed taking in keeping with the components of rights and capability approach.

Natural Capital

Natural capital consists of the natural resources like water, land and biological resources like trees, pasture and biodiversity. Because of tsunami, the natural resources like trees, land, etc., got severely affected. Land is considered as the critical asset, which not only serves as a productive asset for the community, but also serves as an important means of livelihood. Livelihood of both the fishing and non-fishing communities got severely affected after tsunami. Agricultural land near the coastal areas got severely damaged and thousands of cattle were washed away. The land was affected in three ways, viz. high salinity, complete washout of organic matter and almost dead soil with no microbial activity (TNTRC, 2007). Post-tsunami scenario has brought about significant changes in the livelihood activities of the people in Nagapattinam. Many people, who were dependent on agricultural land, got unemployed all of a sudden after the tsunami. Sudden change in the economic conditions of the people made them more vulnerable.

To this effect, Tamil Nadu Organic Farmers Movement (ToFarM), an NGO registered in 2005, undertook the task of promoting sustainable ecological farming. The activity of the TOFARM covers the villages of South Poiganallur, Kovilpathu, Naluvadapathy, Periyakuthagai of Nagapattinam (NCRC, 2008). In order to protect the livelihood of the district, ToFarm launched the project, “Reclamation and reconstruction of tsunami-affected agricultural villages in Nagapattinam”. ToFarm, thus, concentrated on creating awareness on the need for rehabilitation of agricultural lands and also contributed to organic methods of rehabilitation. The activities of ToFarm include land reclamation, de-silting of water bodies and promotion of vermi-compost, creation of farm ponds, etc.

Thus, ToFarm contributed in influencing the natural asset and protected the livelihood of the people. The success of the effort of ToFarm can be attributed to the application of capability and rights perspective, knowingly or unknowingly. The principle of equality and non-discrimination of HRBA seems to appear in the initiative. ToFarm promoted access to all kinds of farmers, land owners, small and marginal farmers, landless labourers of Sirkali and Nagapattinam Taluks were covered. Apart from this, participation of the community members was also promoted. Farmers were considered as the key participants in the meetings and discussions on service package and implementing strategies, where they shared their method of farming practice. In the same manner, team of ToFarm also shared its experience in salinated land reclamation, organic agriculture, etc. Further, in order to promote the capability and skills of the community, ToFarm also provided training to farmers on soil and water management, integrated pest management, etc. as part of sustainable management practices. Marginal communities, that is the landless labourers were also involved, and lands were provided on lease to them to perform organic farming. Further opportunities were created for the farming communities by linking them with institutions like engineering department, animal husbandry, etc. Financial assistance was also provided to landless labourers to start up livelihood initiatives. Thus the effort of ToFarm in influencing the natural asset of the community can be said to have a mix of the components of right based and capability approach.

Financial Capital

Financial capital implies the financial resources that are available to the community in the form of savings, supplies of credit. Apart from the savings and money, it also includes easily disposable incomes like livestock, access to credit, etc. In Nagapattinam, to help people in coming out of the impact of tsunami and promote their livelihood, many NGOs like Alternative

for Indian Development (AID), South Indian Federation of Fishermen Societies (SIFFS), REAL, YMC, CREATE, etc., focused on providing micro credit. Thus, micro-credit facilities were provided to marginal communities like fishing community, small, marginal and landless farmers, fisher women, etc. Alternative for Indian Development (AID), an NGO based in Chennai, involved in the Tsunami Relief and Rehabilitation work in Nagapattinam. The programmes of AID covered about 12 villages of Nagapattinam. In the immediate rehabilitation phase, the focus of AID was to support SHGs and Youth Groups of fisher women and men, to revive their livelihood in the activities of fish vending, coir rope making, pickle making, etc. Access to credit facilities were provided to all sections of the community, irrespective of their caste, creed and economic status. And to promote the participation of the community, a community managed micro-finance system was created to ensure the growth and sustainability of funds. Revolving funds were provided to the community by having a tie-up with various banking institutions. Thus linkage with banking institutions provided the opportunity to the community to promote their small business and involve in other income generating activities. In the same manner, micro credit was provided to fisher folk by the NGO, South Indian Federation of Fishermen Societies (SIFFS). Villages of Nagapattinam like Kodiakkarai, Tarangambadi, Arcottuturai, etc., were covered under the programme. SIFFS also organised training sessions and discussion forum for the community to promote awareness on the issues of insurance, savings and loan schemes. Thus the micro finance activities of NGOs have contributed to the overall performance of the community and strengthened their financial stability.

Physical Capital

Physical capital includes the stock of plant, equipment, housing, infrastructure such as roads, irrigation works, electricity, housing etc. that is owned by an individual or community. After the tsunami, physical capital of the community like housing, boats, farming lands, etc; got severely damaged and threatened the very existence of the community. Of all, housing was considered as the most critical asset, as this serves as a basic necessity. Most of the houses were either washed away or severely damaged by tsunami. To this effect, significant progress was made by NGOs in the housing sector. In coordination with NGO Co-ordination and Resource Centre (NCRC), training was provided to the masons and engineers at Nagapattinam on the safe construction practices and technical support was provided for construction. Along with housing, infrastructural services like electricity, water and sanitation and access to roads, etc. were also regulated by the NGOs in Nagapattinam, which came to a standstill in the aftermath of tsunami. The NGO, People's Development Association (PDA) was involved in providing humanitarian support to the vulnerable. The main focus of PDA is on empowerment and development and their interventions demonstrated the rights and entitlement of the people to livelihood and shelter. Such efforts facilitated the community in reviving their livelihood and reconstruct their lost assets. PDA's intervention extended to the villages of Keechankuppam, Velankanni, Vettaikaraniruppu, Vellapallam, etc. PDA was involved in the construction of permanent shelters and duly complied with the procedures of land acquiring and launching agreement. On construction of the houses in each village, the permanent shelters were handed over to the concerned beneficiaries through the district authorities. Thus, issue of dignity, rights and entitlements of the community were given utmost importance in providing safe and secured housing to the community. Apart from housing, community halls were also constructed by PDA for the welfare of tsunami affected people in Nagapattinam.

Human Capital

Human capital denotes the involvement of human resources in qualitative aspects like investment in education, health and nutrition of individuals. Labour is also linked to investments in human capital. Human resource is the most significant asset, as it has the ability to contribute to sustainable livelihood of the people. For example, health status determines people's capacity to work whereas skill and education determine the returns from their labour. Understanding the critical importance of this element, interventions of many NGOs concentrated on promoting the human capital, by way of skills upgradation and education. One such NGO, Adventist Development and Relief Agency (ADRA) was involved in the tsunami relief and rehabilitation activities in the village of Madavamedu in Nagapattinam. ADRA had focussed on promoting a range of income generating activities for the tsunami victims, especially women, to ensure sustainable livelihood. Fishing was the major source of income for the community. But fishing got affected in the aftermath of tsunami for some time. In order to provide alternative employment, ADRA imparted training for skill development. Candle making, fancy bag making, vessel hiring, bakery, etc. were introduced by ADRA as secondary income generative activities. Training was also imparted in tailoring, screen printing, etc. Initial investment was made by ADRA and for subsequent investments; loans were arranged for the people. For people who wanted to start business on a small scale, orientation was given on business planning, costing, and division of labour. Training programmes for the same was arranged by ADRA in collaboration with District Rural Development Agency (DRDA). Though infrastructure for income generating activity was provided by ADRA, the responsibility of managing the activity was given to the SHG or community, involved in the task. Thus, confidence and motivation of the community got boosted up and they felt, they were empowered. Training in various activities strengthened their capabilities, giving them better exposure to income generating activities. However, it should also be said that though the training was useful to the community, people couldn't make adequate investment, and the effort was not fully sustainable.

Social Capital

Social capital is an intangible asset, which constitutes rules, norms, obligations, reciprocity and trust embedded in social relations, social structures and societies' institutional arrangements (Moser, 1996) [15]. It is embedded at the micro-institutional level, for example, rights or claims that are derived from the community or local group. It also denotes the association or affiliation of the people with friends or local organization, through which the community is able to get the support or help they need. NGOs make a tremendous contribution in building the social capital of the community. Promoting the livelihood of people, by way of constituting self help group is an apt example to illustrate the contribution of NGOs in influencing social capital.

SIFFS had made relief and rehabilitation efforts in various ways as a response measure to tsunami. Boat building and repairing were the major activities of SIFFS. It has been of major assistance to the fishing community by providing information on fishing, marketing, etc. Expansion of the society network was a major contribution of SIFFS in terms of building social capital. In the fishing villages of Nagapattinam, formation of new societies by SIFFS gained impetus. Thus with the support of the fishing societies formed by SIFFS, the fishing folk of Tarangambadi, Arcattuturai, and Chinnangudi villages of Nagapattinam were able to resume their fishing activity after the tsunami. Societies were also formed in Vanagiri and Poombukar villages of Nagapattinam, and billing process and fish auctions are carried on by the societies.

Apart from forming societies, SHGs were also formed among the women of the fishing community. Thus formation of SHGs and societies had helped the fishing folk in reviving their livelihood. The community found better price for their goods, as the societies stand in protecting and securing their rights and claims. Democratic values and principles are being followed in the efforts of such societies. The support of the society has also contributed to strengthening the capabilities of fishing community and high level of fishermen participation is evident in decision making processes. [16]

Through these case studies, it is evident that NGOs play a commendable role in promoting disaster resilience. The contribution of NGOs by way of its intervention in terms of providing micro-finance, formation of SHGs, skill enhancement training, infrastructure building, land reclamation, etc., are all promising measures in bringing back the victims to normalcy. Though the issue of rights and capability are not directly addressed in the intervention, it can be said that the NGOs mentioned here were quite successful because of the focus on rights and capability in an indirect way. However, there are quite a lot of issues which are not addressed by the NGOs in an appropriate manner. The involvement of government can act as a measure in monitoring the activities of NGOs. Concentration on rights, claims of people, information, skills, resources and opportunities forms a key strategy of the NGOs in bringing resilience. Apart from this responding to the needs of the people, cooperation with government sectors, involvement in development practice, etc. can enhance the sustainability of the efforts of NGO intervention. [17]

Critical Gaps in Intervention

The case study reveals that NGOs have played a tremendous role in building a disaster resilient community by laying the focus on the aspect of livelihood. However, there are some cross cutting issues that have to be addressed to properly. It cannot be overlooked that the interventions of most of the NGOs that generated the interest of the community towards work were only short lived. It lacked sustainability. But at the same time, NGOs did bring to table the technical expertise that contributed in improving the capability of the people.

The livelihood initiative provided and promoted by NGOs, though contributed till the rehabilitation phase, lost its essence beyond the project period, as the follow-up was not appropriately made. The community members who learnt new ways of livelihood options couldn't continue it for a longer time, as they only got the initial training from NGOs and were not able to get the required add-on support, to sustain the new means of livelihood learnt. [18]

Most of the NGOs concentrated on the skill development of the community in order to promote the livelihood of the community. However, such programmes missed out the promotion aspects, in terms of financial arrangement, training to the entrepreneurs, marketing and management skills, etc. Though there were measures for promoting micro-finance, it lacked the impetus on a long-term basis. In most of the cases, the skill development centres of the NGOs were under-utilised by the community members.

There was lack of future plans and predictions, which reduced the impact of the intervention programmes, however effective it might or could have been. The interventions are meant to serve the community and prepare them accordingly, so that they are able to cope up and manage future disaster situations. However, the efforts of NGOs served only the temporary purpose of coping and managing the tsunami of 2004. It is quite sceptical whether people would be able to handle a

disaster with the intervention programme provided to them, if a disaster occurs in the future. [19]

In order to address the above mentioned gaps, the first and foremost attention should be laid on promoting the mental makeup of the community. Without addressing this issue, whatever may be the magnitude of future disasters and however effective may be the investment and interventions made for the community, it would by and large a futile exercise. Thus, the long-term perspective has to be engrained in the minds of the people about the training and other intervention programmes. Such measures could only to make remaining programmes of this order a success.

The training programmes of NGOs should inculcate among the clientele the perspectives of human rights so that people are aware of their rights and are in a position to demand their rights. Strengthening the capability of the people and awareness on rights should be imbibed in the minds of the people along with the commitment for willingness to participate and contribute for their own development. Once accomplished, the expertise of the NGOs, along with the support of the government and the active involvement and willingness of the people, would hasten the process of livelihood promotion and goes beyond that and contributes to building a resilient community. [20]

CONCLUSION

This study, in a humble way, has stressed on the integration of the human right based approach and capability approach in the processes of moving towards development of the disaster vulnerable community. If NGOs and other institutions focus on this aspect in providing their services to the community, their vision, mission and goal of attaining resilience could be successful.

People affected by disasters have the right to live with dignity and in the same way have the right to get assistance. In the same manner, capability of the people should also be looked at as their capability in one functioning would be complement and supplement every other functioning having been affected by a disaster.

The data generated and analysed have proved that the application of right based approach helps in increasing the effectiveness of assistance, as it involves the question of accountability of agents and thus people affected by disasters realise their rights in expecting the assistance from various players.

NGOs consider disasters as an opportunity for development. Relief associated with enhancing development in the post-disaster, recovery and rehabilitation periods has a strong multiplier effect. It is better to teach someone how to fish, rather than offering fish. In the same manner, post-disaster mechanism and measure should concentrate on improving the potential of the people by making them strong rather than making them dependent and weak. Thus, any framework that aims at effective management of disasters should make the community more independent and self-sufficient and work towards strengthening the resilience of the community.

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THE ACTION OF SELLER INSECTICIDE ON THE SOIL LAYER HYGIENIC JUSTIFICATION

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ABSTRACT

More than 4 million pesticides are used against pests worldwide, of which only 1% are effective. The development of hygienic standards of pesticides is of particular importance in preventing the negative impact of pesticides on the human body and the environment. The resistance of Seller insecticide to soil, its movement in layers, accumulation, the degree of transition of plants to the surface, the level of air pollution in the workplace and atmospheric air in the processing of agricultural crops were assessed.

KEYWORDS: *Insecticide, Sanitary-Toxicological, Permissible Concentration, Migration, Hygienic Regulation.*

INTRODUCTION

More than 100 chemical compounds used in agriculture are known in our republic .

The use of many pesticides in agriculture, on the one hand , increases productivity and achieves economic efficiency, as well as the introduction of new biologically active substances into the environment, which leads to major problems in environmental protection. [1,2]

Large amounts of chemicals are used to protect agricultural crops. All this is aimed at the destruction of living organisms together and separately [3]. Most chemicals are highly resistant to the environment and retain their toxic properties under natural conditions [4]. Some pesticides have carcinogenic, mutagenic, gonadotoxic properties. Therefore, in the study of the toxicity of pesticides, it is important to assess their gonadotoxic, carcinogenic, mutagenic effects [5]. Pesticides with such properties are prohibited for use in agriculture. In some countries around the world, the use of toxic chemicals with such properties continues. As mentioned above , it is estimated that the annual damage from agricultural pests in the CIS countries is 45 billion soums [6,7].

In order to prevent the negative impact of pesticides on the environment, human health, their food products, the environment, atmospheric air, working air, soil, water bodies, norms and regulations, the factors influencing these conditions, the state of their preservation in nature. detection is the basis for preventing the adverse effects of pesticides [7,8].

It is known from the above literature that insecticides belonging to the class of synthetic pyrethroids are stored in the soil for a certain period of time and pollute the surrounding objects (air, workplaces, water, food). [9,10,11] The duration of storage of synthetic pyrethroids in the

soil, their movement in the soil layer, and the degree of transition of the plant to the surface depends on the climatic geographical conditions of the area, the amount of them used, soil type and moisture and other factors. . [12,13]

The purpose of the study. It consists of a hygienic assessment of the accumulation of Seller insecticide in the soil, the degree of resistance and its movement in the soil layer.

Materials and research methods

The object of testing is the drug Seller 20% x, developed by Euro Team Uzbekistan - Germany.

Emprik: $C_{22}H_{19}Cl_2NO_3$

Molecular weight: 416.3

The accumulation of Seller insecticide in the soil, the degree of resistance and its movement in the soil layer were tested in the area where the grain was planted. The residue of the insecticide in the soil was determined by the thin-layer plate method. The drug was used in the experimental area in the amount of 0.01, 0.02, 0.04, 0.05, 0.1, 0.2 kg / ha. A soil sample for inspection was taken according to a set standard over a period of time.

The results of the inspection and their discussion

Results of the study of the degree of resistance, condition and movement processes of seller insecticide in the soil

It is known from the above literature that insecticides belonging to the class of synthetic pyrethroids are stored in the soil for a certain period of time and pollute the surrounding objects (air, workplaces, water, food).

The action of Seller insecticide in the soil layer was studied in its three layers (0-10, 10-20, 20-30 cm). Soil samples were taken 60 days after insecticide application. The results of the audit are presented in Table 1.

TABLE 1 RESULTS OF TESTING THE ACTION OF SELLER INSECTICIDE ON FINE-GRAINED YELLOW SOIL

The amount used is kg / ha	Sampling time, day	The drug was detected in mg / kg		
		Soil layer cm		
		0 - 10	10 - 20	20 - 30
0, 0 1	60	0	0	0
0.02	60	$0.01 \pm 0,001$	0	0
0.04	60	$0.02 \pm 0,002$	0	0
0.05	60	$0.03 \pm 0,002$	$0.01 \pm 0,002$	0
0.1	60	$0.05 \pm 0,004$	$0.02 \pm 0,002$	$0.01 \pm 0,001$
0.2	60	$0.06 \pm 0,004$	$0.03 \pm 0,002$	$0.02 \pm 0,001$

Checks that showed that the insecticide was 0.01 kg / ha amount 60 days when used then preparation of the soil none layer not detected .

When the amount of drug used increased to 0.02 kg / ha, the insecticide $\pm 0,001$ was detected only in the amount of 0.01 mg / kg in 0 - 10 cm layer of soil. As the amount of Seller drug increased, so did its content in the soil. For example, when the amount of the drug was increased by 0.04 kg /, its residue was not detected in the amount of 0.02 in a $\pm 0,002$ mg/kg layer of fine-

grained yellow soil 0-10 cm . In other untested layers of soil (10-20, 20-30cm) no insecticide was detected. When using the insecticide in the amount of 0.05 kg / ha, the action of the drug with the soil layer was observed.

When the insecticide is applied in an amount of 0.04 kg / ha, the soil is 0 -10 cm. and $0.03 \pm 0,002\text{mg / kg}$, 10 - 20 cm. was found to be $0.01 \pm 0,002\text{mg / kg}$. It should be noted that the higher the amount of Seller drug used, the greater its action in the soil layer. When using the insecticide in the amount of 0.1 and 0.2 kg / ha, the insecticide was detected at a depth of 10 - 20 cm in the soil at a depth of $0.02 \pm 0,002$ and $0.03 \pm 0,002\text{mg / kg}$, respectively, and at a depth of 20 - 30 cm in the amount of $0.01 \pm 0,001$ and $0.02 \pm 0,001\text{mg / kg}$. The action of Seller insecticide in the soil layer was also investigated in fine-grained gravelly soils. When the insecticide was applied at a rate of 0.01 kg / ha under these soil conditions, no residue was found in any layer of soil after 60 days. The insecticide used in the amount of 0.02 kg / ha of the drug was detected only in the amount of $0.02 \pm 0,002\text{mg / kg}$ on the surface of the soil (0 -10 cm). When increasing the amount of insecticide application to 0.05 kg / ha, the drug acted on the next part of the soil (10 -20cm) and in a layer of 20 - 30 cm. Thus, the amount of soil was determined at a depth of 0.03 at 10 - 20 cm and $\pm 0,004$ $0.02 \pm 0,002\text{mg / kg}$ at a depth of 20 - 30 cm (Table 6). This is 17 and 22 percent more than this layer of fine-grained yellow soil, respectively.

Table 2

Results of testing the action of seller insecticide on fine-grained gravel yellow soil

The amount used is kg / ha	Sampling time, day	The drug was detected in mg / kg		
		Soil layer cm		
		0 - 10	10 - 20	20 - 30
0, 0 1	60	0	0	0
0.02	60	$0.01 \pm 0,002$	0	0
0.04	60	$0.03 \pm 0,003$	0	0
0.05	60	$0.04 \pm 0,003$	$0.03 \pm 0,004$	$0.02 \pm 0,002$
0.1	60	$0.05 \pm 0,006$	$0.04 \pm 0,004$	$0.02 \pm 0,002$
0.2	60	0.0 6	$0.05 \pm 0,003$	$0.03 \pm 0,003$

Insecticide soil when the application rate is increased to 0.1 and 0.2 mg / kg

in three layers (0 - 10, 10 - 20, 20 - 30 cm) (from 0.05 ± 0.006 to 0.03 ± 0.003 mg / kg). [9,10]

C eller insecticide moves through the soil layer when used in agriculture. Its degree of mobility depends on the amount of chemicals used and the type of soil. The higher the amount of insecticide used, the higher its deep movement into the soil layer. In addition, the migration of celery insecticide is higher in fine-grained gravelly soils than in fine-grained yellow soils.

CONCLUSION

From the above, it can be concluded that Seller insecticide is stored in the soil for a long time (60 days or more). This situation pollutes the plants planted in such areas and contaminates the food products obtained from them. The amount of insecticide in the soil depends on the type of soil and the amount used. The insecticide accumulates in the deep layer of soil (0-10 cm) depending on the dose used. The greater accumulation of Seller on the surface of the soil can be explained on the one hand by the low solubility of the insecticide in water, on the other hand by the abundance of organic matter on the surface of the soil. It should be noted that the fate of the

seller insecticide in the soil depends directly on the type of soil. Insecticide fine-grained gravel has higher migration in the soil layer than in fine-grained yellow soil. This is because gravel soil retains less organic matter. Based on field experiments, half (T_{50}) and complete decomposition of Seller was found in fine-grained yellow soil conditions.

It can be concluded from the above. When Seller insecticide is used in agriculture, it is observed that the insecticide penetrates not only the soil but also the chemical preparation of plants into the surface layer.

Hence, it leads to contamination of food products derived from these plants. The degree of penetration of seller insecticide into the surface part of plants depends on the type of soil. Therefore, in the development of hygienic regulation and preventive measures of new pesticides, it is important to take into account the level of their resistance in the soil, the transition of plants to the surface. The type of soil should also be taken into account.

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HYGIENIC JUSTIFICATION OF THE PERMISSIBLE LEVEL OF SELLER PESTICIDE IN ATMOSPHERIC AIR AND WORKPLACE AIR

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ABSTRACT

Based on the conducted research, the safety of the use of the new insecticide Seller in agriculture was established. Scientifically substantiated the maximum permissible concentration of insecticide in atmospheric air, air of the working area, in the soil. Approximately permissible concentration of the drug in products of plant origin, in the water of water bodies has been developed.

KEYWORDS: Seller, Toxicity, Hygiene Regulations

INTRODUCTION

The growth of the world's population requires a solution to the food problem on all continents. It should be noted that the prevention or reduction of crop yields under the influence of pests, diseases and weeds around the world is very important and requires immediate action. The solution to this problem today is the use of chemicals in agriculture. A number of factors point to this "... the cost of importing pesticides from an economic point of view requires development in every region." Therefore, it is important to study the level of safety of such pesticides in the environment and the human body. [1]

At present, modern science has enough evidence about the negative impact of environmental and hygienic factors on the health of the population. Multi-scale studies conducted in recent years have shown that there is a link between deteriorating public health and pollution of the environment with pesticides and other chemicals. Protection of the environment and human health, priority scientific issues related to environmental safety when using new pesticides in agricultural practice. Our government has developed state social programs and adopted laws. During the period of independence of the Republic of Uzbekistan, reforms have been carried out in healthcare, industry and agriculture. Article 3 of the Law of the Republic of Uzbekistan "On protection of atmospheric air" states that one of the main principles of protection of public health is the priority of preventive measures and the unity of medical science and practice. [2]

When wheat fields are treated with celery pesticide, the drug pollutes the air in the workplace. When using the pesticide in the amount of 0.01 kg / ha, the residue of the drug was found to be 0.05 to 0.01 mg / m³ during pesticide treatment in the workplace. ± With the increase in the use of the drug Seller (0.02; 0.04; 0.05; 0.1; 0.2 kg), the increase in the level of air pollution in the workplace (0.1; 0.2; 0.3; 0) , 5; 0.6mg / m³) was observed. [3]

Q When agricultural crops were treated with Seller pesticide, the workplaces were contaminated with the pesticide.

it is very important to take measures to protect workers involved in pesticide treatment from poisoning .

The amount of Seller pesticide in the workplace ($II = 12$)

Quantity used, kg	Sampling time, days	Amount of pesticide. mg / m ³
0.01	during use	0.05 ± 0,01
0.02	during use	0.1 ± 0,02
0.04	during use	0.2 ± 0,01
0.05	during use	0.3 ± 0,02
0.1	during use	0.5 ± 0,03
0.2	during use	0.6 ± 0,04

Results of the study of atmospheric air pollution with Seller pesticide. When grain fields were treated with Seller pesticide, its amount in atmospheric air was studied in dynamics. When using Seller pesticide in the amount of 0.01 kg / ha, its content in atmospheric air (15 m height) was 0.04 mg / m³. After 2 hours of use, its amount in the air is reduced by half, 0.02 ± 0,005 mg / m³. On the third day of the experiment, no drug residue was found in atmospheric air. With increasing the use of pesticides (0.02; 0.04; 0.05; 0.1; 0.2 kg) an increase in the amount of pesticide in the air was noted (0.05 ± 0,06 and 0,09 ± 0,08 mg / m³ each). [4]

mg / m³, respectively ± 0,004 – 0,07 ± 0,06 and 0,01 ± 0,002 – 0,03 ± 0,002). It should be noted that when using the pesticide in the amount of 0.1 kg / ha, the trace of the drug was detected in the air for 3 days, and when used in the amount of 0.2 kg / ha, the pesticide was detected in the air in the amount of 0.01 ± 0.002 mg / m³ (Table 4.2). Based on the above, it can be concluded that when Seller pesticide is used in agriculture, the air is polluted with the chemical. The level of air pollution lasts up to three days. Therefore, it is advisable to develop specific measures to protect the atmosphere from air pollution when Seller is used in agriculture.

Develop a permissible norm of seller pesticide in water bodies

The organoleptic properties and sanitary regime of the water were studied to develop the permissible level of the pesticide in the water.

Based on the organoleptic properties (odor) of water of the drug, its hypersensitivity concentration was determined to be 0.04 mg / l.

The drug did not foam at such a concentration and did not change the color of the water. Thus, as a result of sanitary-toxicological tests, the hypersensitivity concentration of the drug was set at 0.72 mg / l.

Calculation: 0.72 - 100

X - 5 = 0.03 x 20 = 0.72 mg / l

As a result of complex and sanitary-toxicological examinations, the permissible level of Seller in water was set at 0.04 mg / l (sensitivity indicator - organoleptic indicator).

Floods of the drug in atmospheric air amount

№	Used amount , kg / ha	For example get time , day	Pesticides amount mg / m³
1	0.01	Used per hour After 2 hours 2- day 3- day	0.04± 0,007 0.02± 0,005 0 0
2	0.02	Used per hour After 2 hours 2- day 3- day	0.05± 0,006 0.03± 0,004 0.01± 0,002 0
3	0.04	Used per hour After 2 hours 2- day 3- day	0.06± 0,006 0.04± 0,002 0.01± 0,003 0
4	0.05	Used per hour After 2 hours 2- kun 3- kun	0.07± 0,006 0.05± 0,002 0.02± 0,003 0
5	0.1	Used per hour After 2 hours 2- day 3- day	0.08± 0,007 0.06± 0,005 0.02± 0,005 izi
6	0.2	Used per hour After 2 hours 2- day 3- day	0.09± 0,008 0.07± 0,006 0.03± 0,002 0.01± 0,002

Develop a permissible norm of seller pesticide in water bodies

organoleptic properties and sanitary regime of water were studied to develop the permissible norm of pesticide in water.

Based on the organoleptic properties (odor) of water of the drug, its hypersensitivity concentration was determined to be 0.04 mg / l.

The drug did not foam at such a concentration and did not change the color of the water. Thus, as a result of sanitary-toxicological tests, the hypersensitivity concentration of the drug was set at 0.72 mg / l.

Calculation: $0.72 - 100$

$X - 5 = 0.03 \times 20 = 0.72 \text{ mg / l}$

As a result of complex and sanitary-toxicological examinations, the permissible level of Seller in water was set at 0.04 mg / l (sensitivity indicator - organoleptic indicator).

Determining the maximum permissible level of seller pesticide in food.

The maximum permissible level of Seller pesticide in food products was developed on the basis of the guidelines "Methodical instructions on the hygienic assessment of new pesticides."

The level of environmental resistance and toxicity of the drug were taken into account.

Calculation:

0.72 - 100%

X - 70% X = 0, 0 5

0.5 - 1000

X -360 X = 0, 18

The maximum permissible level of Seller pesticide in wheat was set at 0.18 mg / l. However, the small amount of pesticide use (0.05 kg / ha) should not be a residue of the drug in wheat.

celery leprosy on the sanitary condition and organoleptic properties of water bodies, its hypersensitive concentration (effect on the smell of water) was determined to be 0.04 mg / l. The drug does not foam in water at this concentration and does not change the color of the water.

Hygienic parameters of seller pesticide

Indicator	Defined and allowed norm
Atmospheric air mg / m ³	0.002
Workplace air mg / m ³⁰	0.24
Water basins mg / l	0.04
In the soil, mg / kg	0.2
Food - mg / kg	Not allowed

With this in mind, as a result of in-depth toxicological and hygienic inspections, hygienic standards for Seller pesticide have been developed in water bodies, foodstuffs, soil, and atmospheric air. In the development of hygienic standards in water bodies, the effect of the drug on the organoleptic properties of water and sanitation was taken into account. As a result of sanitary-toxicological experiment, the sensitive dose of the drug was set at 0.72 mg / l, and the effect on the odor of water was set at 0.04 mg / l. Taking into account the results of complex inspections and sanitary toxicological examinations, the permissible concentration of Seller pesticide in water bodies was determined as 0.04 mg / l (organoleptic sensitive mark). [5]

Taking into account the environmental resistance and toxicological properties of Seller pesticide, its maximum permissible level in food (wheat) was set at 0.18 mg / kg. Given that the drug is used in small quantities (0.05 kg) in grain fields, it was determined that it should not be in wheat.

concentration of Seller pesticide was determined by mathematical calculation, taking into account the amount and toxicological properties of the pesticide determined during use in atmospheric air and in the workplace . According to him, the permissible concentration of Seller pesticide in atmospheric air was set at 0.002 mg / m³, and at workplaces - 0.24 mg / m³. [6]

Based on the sanitary-toxicological experiment, the sensitive concentration of the drug Seller was determined to be 0.72 mg / l. Complex sanitary-toxicological experiments became the basis for the recommendation of the permissible concentration of the drug in water bodies as 0.04 mg / l (the main sign-organoleptic index). Based on the toxicodynamics of Seller leprosy and its resistance in nature, mathematical calculations were developed to allow it in food products. According to him, the maximum permissible level (MRED) of Seller leprosy in wheat was set

at 0.18 mg / kg. However, given the small amount of the drug used in grain fields (0.05 l / ha), wheat should not have any residues. [7]

Based on the approach to the regulation of harmful substances in the air, the toxicological parameters of the drug and its physicochemical properties and the method of calculation, the permissible concentration of Seller leprosy in the air (REK) is 0.002 mg / m³ and 0.24 mg / m³ in the workplace. Taking into account the complex and rapid methodology of pesticides in the environment (2015) and the maximum permissible level of the drug in food, its permissible concentration (MREK) in the soil was set at 0.2 mg / kg. As a result of the analysis of the chemical structure and biological activity of synthetic pyrethroids, it was concluded that the replacement of the ethyl group in chains 4 and 6 of their chemical structure with the methyl group increases the toxicity and biological activity of pesticides. This is the case with the Seller pesticide. [8]

does not pose a risk to human health and the environment when used in recommended norms and regulations in agriculture . It is known that pesticides belonging to the class of synthetic pyrethroids are stored in the soil for a certain period of time and pollute the surrounding objects (air, workplaces, water, food). [9] The duration of storage of synthetic pyrethroids in the soil, their movement in the soil layer, and the degree of transition of the plant to the surface depends on the climatic geographical conditions of the region, the amount used, soil type and moisture and other factors. In the hygienic assessment of new pesticides, it is important to assess their fate in the soil system, their movement in the soil layer (migration), their accumulation and their transition to plant-derived foods. Because their results play a special role in the development of preventive measures for the safe use of pesticides in agriculture. It is the study and evaluation of these situations that form the basis of this scientific research. [10]

Resistance of Seller pesticide in soil, its movement in layers, accumulation, the degree of transition of plants to the surface were studied in the soil-climatic conditions of the republic (fine-grained yellow soil, fine-grained gravelly yellow soil), which differ from each other. Initially, the level of air pollution in the workplace and atmospheric air during the processing of agricultural crops with Seller pesticide was assessed. [11]

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CHEMICAL COMPOSITION OF DEONICA DEZODORANT

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ABSTRACT

The article examines the chemical composition of dezodorant. In addition, organic substances contained in Deonicadezodorant were also identified. Today it's hard to imagine our lives without deodorants and antiperspirants. In particular, global warming will increase the demand for them. Questions like these can make us think. This solves the problem of unpleasant odors, but does not prevent the formation of moisture at all. Aluminum salts are ingredients that prevent sweating. Salts should melt to prevent sweat from forming on the surface of your pores. The chemical composition of deonica deodorant is isobutene, butane, aluminum chlorohydrate, propane, cyclopentane, cyclohexane, PEG/PPG-18 Dimethicone, triethyl stearate, linalool, lactobacilli extract filtr, propylene glycol, potassium cuminosulfate, butylphenylmetapropional substances.

KEYWORDS: *Deonica, dezodorant, salt alumin, propilenglikol, linalool.*

INTRODUCTION

During the years of independence in our country there are the types of deodorant which are prepared using only chemical elements. It is actual problem that creating deodorant varieties which is rich of natural plants [1]. Today it's hard to imagine our lives without deodorants and antiperspirants. In particular, global warming will increase the demand for them. Questions like these can make us think. Deodorants are traditionally divided into two major groups: deodorants and antiperspirants. Deodorants neutralize sweat odor and do not regulate sweating. They contain substances that prevent the growth of bacteria, which creates the smell of sweat. The smell of sweat is almost imperceptible. However, when it gets on the skin and reacts with bacteria, its odor intensifies and becomes unpleasant. Antiperspirants reduce the sweating process itself. They contain aluminum salts, which constrict the sweat glands. Why do antiperspirants contain aluminum salts? The question is how do they affect the body? Antiperspirants help you sweat less by blocking your eyes and pores. These antiperspirants contain many ingredients which are against to sweat, such as aluminum salts. Regular use of deodorant can cause inflammation of the skin.

Therefore, when choosing a deodorant or antiperspirant, you should pay attention to its chemical composition. If you want to lose sweat and give a pleasant scent under your armpits, your choice should be antiperspirant deodorant at the same time. It combines the benefits of these products and protects aromatic odors. Note Deonica antiperspirant deodorants, which are pleased with the durability of this effect. There are some rules for applying deodorant:

Chemical composition of deonica deodorant

Name of substance	Chemical formula	Name of substance	Chemical formula
Isobutane	C_4H_{10}	Aluminum chlorohydrate	$Al_2ClH_5O_5$
Butane	C_4H_{10}	Propane	C_3H_8
Cyclopentacyclooxane	$C_{10}H_{30}O_5Si_5$	Triethyl citrate	$(CH_2COOC_2H_5)_2CO$ $HCOOC_2H_5$
Linalol	$C_{10}H_{18}O$	Propylene glycol	$C_3H_8O_2$

Organic substances such as isobutane and butane in deonica deodorant act as gases. Aqua, on the other hand, gives a light fragrance. Aluminum chlorohydrate slows down the activity of bacteria and at the same time fights against unpleasant odors. Scientific studies show that deodorants specially formulated based on aluminum salts can significantly reduce the appearance of unpleasant odors and secretions under the armpits, even under stressful conditions [2]. Deodorants that do not contain aluminum salts, unlike antiperspirants, only inhibit the growth of bacteria. This solves the problem of unpleasant odors, but does not prevent the formation of moisture at all. Aluminum salts are ingredients that prevent sweating. Salts should melt to prevent sweat from forming on the surface of your pores. But does this mean that dissolved aluminum salts are absorbed and retained in the body? Recent studies published by the National Center for Biotechnology Data show that frequent use of deodorants does not prove that aluminum salts in breast tissue can cause breast cancer. In fact, breast cancer tissue does not contain more aluminum than normal breast tissue. "If you have kidney problems, especially if your kidney function is 30% or less, aluminum may be more cause of a concern," said Benjamin Chan Do, a Penn Family Medicine doctor in Phoenixville. Dr. Chan explains, "Too much aluminum in your body can lead to bone disease or dementia. Typically, excess aluminum is filtered out of your body by your kidneys. Thus, people with impaired renal function may not be able to filter aluminum fast enough. However, if you have normal kidney function, your kidneys can usually excrete the amount of aluminum absorbed through the skin from anti-aging and cosmetic products.

Linalol is a substance found in lavender, mint and other plants. When it comes in contact with oxygen, it forms oxides that cause allergies. Manufacturers add agents which prevent oxidizing to perfumes and hygiene products, but allergens are still formed during storage. One of the reasons for the spread of allergies to linalol may be its widespread use. Frequent contact with allergens increases the likelihood of developing allergic reactions.

PEG/PPG-18/18 Dimethicone is a component that can be easily found in many cosmetics today, as well as in special tanning skin care products. The specified substance is a synthetic polymer based on elements such as dimethicone and ethylene glycol derivative. In the manufacture of deodorant, this substance is found to be used due to its unique ability to provide a grinding and corrective, emulsifying effect. Like any polymer used in the cosmetics industry, PEG/PPG 18/18 Dimethicone is not a leader, but performs an additional or strengthening function. This substance can be found in products designed to create an anti-aging effect. This element can also be used to provide a moisture barrier and create a thin protective film that reflects the negative effects of ultraviolet light.

Potassium aluminosulfate (Potassium alum) - potassium sap is not one, but two chemical mixture: potassium and aluminum sulfate, the chemical formula of which is expressed in the

form $KAl(SO_4)_2 \cdot 12H_2O$. It crystallizes in an octahedral structure in a neutral solution and has a cubic structure with a spatial group and lattice parametric 12.18Å in an alkali solution [3]. It is used in water treatment, leather tanning, deodorant, dyeing, non-combustible textiles and pharmaceuticals, as well as in cosmetics.

Cyclopentacyclooxane acts as a waterproofing agent to lubricate the skin and provide temporary radiance. It is considered also a means of soothing and softening the skin by keeping moisture in a confined space. It can also correct dryness by preventing water loss and scale formation by keeping more water on the surface of the skin.

Butylphenylmethylpropional- commonly known as Lilial or p-BMHCA, is a synthetic fragrance ingredient widely used in various cosmetics. Butylphenylis also used in several non-cosmetic products such as methylpropional household cleaners and detergents. Propylene glycol is a colorless viscous liquid with a weak odor, sweet taste, hygroscopic properties, dihydric alcohol. Currently, all deodorants contain chemicals. We are working on scientific deodorants to enrich it with natural plant-based products. Deodorants all contain chemicals. Infusions and ointments made from natural plants give better results than deodorant. [4]

The chemical composition of deonica deodorant is isobutene, butane, aluminum chlorohydrate, propane, cyclopentacyclohexane, PEG/PPG-18 Dimethicone, triethyl stearate, linallol, lactobacilli extract filtr, propylene glycol, potassium cuminosulfate, butylphenylmetapropional substances. It actively protects against perspiration for a long time, the pungent smell that cuts through the perfume is not pleasant, does not leave marks on clothing and does not allow itching and other allergic manifestations.

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THE COMPOSITION OF SOAPS AND ITS EFFECT ON SOAP QUALITY

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ABSTRACT

This article provides information on the origin of soaps, the impact of changes in soap composition on changes in its quality. The women who did the laundry there noticed that the clothes were washed much better in this mixture, and gradually used this water not only for washing clothes, but also for washing the body. The carboxyl group is a polar group with a dipole moment of 1.7 D and has clearly exhibited water-like properties, including polar solvents. Attempts to introduce very fine foaming agents do not lead to the expected result because they do not stay in the soap for long and absorb it with their scent.

KEYWORDS: Soap, palmitin, stearin, olein, myristin, laurin, beef oil, etalon.

INTRODUCTION

Soap was known to people in the VI century BC. In those days, Finns and Gauls made soap from goat oil and tree ash. The ancient Egyptians boiled bull ash and goat oil to obtain a lipstick-like mass and used it for washing.

The earliest written sources on soap can be found in the works of the Roman writer and scientist Pliny the Elder (1st century BC). Galen mentioned the properties of soap as a cleanser. Saponarius - the profession of soap making was first mentioned by Theodore Pristianus in about [1].

The Romans called the soap sapo - according to legend, the name comes from the name of Mount Sapo. According to ancient legend, sacrifices were made on this mountain. Melted animal oil and wood ashes from the altar were washed away by the rain into the muddy soil of the Tiber River. The women who did the laundry there noticed that the clothes were washed much better in this mixture, and gradually used this water not only for washing clothes, but also for washing the body. The first soap baking sites were also found by archaeologists in the ruins of the famous Pompeii.

In the 11th century, our ancestor Abu Ali ibn Sina advised the use of soap to wash lepers. From then until the thirteenth century, soaps were on a par with medicines and medicines [2].

According to the data, soap is the most common means of hygiene for consumers in our country. Soap is used by 98% of Uzbeks, and more than 50% of citizens use an average of 4 bars of soap every three months. According to experts, more than 80% of people use hard soap. Currently, the demand for soap in the markets of Uzbekistan is in the millions of dollars. One of the most important tasks today is to study the chemical composition of some soap products produced in Uzbekistan and to develop proposals for their classification based on the results obtained [3].

Soaps, which are an aqueous solution of sodium and potassium salts of C10-C18 highly saturated and unsaturated fatty acids, are surfactants. Their chemical formula is structurally composed of two parts: hydrophilic and hydrophobic. For alkaline salts of fatty acids, the hydrophilic part is a saline carboxyl group - COONa or - COOK, and the hydrophobic part is a hydrocarbon chain consisting of methyl CN₃, methylene CN₂ and metin CN groups. In surfactants molecules, the hydrophilic part - the head, the hydrophobic part - is called the tail part. Both parts are connected by an C-C covalent bond.

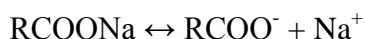
The carboxyl group is a polar group with a dipole moment of 1.7 D and has clearly exhibited water-like properties, including polar solvents. The hydrocarbon chain is electronically neutral and soluble in all but non-polar solutions, including fats and oils, so the hydrophobic part is also called lipophilic.

DISCUSSION

In general, those that can exhibit obvious properties, such as polar ones (e.g., water), even in non-polar ones (e.g., oils and fats) are called amphibians. For soap to be surfactants like amphiphilic, the lipophilic (tail) part of its molecule must be long enough (not less than C7) and equal to the hydrophilic (head) part. The ratio or hydrophilic-lipophilic balance (GLB) between the hydrophilic and lipophilic parts in a soap molecule determines its structure and properties.

Surfactants can be classified according to the nature of the ionic charge in solution: anion surfactants, cation surfactants, ion-free surfactants. This classification is determined only by the nature of the hydrophilic ion charge of surfactants, since the hydrophobic group is always ion-free. Therefore, the term "anionogen" refers to negatively charged surfactants, "cationogen" to positively charged, and "noninogenic" to non-charged ones.

Fatty acid soaps enter the anion surfactants and electrolytically dissociate in an aqueous solution to form a surfactant anion of fatty acid and hydrated Na⁺ and K⁺ cations by the following reaction:



In 2004, a new international standard "Household hard soap" (GOST 28546 - 2002) came into force. This standard justified modern conclusions about soap: household hard soap is produced for personal hygiene with or without the addition of natural sodium salts or natural and synthetic fatty acids.

According to this document, household hard soaps are divided into the following brands according to their consumer properties: "Neutral", "Extra", "For children" and "Original". Household solid soap must be manufactured in accordance with international standards,

technological regulations or guidelines, as well as the recipe and other technical documents of the soap approved by the manufacturer [4].

To answer the question about the relationship between soap composition and soap composition and quality, it is necessary to explain the following questions: whether the soap is made from good or bad raw materials, whether the recipe is followed, what is the manufacturer's hardware and whether there are any defects in the soap? - does not crack or oxidize and is economically viable when using soap.

Cooking the soap base of household solid soap is a more difficult task than compiling the recipe of the base oil mixture to cook ordinary household soap [5].

The composition recipe should show the surfactantse washing effect in hot and very hot water as it does in cold water use. In this case, the soap should not wear out as usual, form a good foam, do not scatter and do not tarnish. Such properties are achieved by adding to the soap an oily mixture of different fatty acids (corresponding to the fraction S12 - S18) in a precise ratio with each other. Household hard soap should also have an attractive brand appearance - a bright background and a sweet aroma, which is achieved by adding non-odorous (deodorized), bright and clear oils to the recipe. The existing conditions for the preparation of the soap base are good plasticity and good mechanical processing, stamping, obtained after drying the soap.

In world practice, the standard for good solid household soap is the following recipe: 80-85% stain oil (with titer of fatty acids at 41-430S) and 15-20% coconut oil. This content ensures that the oil mixture contains 20-22% stearin, 23-25% palmitic, 11-15% myristic and lauric and 35-37% oleic acid, which improves the physicochemical and consumer properties of the soap and is necessary for its mechanical processing. creates conditions.

At present, due to the sharp increase in imports of the main components of soap and oil raw materials, changes are being made to the old soap-making traditions. In the mid-1990s, the technical policy of the household soap industry was focused on the production of cheap soap in sweet-smelling, brightly colored and beautiful packaging due to the loss of the main quality indicator of household soap - the effectiveness of washing under conditions of use. In the 3rd millennium, the main indicator (along with the smell, color and packaging) became the consumer properties of soap, which are inextricably linked with the quality of the oil raw material used in it, the soap recipe and preparation technology. Consumption properties include long-term soaping, the effectiveness of washing in water of different hardness, non-cracking of the soap bar and other indicators [6].

Result. Consumer properties of household hard soaps consist of three ingredients: greasy recipe, additives and technology. However, the addition of foaming agents to the soap base should be done after in-depth research, primarily an alkaline environment (pH 9-11) and an unknown amount of excess alkali (up to 0.2%).

Foams are a helpful tool to make it better, more wonderful when using soap. Soap foams are always rougher than perfumes, colognes and other cosmetics. Attempts to introduce very fine foaming agents do not lead to the expected result because they do not stay in the soap for long and absorb it with their scent. On the other hand, it should be borne in mind that not all foaming agents can be included in soap.

Therefore:

- Synthetics can be added to the soap instead of expensive natural essential oils, but very small amounts of natural ones can be added;

- Not only new, but also partially osmotic foaming agents can be added [7].

The amount of foaming agent added is measured by its cost, foaming, and odor intensity, so it is difficult to find an exact ratio in advance. 1% foams for medium quality soap, close to 2% for good soap, up to 3% for high grade. Excessive foaming is detrimental to soap because essential oils and synthetic foaming agents behave like grease and greasy dirt in relation to soap, as experiments have shown that part of the soap is lost in emulsifying the foaming agent, i.e. it sinks out of the overall detergent balance and reduces the washing effect. Therefore, soaps with very large amounts of foaming agents, although of better quality than non-foaming soaps, have a lower washing ability than them [8].

Odor fixation on soaps is similar to odor fixation on perfumes. Among the real fixatives we can first get the basics of balm: toluan balm, frankincense, peruan balm and others. Very good results can be obtained if benzoyl resin, etc. (Sumatra can also be obtained), styrax, mainly taken in equal proportions with methylabietat.

The foam is often added to the soap without dissolving it for a long time, but this is incorrect. In particular, it contains a very small amount of garpius, absorbing odors even from the air, although the soap itself is a good fixative, but the fragrant substances remain in the soap when they are densely packed in the soap fragments, not the soap fragments.

Therefore, foams should be rationally dissolved with equal or at least half the amount of alcohol or acetone before adding them to the soap. When they are introduced, the last considerable volatiles evaporate without leaving an odor.

Synergists also use compositions of perfumery products for soap, especially tsibet, musk, amber, sage musk oil, synthetic musk and others.

The rule is as follows: the soap base can never be prepared for later use.

Discoloration and odor attenuation of household soap compositions are often carried out under the influence of light, air, heat, forming a bond with free alkali, in some cases two or more of these factors are used.

CONCLUSION

To study the chemical composition of some soap products produced in Uzbekistan, to determine the impact of changes in the composition of soaps on its quality, and on this basis to develop our proposals.

Based on the goal, we have set the following tasks:

1. Determining the level of study of the topic on the basis of the analysis of the literature and electronic sources on the subject, an analysis of the work done in this area.
2. To study the chemical composition of soap products and the current state of the requirements of the State Standard imposed on them.
3. Study of soap factories in the country.

4. Determining the main brands of soaps in the Uzbek market and the adherence to the recipe in their production.
5. Determination of antimicrobial properties of soap.
6. Determination of the mass fraction of fatty acids in soap.
7. Determining the quality quantity of soap.

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IMPROVEMENT OF THE ACCOUNTING OF LEASING OPERATIONS IN UZBEKISTAN

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ABSTRACT

This article analyzed the accounting sides of leasing operations in Uzbekistan. The leasing sector in Uzbekistan is booming as lease financing becomes more understood and utilized as a financial tool. But the inconsistency and complexity of the regulatory documents on leasing transactions complicate the work of the accounting service; do not provide a sufficient quality of the information base for analyzing the effectiveness of the organization's financial and economic activities. While specialized leasing companies exist, most lease financing is currently made available by commercial banks. A financial lease is used in business leasing operations according to international standards, and it is recommended that this type of lease be carried out based on separate receivables in accounting.

KEYWORDS: *Leasing, Accounting, Lessors, Sale, Property, Equipment*

INTRODUCTION

The basis for the leasing sphere in Uzbekistan was formed from 1993 to 2002. The first leasing contract was the purchase of 10 airplanes by National Airways of Uzbekistan. And the first leasing company opened at this time - "Uzbek Leasing International A.O.". After that, the law "On leasing" was adopted in 2002. [1]

In most emerging and transitional economies lease financing usually follows traditional corporate finance, project finance and private equity. Uzbekistan is no different; while leasing has existed for more than ten years, its general acceptance and real growth have occurred in the last three years. While specialized leasing companies exist, most lease financing is currently made available by commercial banks. This will change as the sector continues to expand and companies begin to specialize in such areas as car and/or vehicle leasing, operational leasing (where the leasing company provides the operators/crew as well), construction equipment leasing, and systems leasing where software accompanies the hardware being leased. [2]

RESEARCH

As the sector grows and becomes less concentrated, the leasing companies ("lessor") would become more sophisticated given the need to become more knowledgeable about their clients ("lessee") requirements and how they can best be served. An example of this would be in assessing the need to use new equipment versus used equipment, and the comparative merits of each. This also implies a growing closeness between the lessor and the equipment supplier,

especially if servicing and spare parts are an important consideration. This is important to the lessee as well, as they will most likely acquire the leased equipment/machinery at the end of the lease term, and they are interested in making sure that the assets' useful life is assured by proper maintenance, spare part sand manufacturers' support. [3]

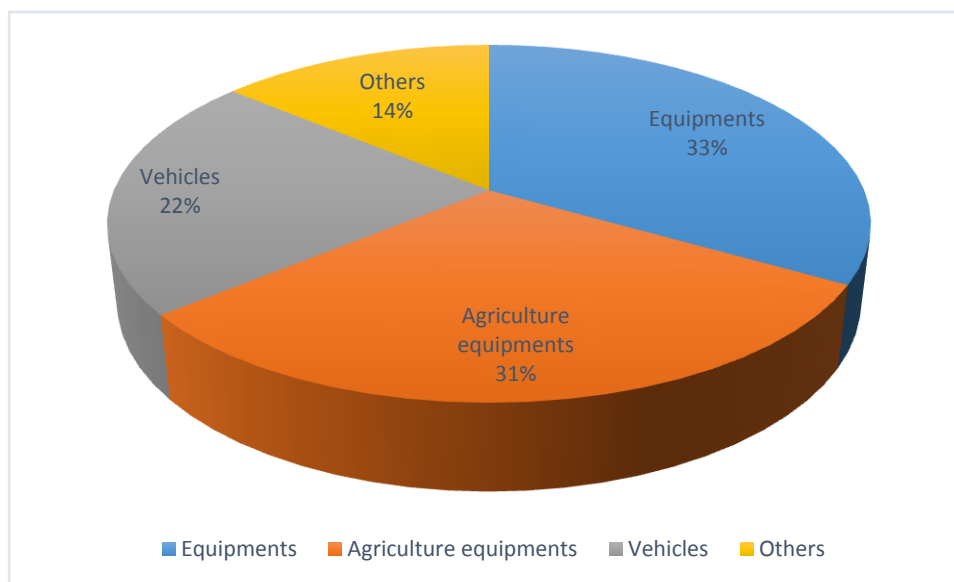
The Uzbekistan Lessor's Association was established in 2005. And since then the following tax benefits and preferences were put in law in the Republic of Uzbekistan:

1. Technological equipment imported for leasing is exempt from VAT (value-added tax) and customs duties
2. Lessees are exempt from paying the property tax on the leased asset
3. Taxable income of the Lessee is reduced for the amount of lease interest. Lessee deducts the total interest amount (of lessor's income) regardless of the duration of lease

Table-1 Lessors in Uzbekistan

	2018	2019	2020
Companies	102	118	146
Commercial banks	24	26	30
Total:	126	144	176

In Table-1 you can see increasing of companies and commercial banks which is related to lessors. The following you can to what branches leased assets in 2020.



Picture-1. Leased equipment by branches

The effectiveness of the application of financial leasing operations, the clarity, completeness, correctness and orderliness of the workflow for leasing operations, the consistency of the activities of all structural units ultimately determines the efficiency of the business entity. But the inconsistency and complexity of the regulatory documents on leasing transactions complicate the work of the accounting service; do not provide a sufficient quality of the information base for analyzing the effectiveness of the organization's financial and economic activities. Studies of the

degree of elaboration of the problems of accounting and analysis of leasing operations for enterprises at the present stage of the market economy show that, despite the great attention of researchers to this problem, many of its aspects are insufficiently studied, namely, the existing organization of accounting, proposed by law does not fully meet modern requirements for accounting and tax accounting, which in turn does not allow the formation of complete and reliable information about the activities of the organization. [4]

LITERATURE ANALYSIS

The relevance and main directions of the topic of the dissertation research are determined by the need to study the features of the implementation of leasing relations in the activities of commercial organizations, including the study of accounting for leasing operations in the context of reform and the transition to international financial reporting standards, as well as the construction of tax accounting when performing leasing operations in commercial organizations. [5]. The studies of foreign economists H. Anderson, G. Birman, are devoted to the theory of leasing operations. Bernstein, J. Rees, S. Schmidt, R. Anthony and others, as well as the works of Russian scientists: V.D. Gazman, G.T. Demeuova, B. Isabekov, B.B. Sultanova, E.V. Kabatova, V.V. Kovaleva, V.V. Komarova, Sh. Kantarbaeva, M.I. Leshchenko, JI.H. Prilutsky, C.B. Pankova, K.A. Sagadieva, A.C. Smagulova, A.M. Seitkazieva, S.T. Mirzhakypova, G.A. Seitkasimova, M.I. Sigareva, E.H. Chekmareva and others.

TABLE-2
THE STAGES OF DEVELOPMENT OF THE ACCOUNTING OF LEASING OPERATIONS IN UZBEKISTAN

№	Year	Improvement documents
Stage 1	1995-1999y.	The first leasing company was established on January 5, 1995 by named Uzbek leasing International A.O. The first National Accounting Standart "Accounting of Lease" was accepted on September 30, 1998 by Ministry of Finance Of the Republic of Uzbekistan The Law about Lease came into force on April 28, 1999.
Stage 2	2003-2008y.	The Regulation on the procedure for carrying out leasing operations and their accounting in commercial banks was accepted on March 27, 2007 by the Central Bank Of Uzbekistan
Stage 3	2009-2014y.	The new National Accounting Standart "Rent" was accepted on April 24, 2009 by the Ministry of Finance Of the Republic of Uzbekistan
Stage 4	2015-2020y.	The Resolution of the president of the republic of Uzbekistan on measures for the further development of auditing activities in the Republic of Uzbekistan (#3946 dated September 19,2018) The Resolution of the president of the Republic of Uzbekistan on additional measures to transition to international financial reporting standards (#4611 dated February 25,2020)

Table -2 analysis stages of leasing operations and related policy documents. In the process of transformation, leasing companies should consider the classification of fixed assets. That is, it is considered that depreciation is calculated correctly based on this classification.

It should be noted that in all leasing organizations in the Republic, debt on fixed assets leased is carried out on the account of payments for financial lease, ie as long-term assets. However, according to international standards, lease payments are reflected in the short-term, ie working capital section. [6]

The leasing process is carried out in three stages In the Republic of Uzbekistan. At the first stage, after studying the content of each lease agreement and the relevant directions in its implementation, preparations are made for the conclusion of a legal agreement (lease agreement). After that, the following is formalized: the application that the lessor receives from the prospective lessee; conclusion on the lessee's solvency and the effectiveness of the leasing project; the order sent by the lessor to the equipment supplier; Leasing agreement concluded by the lessor with the bank to provide a loan for leasing operations. [7]

In the second stage of the leasing process, in a bilateral or tripartite agreement, all the disputed terms in the lease agreement are legally justified. In addition, the following will be formalized:

1. Purchase and sale agreement for leased equipment (property);
2. Certificate of its use;
3. Agreement on technical maintenance of leased equipment, machinery (leased property).

The third stage of the leasing process is one of the main parts and covers the period of use of the leased property. It provides for accounting and reporting on all leasing operations, making lease payments to the lessor, registration of the issue of future use of the leased property after the lease term. [8]

CONCLUSIONS

A number of normative and legal acts have been approved in the Republic of Uzbekistan for lease in business entities. Based on these regulations, the accounting of leases has been significantly simplified and streamlined. The Leasing operations in business entities should be kept on both sides, of the lessee's and lessor's accounting. Based on this, we have presented in this research paper the importance of a lease at the expense of the lessee and the lessor and practical recommendations for its improvement. A financial lease is used in business leasing operations according to international standards, and it is recommended that this type of lease be carried out based on separate receivables in accounting. [9]

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ERK POETICS IN RAUF PARFI UZTURK LYRICS

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ABSTRACT

This article is aimed at discovering new aspects of the Rauf Parfi Öztürk phenomenon, which has made a unique contribution to the development of our national thinking, synthesized East and West literature in its works, and turned modern literature into new ones. Also, theoretical issues such as originality in the poet's poetry, image poetics, art, metaphors, poetic syntax are studied in comparison with world literature, based on the creative philosophical concept.

KEYWORDS: Nation, Freedom, National Independence, Creative Concept, Personality And Society, Homeland History, Oppression, Oppression, Nationalism, National Pride, Faith.

INTRODUCTION

In 1988, when the great nationalist poet Rauf Parfi Öztürk (1943. 27.09 –2005.28.03) came to Bukhara, I was with him for two days. For me, being with a living classic for two days, learning so much, hearing so much, being some' to extraordinary new, awkward thoughts, was an unconditional, unparalleled happiness.

In those blessed days, there was a meeting with the students of Bukhara State University, and Rauf Parfi astonished everyone and recited his "terrible" poems, which began with "My heart is dark, smoke around me." The hall was as silent as water, and his whole body listened. When each of the six lines ends with the royal line "Assalamualaykum, the tree of the tree" recited by the protagonist of the last epic "Kuntugdi" towards the tree, the Sami people rose to their feet.

In my opinion, in this poem, the poet's personality, phenomenon, ideological "manifesto" was embodied in a very burning, painful, high pathos. The most interesting and horrible thing is that at a time when the swords of the Soviet regime are still shining, when only happiness, "friendship of peoples" is being sung, when the winds of freedom and liberty are just blowing, the poet says, "My heart is dark, all around (the whole empire) is smoke." solsa-ya ?!

My devotion to the work of the poet increased tenfold that day, and I remembered this cry of the Turks. The poem was later published in Yoshlik magazine. Among them were Abdulla Aripov's "Goldfish", "Uzbekistan", "My mother tongue", "My first love", ErkinVahidov's "My Uzbek" and ShavkatRahmon's "Turks". This masterpiece was published in the poet's "Selection" [1, p.418] under the title "AkifBagirga" with the courage of nationalists SanjarNazar and AbdukarimBakhriddin.

I also knew and agreed with the Azerbaijani Uzbek scientist Akif Bagir (Bagirov). Akif aka Rauf Parfi and his teacher were very close as students. Turkestan, in particular, is a nationalist who speaks passionately about the Turks, great unity and tragic past events.

In the poetry of Rauf Parfi, which we want to interpret, all Turks and Turkestan, the fate of the nation, have a painful, burning, screaming voice, a roar. Just like Fitrat's "To the Star of Mirrix", the tragedy "Abulfayzkhan", "Politics of the East"; Abdullah Qadiri's "Last Days", "Scorpion from the Altar"; Cholpon's novel "Night and Day", poems "To the Broken Land", "Kishan":

My heart is dark, smoke around me,
The wind howls over my head alone.
Some night my eyes glazed over,
Who are you, what are you, whose duty are you ?!
Naked question that wrinkles my mind -
Assalamualaykum, the tree of the tree! [2; p.354]

The great thinker Lev Nikolayevich Tolstoy (1829-1910) saw the tree and asked, "What kind of tree is this?" wondered.

Now, imagine the arrogant, poisonous image of the hero of the epic "Kuntugmish" in the image of Dor, who spreads his hatred for the oppression of his people against the oppression of his people by an entire period, system and dynasty. Yes, the "smoke" of the oppression of the poet, who saw, read and heard the violence with his own eyes, was very dangerous, dangerous, poisonous. What if a person (nation) who wants freedom, liberty, independence and equality is alone, without alliance, without unity, without protection ?! Again, dangerous winds (political lies, false ideologies, veiled oppression) are blowing over the head of his freedom-loving (Turkistan).

It is rooted in the worship of the person, the idea, the ideology, the extreme worship of the Nazi, fascist, communist, Bolshevik worldview, arrogance, ignorance, narcissism, humiliation, evil behavior by nature, discrimination and xenophobia. - eventually brought to power the false idols of the last two centuries - Lenin, Stalin, Hitler, Mao Zedong, Paul Pot, Pinochet, Trujillo, Arkadag. For example, the oppressed heart of the Asian, African, Muslim world, Latin America, which is dependent on foreign powers under the pressure of powerful states, unable to own its material and spiritual wealth, is in danger of lawlessness, terrorism, fear, poverty, oppression, terror, ignorance, cult of personality and lies. It is true that the backwardness of the peoples, whose heads have dried up from economic backwardness, is full of pain.

Back to Rauf Parfi. What is the danger of any night that catches the poet's eye (homeland) - darkness, ghosts, mysteries? Of course, oppression, aggression, the Soviet empire, and its limitless possibilities are, in general, a concern that pervades much of the world. Inside the word "Night" in the poem, the poet placed an entire empire.

The poet's "Who are you, what are you, whose duty are you?" It is probably unimaginable that today's young people feel like the middle generation and the elderly. The tragedy, destiny, and sorrows of this verse are well known to those who lived at that time, who experienced it, who were forced to swallow the roar of a lion, and who witnessed satanic games, tricks, and ideologies. This poem is not a horror or an exaggerated tragedy, but it is just a real part of the

tragedy, the tragedy, the bitterness, the bloodshed. Only the tragedies are beautifully, artistically generalized to the poetic band, given in tragic pathos.

This oppression, violence, tyranny, ghost, night - the darkness of the lyrical hero (nation) was at first strange, but now it is escalating (Arab, Mongol, Tsarist invasion, Bolshevism - the Soviet Union ...) and again the mind of the same history, Alp Er Tonga, Jaloliddin Manguberdi, Spitamen, Dukchi Eshan's inherited "naked question":

"Assalamualaykum, the tree of the tree"!

It is oppression, tyranny, soviet, empire, Stalinism, massacre, stagnation, imprisonment of peoples, the ideology of envy - socialism (V. Ryazanov).

In the second point, the wound now cracks, opens, and becomes transparent:

Turks, tell me, what do we have?

It is natural that in the eyes, mind, and thoughts of the first person who hears and reads, great things, discoveries, and creations come involuntarily. But the poet's unparalleled power, his skill, is that his main focus is on social, historical flaws, tragedies:

... We have muteness, slavery, persecution,

We have a lost will.

The plunder of the ungodly,

Screaming Great Tombs -

Is our muteness a complication of the oppression of the twentieth century in the Soviet era, or does it have historical roots ?!

Naturally, the example we have given above is a proof of the thousands of years of muteness, its complications, its catastrophic bleeding. From Alexander the Great of Macedonia to Alexander of Russia, then Bolshevism, Stalinism - mass terror, austerity, massacres and other tragedies, the warmth of the Khrushchev era, then the era of Leonid Brezhnev - stagnated. In the first years of independence, the virus in the blood caused serious damage ...

When it comes to the worship of the individual, we often think of tyrannical rulers. However, as they say, this tyranny does not arise spontaneously, but is caused by the psychology of slavery, which is sometimes absorbed into our souls as a product of centuries-old invasions, and sometimes by the delusional simplicity of the people who drink sincerely like a river. This tyranny does not appear all at once. He is enslaved by slavery and delusion. This continuity turns the drunkard, robbed of the fly, into a saint, and the esipast into a great one. As Nodira Afokova wrote, together with the elites, "Sometimes they built their own medicine, and then cried helplessly, failed" ...

But that's not all. Thus, these tyrants, whom we have made saints, now begin to look upon us shamelessly victoriously; and we tremble with fear like true mercury; we begin to feel him as a saint, and as a drunkard robbed of a fly in a yellow cloak. The tragedy is that the oppressed person forgets who he is and is unable to properly assess his own capabilities. The worship of the individual is therefore one of the worst of human tragedies, in which the great masses become the victims of their own actions.

Throughout its history, humanity has repeatedly experienced the sufferings of the cult of personality. The bloodshed that is taking place today in North and Central Africa, in the Arab world, in Afghanistan, in Pakistan, is also probably the result of the suppression of human freedom due to such vile vices as individualism, ignorance, religious fanaticism, totalitarianism. This disease is still taking root in some countries around the world. Even if the whole earth is saved from the worst of human tragedies, such as the worship of the individual, the magic of the people of the pen, such as Rauf Parfi, will continue to warn of such danger.

The history of slavery and oppression is invisible. With the exception of the years when the Turkic peoples and dynasties ruled, especially the period of the great Timurids (1370-1507), the tragic past is not absent.

So who is the main cause and cause of this ?! Another painful answer: ourselves, our actions, our inability to form an alliance, our selfish desires, corruption, strife, internal weakness, and finally, "we have (only!) Free will" - independence, unity, building a great state opportunities, the foundations of global development and ascension ...

This is exactly what hindered us, the Turks, the Turkic world, the nation, for development, perfection, investment, prosperity, competition, distracted, exhausted, deceived, destroyed, burned, plundered, destroyed, sword, bleed hearts and eyes. Their generic name is Manhus! That is, the ignorant, the ignorant, the miserable, the devils!

So far, no artist has been able to apply the tragic scale of the word "Manhus" to Rauf Parfichalik. It should be noted that this word, which is rarely used, has been borrowed from Arabic into our classical language and means "unfortunate", "unhappy", "unhappy", "shumoyak", as well as "manfur", "disgusting".

The poet expresses the historical and modern tragedy of the Manchus, the consequences of their actions - invasion, plunder, ruin and destruction, swamps of degradation in a highly tragic pathos, and draws attention to even more tragic tragedies: "The great tombs are screaming." It's a combination of "screaming" - under the tragic picture are hidden several layers of meaning.

First of all, the painful cry of the grave of those who were killed, hanged, shot, chopped, buried alive, crucified, dragged on the horse's tail, deprived of their honor and chastity, their land and property plundered;

Secondly, the deserts of those who have turned the nation into a nation, the state into a state, the Turk into a Turk, Turkestan into the ore of world culture have been destroyed.

Remember the most recent history ?! By the 1960s, the graves of hundreds of nobles, saints, such as Imam Bukhari, Marghinani, al-Termizi, BahauddinNaqshband, Sayyid Miri Kulol, AbdukholiqGijduvani, BabayiSamosi, NajmiddinKubro, Khoja Ali Romitani, had been destroyed; Who has forgotten that mosques and madrassas have been turned into ruins, mineral fertilizer depots and artelbuildings ?!

Who would have thought that the "Quran Recitation Competition" held in our country today would not have gone even further ?!

Yes, in the days of tyranny, all the graves, the spirits of the great, the nation, the cries of the Turks, (even in the lands where the fire is still burning), the cries of various peoples, oh, the

revelation. Think of the forty-two-year war in neighboring Afghanistan (which began in 1979) or the bloodshed in Syria and Iraq.

So, the bitter truth of the poet, the cry, the cry, is not only for the past, the recent history, or the lonely time, but also for several places and times, even though it is prophetic.

The poet urges the second verse of the poem "Turks, tell me, what do we have?" He focused our attention on social evils - awareness, lessons, and bitter conclusions. Now, as he goes from line to line, he suddenly begins the third paragraph again with a "reverse":

Turks, tell me, what do we not have?

We do not have an alliance, we do not have unity.

Human rights are underfoot,

This is the glorious heritage of the Turkic world,

The sacred hurricane is underfoot,

Assalamualaykum, the tree of the tree.

This is the sharpness, magic and power of the poet's artistic style. Even a while ago, muteness, slavery, oppression, helplessness, depravity were plundered, now what about us ?! Look at the effect of the word, the refinement of thought, the emphasis on tragedy, the drama, the intensification of tragedy, the hierarchy ...

Now our "negative" character is a hundred times more tragic, terrible, for the development of the nation, the state, especially in the Turks, there is no alliance, human rights are humiliated, and, most tragically, the tragedy is sacred freedom, freedom, independence. .

At this point, Rauf ParfiÖztürk's very close opinion to Cholpon seems even more enlightening: (Cholpon)

When the time comes, let's look at the bitter truths, the cripples in our entire history: Latvia, Lithuania, Estonia, Ukraine, Moldova, Georgia, Azerbaijan, and even Kazakhstan, which started the liberation movement before the collapse of the USSR. The peoples of the Baltic, the Ukrainians, never submitted to the Soviets. The struggle continued in secret. Hatred for the Soviet empire was passed down from generation to generation. The great poet Rauf Parfi said in an interview: "The communist regime in the Baltics was over in the early 80s, and the liberation movement had already begun. We, as well as in Uzbekistan, had no idea about freedom, liberty, liberty, and the idea that Uzbekistan would once be independent. " (The same words of the poet can be heard on video on the website of KhurshidDavron Library)

In the world, can there be a "sacred heritage" for human beings - freedom and freedom?

Poetry grows from verse to verse, from verse to verse, becoming more and more social and secular:

The wicked will be gathered together,

Full of rage, a knife in his hand,

Times turn, the sky turns,

Mother Turkestan is the crown of the Turks -

Tell me, how do we live more?

Assalamualaykum, the tree of the tree.

Who are these evil people who are gathering power at the end of the 20th century ?! One-fifth of the world is burning the flames of war ?!

Are those who incite racial, national, ethnic, religious, sectarian conflicts, extremism, terrorism, under the pretext of "having nuclear weapons", the real purpose of which is oil, wealth, interests, greed, destroying other people's country, displacing their nation, refugees ?! Who is full of anger, conspiracy, deceit, devils ?! At the end of the 20th century, who are the seeds of death in their hands - nuclear, bacteriological, chemical, biological, weapons, and who are terrorizing the world? Are the heirs of those who tried to make the divided world redistribute at the end of the XX century and the beginning of the XXI century ?! Are they gangsters who have adapted the Aya dress, the actika method, to the times, called it "freedom", "liberty", "equality", and are in fact destructive and aggressive ?!

Indeed, in the twentieth and twenty-first centuries, man, who had achieved unprecedented success in science and technology, began to face a spiritual crisis. Today's global "headaches" - drugs, AIDS, human trafficking, the legalization of same-sex marriage in many European countries, terrorism, popular culture, the coronavirus pandemic, and so on - are the highest manifestations of this depression. It is as if the great Cervantes, in the language of the mad sage Don Quixote, was in fact lamenting the beginning of our day.

Why are their seeds, numbers, methods, tricks, oppression, and oppression becoming more and more complicated over time ?!

Secular deceit, oppression, deceit, imperialism in any form, method, dress, every oppressed nation has its own crown, heritage, sanctuary. For us, too, "Mother Turkestan is the crown of the Turks" - it is honor, dignity, life and death, sacred honor.

Now, at the end of the twentieth century, it is impossible to live excessively under the oppression of the empire - the Soviet oppression. Oppression has come to the throat, nations have been oppressed, humiliated, freed, their mother tongue has been despised in the "prison of the peoples" full of money

In the fifth verse, this figurative, moaning, world is even more intense:

You gave your bread to the one who asked for it,

You have perseverance, you have patience.

You gave glory to him who asked for blood,

You gave your land, you paid the price of murder,

If you kill, you only kill yourself,

Assalamualaykum, the tree of the tree.

As I multiplied this poem by the thousands, I added three exhortations to the last verse. One of my talented students, ShahobiddinUrinov, put three more zeros and one (!!! 000!) Next to the call. My heart was full and I taught this prayer to 120 students in class, showing them the signs of this world and suffering poetry. It was an extremely happy, painful, cleansing moment.

Yes, in the past, even those who came to ask for bread until last night, wanted to stay in this country forever, and sometimes even climbed to the top of the system and set foot on the head of the local people - the nation. Even then, he was able to preserve his fortitude and honor among the oppressed people. the glory was taken away and trampled underfoot.

"Holy Hurlik" - the heritage - Turkestan was trampled, we endured, we burned, we burned, we endured, we sang trumpets, moans, cries, prayers, thankfully, it was not in vain.

Now, as for the heaviest, most bitter truth in the verse, it is the body, the regret, the endless regret, the sigh of millions of ancestors hidden under the wish: "If you kill, you only killed yourself."

Who were they ... the dead, the murderers, a drop from the sea, a million or two, a dozen? Who opened the gate for the Genghis Khans?

- From ourselves, Mahmud Yalavoch.

Who poisoned and relieved Spitamen, who fought against the Macedonians in BC?

"From within!"

So, did the great Behbudi, Fitrat, Qodiri, Cholpon, Osman Nasir, the conscience of the nation of the twentieth century, not only lose the repressive regime, but also "serve" our own devils and traitors? Yes, those who "serve" are nahs, manqurt-alayhilaanas, who are drawn from within us, from ourselves, from our core, from our feet! They added fuel to the blazing fire! They all turned into squirrels and lungs. Adorned with these, hating them, burning, angry, and sighing, the poet once again cries out in poison:

Unless you fill the world with your voice,
Do not listen to the cries of Allah,
Revelation, shoot your father, kill your mother,
O black needy of the black world
Throw your unfortunate children,
Assalamualaykum, the tree of the tree

The world itself is darkened by oppression, deep strife, conflict, corruption, and unjust bloodshed. According to some estimates, five thousand years of human life have passed, and only 47 years have passed without wars. By the twentieth century, more than 357 million people had been killed on earth, a figure that exceeded 158 million in the twentieth century alone. Here is where the world is getting darker. Now living under tyrannical oppression is the culmination of the end of the twentieth century - the horror of "black need" in the "black world" - the horror of slavery. Tolerance, tolerance, muteness, inability to unite, inability to form an alliance are tantamount to making the future of the children of Turkestan (the world) unhappy.

Therefore, the courage to say "Assalamu alaykum, the tree of the tree" on a daily basis, without fear of being hanged, is a great empire.

If we pay attention to the metaphors underlined in the lines of a poem, we also get the idea that real poetry itself consists of metaphors. So far, there are different views in science about the most commonly used metaphorical image in poetry:

“Poetic speech is multifaceted in its essence. That is why metaphor finds its natural place in poetic speech. Its task is not to evoke images, to convey information, but to individualize it ” [2, p.367]

Metaphor means "the most common migration, based more on the principle of analogy, partly on the contradiction of events." [3, p.553]

In the explanatory dictionary of the Uzbek language, “Metaphor (Greek metaphora - transfer, migration) is the use of a word or phrase in the literature in a figurative sense based on similarity and analogy, and the word or phrase used in such a sense; alliteration The purpose of these descriptions is to emphasize that Rauf Parfi provided the richness, uniqueness and philosophical richness of Uzturk poetry from beginning to end, and was the basis for increasing its effectiveness. [4]

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IMPERATIVE CONDITIONS TO DEVELOP DERIVATIVES MARKET IN UZBEKISTAN

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ABSTRACT

The article is devoted to analyze the imperative conditions for developing the market of financial instruments (derivatives) in terms of Uzbekistan. It is also studied the legislative basic of securities market regulations and mechanisms of implementation the new instruments adapted to national conditions.

KEYWORDS: *Derivatives, Securities Market, Stock Market, Financial System, Legislative Regulations, New Financial Instruments Implementation.*

INTRODUCTION

Today, given the main pace of development of the market of financial instruments in the global, regional and national economy, the issue of implementing derivatives appropriate to the financial market of Uzbekistan remains relevant. Options contracts are the most suitable in the derivatives market in Uzbekistan. This tool, which is available in law but almost never used in practice, is convenient for investors and can minimize risk. [1] There is some work being done in Uzbekistan to build a derivatives market, but they are not enough.

For example, in February 2019, the Uzbek Republican Commodity Exchange (UZEX) took another significant step to further develop international relations and trade in the derivatives market of Uzbekistan. UZEX became a full member of the Association of Futures Markets (AFM). [2]

For UZEX, joining AFM opens up new opportunities for development of stock trading, introduction of a futures market, expansion of the range of tools offered for stock trading, formation of a system for entering into futures and forward transactions on the stock exchange, and strengthening of international relations.

The main goal of joining the association is expansion of partnerships, development of international, interbourse relations, improvement of the organizational structure, identification of priority directions in development.

The main goal of the Association is to support creation of new derivatives and related markets, as well as the organization of international conferences in order to encourage communication between members and strengthen their relations. But we do not know the impact of this membership until now. There is no official reports or statistics related to derivatives market of Uzbekistan. [3] As one of the developing countries, Government should not be a blind eye to this issue.

What does Uzbek law say about derivatives?

Derivative transactions are not governed by Uzbek law as a separate class of specific commercial transactions. Any cash-settled derivative transactions fall within the regulation of currency law as a transaction associated with an inbound / outbound flow of foreign currency proceeds. This implies that an Uzbek counterparty participating in a crossborder derivative transaction should comply with Uzbekistan's foreign exchange control. For a non-Uzbek counterparty, the major implications of this could be that (i) the derivative transaction may trigger certain registration requirements that must be met in order to make it enforceable against the Uzbek counterparty; and (ii) a withholding tax payable at the source in Uzbekistan may arise as a result of income received under the derivative transaction.

Uzbek currency laws allow Uzbekistan-licensed banks to enter freely into cash-settled derivative transactions within the limits of their foreign currency exposure. The Central Bank of Uzbekistan (CBU) is a "Frankenstein-type" hybrid institution. CBU participates in derivative transactions to the extent that they are compatible with its function as a national reserves manager (including of gold bars and foreign currency). Quasi-bank institutions (microcredit, microfinance and credit union institutions, investment and pension funds, insurance companies) are not holders of a banking license and therefore are not covered by the above provision relating to ordinary operational banks. Companies and other non-financial institutions can enter into hedging transactions to hedge their risks involved in the underlying loan agreements. Other types of derivative transactions are problematic due to the limitations of foreign currency laws.

A good market practice established in Uzbekistan is using an ISDA Master Agreement [4] as an umbrella agreement governing cross-border derivative transactions. Modifications to the ISDA Master Agreement template are required to meet certain provisions of Uzbek laws. Such modifications are reflected in the schedule of the ISDA Master Agreement and may vary depending on the nature of the Uzbek counterparty. The most common amendments include adding certain tax details of the Uzbek counterparty, adding a list of the documents that need to be delivered by the non-Uzbek counterparty for claiming a reduction in withholding tax in Uzbekistan, and updating the definition of "Bankruptcy" to comply with Uzbek law.

However, we can see that our government is using a piece of advice from international experts. It is written on a recommendation report that experts do not recommend that an equity derivatives market is implemented until Uzbekistan is approaching Emerging Market Status (EMS). [5]

Current Uzbekistan legal framework covering securities market and payment systems seems to be silent on this issue and both concepts. This increases the risk associated with participation in the CSD securities settlement systems - in particular where there will be a close connection between such systems and payment systems, as recommended in this.

In order to provide for a uniform application of a regulatory framework to strengthen confidence in the transparency across the financial market in Uzbekistan, new transparency requirements are

needed. They should be calibrated for different types of financial instruments, including equities, bonds, and derivatives, considering the interests of investors and issuers, including government bond issuers. [6]

Experts think the government should create a Joint Venture Sovereign Wealth Fund with co-investors from various stakeholders locally and abroad, similar to what has been done in Korea and other Asian markets. A separate technical assistance (TA) programme should be undertaken for the design of such an investor, with the specific deliverable of creating the entity. The SWF should be licensed and overseen by the CMDA, invest primarily in domestic securities. It should eventually be licensed to invest abroad, after Emerging Market Status is achieved. At that point, there needs to be hedging capabilities and associated derivatives legislation in place.

The issue concerning the development of the derivatives market in Uzbekistan has not yet appeared in official publications. There are a number of reasons for this. Firstly, there is lack of understanding of derivatives, both by the financial community and the regulatory bodies. There is only one official document in Uzbekistan which has ever even mentioned derivatives. The second reason is the low level of development of the securities market, which serves as a basement role for financial derivatives. Some can argue that there are still currencies and commodities which can be used as a benchmark for derivatives, like the most successful trades in Russia (Iakovlev, Danilov, 1997). However, there are also an additional number of constraints in the case of Uzbekistan leading to the absence of derivatives. The national currency of Uzbekistan is still not fully convertible, causing the absence of currency forwards. In the case of the commodities, the reasons are quite obvious – problems in regulation and lack of knowledge. However, it is with commodities that I see the prospect of development of the derivatives market in Uzbekistan. In general for transition economies the following barriers for derivatives markets can be presented (Kilcollin, Frankel, 1993):

- Awareness and understanding of derivatives;
- Domestic laws and regulations inhibiting such investments;
- Limits on access to brokerage services;
- Cost of entering a new market;
- Increased risks;
- Lack of adequate infrastructure;
- Lack of customers.

In developed countries derivatives markets fulfil important roles of price discovery and hedging opportunities. Therefore I see the future of the derivatives market in transition economies in general and in Uzbekistan in particular, as at least a long-run prospect. [7]

	1-Q4	2019-Q1	2019-Q2	2019-Q3	2019-Q4	2020-Q1	2020-Q2	2020-Q3	2020-Q4	2021-Q1
Deposit-taking corporations, except the central bank	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
General government	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Other sectors	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
of which: other financial corporations	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Financial derivatives (other than reserves) and employee stock options	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Other investment	21 874,4	21 869,8	24 073,2	24 127,7	25 514,6	26 106,1	26 539,9	28 854,7	30 816,0	31 161,5
Other equity	0,0	0,0	0,3	0,3	0,3	0,3	0,6	0,6	0,6	1,2
Debt instruments	21 874,4	21 869,8	24 072,9	24 127,4	25 514,3	26 105,7	26 539,2	28 854,1	30 815,3	31 160,3

**Table.4.1. Source: International investment position of Uzbekistan
million USD, end of period.**

As you can see a statistical report of the Central Bank of Uzbekistan. There is no derivatives in international investment position of Uzbekistan. [8]

Some banks in Uzbekistan also offers services with derivatives instruments such as foreign exchange swaps – foreign exchange operations with the obligatory reverse transaction with the value date forward. Swap transactions are conducted in major foreign currency pairs USD/UZS and EUR/UZS. If necessary, the experts of the Treasury Department of the Bank may offer advice on such operations. [9]

As approaches to solving these issues, the author proposes that:

- the inclusion of the concept of ‘derivative financial instruments (derivatives)’ in the content of Article 3 as a separate definition in the list of basic concepts of the Securities Law [10] should be jump-started;
- the law-making body should dismiss the term ‘derivative securities’ replacing it with the concept of ‘derivative financial instruments (derivatives)’;
- the law-making body should adopt a new regulatory legal act, the subject area of which will cover relations related derivative financial instruments (derivatives) only.

Despite the low efficiency of the securities market in the Republic of Uzbekistan, the government is taking all measures to develop this sector. Undoubtedly, such measures as capital market development, international stock market activity, IPO and SPO operations, introduction of derivatives, and engagement of investors to the securities market will increase its efficiency. In the foreseeable future, our republic will be able to create more favorable financial and investment markets, a global stock market and reach global competitiveness, and more favorable conditions for domestic and foreign investors.

It is obvious that despite the ongoing processes of globalization of the country's economy, with the convergence of national legal systems and the unification of law in the field of financial legal standards, the tasks associated with this change remain unresolved.

As approaches to solving these issues, the author suggests: acceleration, inclusion of the concept of "derivative financial instruments" "derivatives" in the content of Article 3, as a separate definition in the list of basic concepts of the securities law; the legislator's rejection of the term

"derivative securities" by replacing the concepts of "derivative financial instruments" with "derivatives";

the adoption by the legislator of a new regulatory legal act, the subject area of which will be purely relations related to derivative financial instruments "derivatives".

Derivative financial instruments, "derivatives", have become a new form of alternative, super-liquid investment for several decades. As a type of financial instruments, the "derivative" is designed to optimize business risks, and by creating new capital to promote profit extraction.

Currently, it is impossible to imagine the global financial world without such a component as a derivative financial instrument (hereinafter referred to as PFI). In the legal science of foreign countries, the term PFI is designated by the term "derivatives" (from the English - derive - to occur, to deduce), is identical to the term PFI.

The obvious continuous increase in the role of derivative financial instruments in the economies of states requires them to take timely measures to create conditions for the sustainable development of the market of derivative financial instruments, in this regard, creates an objective need for the scientific validity of these processes.

CONCLUSION

A derivative is a financial contract whose value is derived/reliant on the value of an underlying asset, hence why it is called a "derivative" contract. The underlying asset may be a commodity, bond, equity, interest rate, market index, currency or real estate. Interestingly, there are different views on the validity and permissibility of derivatives from the Islamic perspective by sharia scholars or jurists. Even where sharia scholars have found the derivatives are objectionable, their reason for objection also differs.

The derivatives market has grown rapidly in recent years as the benefits of using derivatives, such as effective risk mitigation and risk transfer, have become increasingly important. The derivatives market is huge—much bigger than the stock market when measured in terms of underlying assets. The value of the assets underlying outstanding derivatives transactions is several times the world gross domestic product. Competing for business, both derivatives exchanges and OTC providers, which by far account for the largest part of the market, have fueled growth by constant product and technology innovation. The statistics that are collected for the two markets are not exactly comparable, it is clear that the over-the-counter market is much larger than the exchange traded market.

To deliver maximum benefits to its users and to the economy, the derivatives market must meet three prerequisites: derivatives trading and clearing must be safe, the market must be innovative and it must be efficient¹⁵. Market participants, policy makers and regulators should support the providers in the derivatives market to ensure these prerequisites.

There are wanted and unwanted risks in the derivatives market. Both the OTC and exchange segments have arrangements in place to mitigate unwanted risks, although these are inherently more effective in the exchange segment. The main reason for using derivatives is to gain exposure to a "wanted" risk. This usually is a market risk that either could compensate for an opposite risk (hedging) or that an investor wants to benefit from for investment purposes – via the positive evolution of market prices. However, as with other financial instruments, there are also "unwanted" risks associated with derivatives trading that investors seek to avoid. These

unwanted risks are counterparty, operational, legal and liquidity risks. The different risks that market participants face can ultimately lead to systemic risk, that is, the failure of one counterparty having adverse effects on other market participants, potentially destabilizing the entire financial market. A primary concern of all stakeholders, including regulators, is to limit systemic risk to the greatest extent possible.

This dissertation discusses the role of derivatives in major economic systems, from their entry into financial markets. At the same time, important issues of development of such markets in our country will be covered. If we look at scientific research, there are significantly fewer scientists in developing countries who have studied or are studying derivatives as a financial instrument. The main reason for this may be the lack of such markets in practice. But it should be noted that the derivatives market (although they are not without its drawbacks) is important for countries.

A group of leading scholars who have studied the securities market in our country writes that the derivatives market will not develop in Uzbekistan until the development of the equity market. I think the main problem in our country is the problems in the judicial sphere. Because any businessman or investor should look at the legal basis of financial contracts in the country before working with them. In our law, the word derivatives are used only in the article called basic concepts. We need to adopt legislation related to derivatives and accelerate the work to create a legal framework for them.

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THE NEED TO PROVIDE THE PRIORITY OF SPIRITUAL AND EDUCATIONAL PROCESSES IN THE MODERN EDUCATION SYSTEM

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ABSTRACT

Thanks to gaining independence, our people began to realize a new stage in their development - the acquisition of inheritance rights in the conditions of national revival and cultural renewal. At the same time, it is no secret to anyone that the interaction of global events with global civilization to some extent affects our spirituality, our worldview, our way of thinking. Indeed, today's world is not limited to one nation, one country living on its own territory. On the contrary, they are united by the common interests of the peoples of the world. Any particular problem is equally important for everyone. The number of issues of global importance is growing. It has a profound effect on human history and destiny, present and future. The deeper we understand the nature and essence of these problems, the deeper we feel that mental pain, mental discomfort is a big threat. This article discusses the issue of the priority of spiritual and educational processes in the modern education system.

KEYWORDS: *Spirituality, Educational Efficiency, Innovations, Pedagogical Technologies, Harmoniously Developed Generation, Mature Specialist, Civil Society.*

INTRODUCTION

The 21st century has entered the history of mankind as a century of intercivilizational communication, a century of unprecedented improvement in technologies and information and communication systems.

At the same time, the trend of globalization of events and processes in the world leads to further intensification of intercivilizational interaction between countries and peoples. At present, the view of the history of mankind as a process of civilization, their various manifestations and stages, occupies a leading place in science.

MAIN PART

In the process of social development and human improvement, all of spirituality aspects are formed and developed in an interconnected manner. Morality and decency are formed from the very beginning of a person's life and become an internal spiritual factor that lays the foundation for his perfection. When a person is educated, he acquires certain manners and ethical norms, knowledge and sciences, gains experience through hard work. Faith, sincerity, conscience and faith are formed on the basis of morality, decency, knowledge and talent. Together, these aspects

of spirituality lead to the formation of a certain worldview in a person, a system of worldview ideas about the essence and goals of social life. No one of these mental states, representing the essence of spirituality, can be absolute or exaggerated. Without morality and decency there will be no knowledge, science, socially useful activity. In short, morality and decency are the content of spirituality. "Spirituality," said the first President I. A. Karimov, "is absorbed into a person through breast milk, an example of a father and the teachings of ancestors" [1].

Consequently, spirituality is not only the basis for the improvement of man, the basis for the improvement of the generation, but also the key to social development. In this sense, a deep understanding of the essence of spirituality, the trend of its formation in connection with today's universal processes, the study of factors affecting the spirituality of an individual, a nation, becomes a very important task.

Spirituality also has its own dimension. It is also determined by the level of human qualities in a person. It develops from low level humanity to middle and high level humanity.

According to our favorite writer U. Khashimov, "There is a border separating people from animals. This border is called spirituality!"[2]

RESULTS AND DISCUSSIONS

At the same time, spirituality becomes a vital human need, enriched by divinity. Summarizing all these features, the role of spirituality in human life and society can be explained as follows:

- a) spirituality is the main criterion and goal of education and upbringing;
- b) spirituality has a purifying quality that purifies society and everyone and leads to goodness;
- c) spirituality serves as a common space, a basis that unites the community of people;
- d) Spirituality performs the function of accumulation, that is, the function of aggregation, collects, appreciates and integrates the results and experiences of human potential;
- e) Spirituality is evaluative in nature, it analyzes and evaluates specific changes in the nature and qualities of human activity in accordance with the spirit of its time.

Understanding the commonality of these tasks and their implementation is a key factor in the development of our national spirituality. [3,4]

One of the criteria that determine the level of development of any society is its spirituality. After all, the concepts of man and spirituality are in harmony with each other, and the word human cannot exist without spirituality, and the word spirituality cannot exist without man, because in nature there is no such thing as "pure" spirituality, except for man. [5,6]

Human is endowed by nature with the great name of the highest being of nature with his spirituality. According to the Eastern thinker Umar Khayyam, "If we consider the circle of the world to be a ring, then we are the pearl of his eye." The process of becoming a person of high spirituality occurs throughout his life. As he gets older, his knowledge of the realities of the universe expands, his self-awareness grows, and he develops and develops as a fully developed personality. If you live a hundred years, study for a hundred years. [7,8]

As a desert traveler is always looking for spring water to quench his thirst, so a person is looking for his identity, gradually overcoming various hardships, various obstacles and difficulties encountered on the path of life. [9,10]

Human and society live by spirituality. Today, the phrase “If society is the body, then spirituality is its soul” is becoming an axiom. Therefore, this spirit organizes and inspires a person, leading him to the desires of a dream. Spirituality is also the basis of a reasonable attitude, courage and conscious struggle. The spirit of enlightened people will be healthy, intentions are pure, and desires are good. On the contrary, ignorance makes people drown in the swamp of ignorance. A person can consciously program and carry out the type of activity that he chooses, considers necessary and considers. Spirituality is a reflection of material life, the driving force of society as a product of social need. [11,12]

The activity of human consciousness is a natural-historical process, it does not consist of the activities of everyday life, but a reflection of logically connected and diverse phenomena of means and factors affecting the consciousness of consciousness, is reflected in the thinking of dictionaries that move people's hearts. [13,14]

It becomes a vital necessity for a person to always listen to his heart, to listen to his silent voice. As a genius of human conscious activity, a person is increasingly aware of the importance of spirituality in the life of society. [15,16]

From this point of view, the false values that were formed in the Soviet era and forcibly introduced into our lives, hypocrisy, laziness, nepotism, bribery, corruption, corruption, drug trafficking, violence against our society and politics, as well as attributes of a spiritual crisis, are necessary instill in the minds of young people how negatively it affected their culture. In general, it is impossible to imagine the practical activity of a person and a separate society as an absolutely irreproachable, direct and smooth path. In particular, in the former Soviet era, there were material violations in the management of the national economy, such as administrative-command, bureaucratic, violations of the law, genocide (repression), abuse of state resources, violation of industrial relations. [17,18]

Of course, the basis of independence is largely formed by mature, perfect, patriotic people. This means that people themselves must make full use of the cultural and spiritual wealth of society to ensure their own spiritual growth. [19,20]

Due to independence, the faster the spiritual culture of our people grows, the more it contributes to world civilization and becomes one of the great nations of the world, for which our people have all the socio-economic and intellectual potential. One of the main values of independence, its social and spiritual essence is the direct awakening of public opinion and the strengthening of people's concern for the past, present and future. Otherwise, the life of radical reforms will be short, and their fate may end in tragedy, wrote philosopher-scientist Jondor Tulenov. Regardless of their numbers, every nation felt and still feels the need for spirituality in the process of its development. This is a historical necessity. The value of spirituality in the development of society is especially invaluable in times of historical turning points” [21,22,23].

CONCLUSION

To raise and strengthen the morale of society, it is necessary to spare no effort and means. It is necessary to ensure that the achievements of domestic and world culture, literature and art reach every family, for this, along with an increase in the level of material well-being of the family, create favorable conditions for the spiritual development of each family member. In our republic, such issues as paying special attention to giving freedom to the spiritual strength of creative workers, creating opportunities for them in all respects have been resolved. [24,25]

It should not be forgotten that scientists, creative intelligentsia and skilled businessmen are the pillars of independence. After all, the same intellectuals instill an incomparable miracle of spirituality into the minds and consciousness of people, and every heart inhabited by spirituality lives only by striving for good. The spiritual value of independence, its historical value becomes richer only if it is measured by the same criteria. It is important to put education and upbringing on the right path in order to accelerate the pace of spiritual maturity. As Mirza Bedil said: "If the architect does not lay the first brick correctly, the wall will remain crooked, even if it hits a star," Mirzo Bedil's opinion is of great importance in educational work today. [26]

It is no secret that reforms in the education system are based on the results achieved and are in line with the ongoing work to improve the morale of the people of our society, especially our youth.

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THE ESSENCE OF THE SYSTEM OF SPIRITUAL VALUES

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ABSTRACT

Each new step in the developing of society is the emergence of a new era in the spiritual maturity of people. Just as there is no society without spirituality, a society that can rise, so spirituality without society cannot develop. The existing problems in the economic, socio-political spheres of society can be solved through the development of spirituality, relying on it. Value by its very nature has a socio-historical character. In the process of social development, it changes and improves. Therefore, the doctrines of value are also improved and developed. The article philosophically explores the concepts of spirituality and value, as well as the essence of the system of spiritual values.

KEYWORDS: *Society, Spirituality, Values, Civil Society, Spiritual Values, Universal Values.*

INTRODUCTION

Spirituality is different with more focus on the human heart, on the inside, on the mind. In this sense, spirituality is a divine light in the human heart, which is not found in any living being. Spirituality is such a magical mystery that no human can fully unravel it. Therefore, we recommend that the teacher not try to give a perfect definition of the concept of "spirituality" in the lesson, but approach the topic as an introduction and give definitions that reflect some of its aspects. [1]

MAIN PART

To reveal the essence of any social phenomenon, including national spiritual values, it is necessary to clarify the following:

- 1) definition of the concept (definite);
 - 2) description of the concept (characteristics);
 - 3) the content of national spiritual values;
 - 4) their origin and development (evolution);
 - 5) social goals and objectives (functions);
 - 6) structure;
 - 7) methods and means of application (technology);
-

8) classification of forms and images;

9) influence on other spheres of public life.

In this article, we considered it necessary to dwell on some of the above.

1. Definition of the concept of "national spiritual values". To define each concept means to interpret it by including it in a broader concept. For example, if we say "maple is a tree", "pilaf is an Uzbek national dish", we will define a smaller concept by a broader concept. [2]

The concept of value is a very broad concept. Part of this is spiritual values. National spiritual values include social phenomena that are concentrated on the intersection of the concepts of "nationality", "spirituality" and "value". [3]

The concept of "national spiritual values" can be defined as follows: a nation, spiritual values, actions and principles, ideas and norms, necessary and important for the representatives of this nation, dear and respected, serving the interests and goals of the people. people are called national spiritual values [4].

Spiritual dignity does not depend on ideology, and the national ideology is based on our values, our spirituality, and initially the criterion of such spirituality was the sacred duty assigned to people, which means that people must have such qualities as honesty, purity, honesty, piety, contentment, courage, patience, discipline, love for the motherland, fidelity, love [5].

2. Description of the concept of "national spiritual values". Each nation will have its own spiritual treasures, honorable and valuable to it. These are masterpieces that have been passed down from generation to generation for centuries, have not lost their meaning and value today, and have become the pride of this people. For example, the Kyrgyz are rightfully proud of the Manas epic, the Egyptians are rightfully proud of the ancient pyramids, the French are rightfully proud of the Louvre in Paris, and the Uzbeks are rightfully proud of Samarkand-Bukhara. [6]

Specific customs and rituals, cultural attitudes and moral qualities of nations and peoples are also part of spiritual values. They play an important role in preserving the identity of the people, in educating the younger generation, in the socialization of the individual. [7]

National spiritual values reflect the worldview and attitude of the people to life, their inner nature and way of life. They reflect the spiritual world and way of thinking, dreams and ideals, the conscience and honor of the nation. [8]

National values serve as a kind of criterion in the daily life and way of life of the people. Through these values, various events and situations, emerging activities and patterns are evaluated. The life goals of the younger generation, their ideas about the "hero of the century" are also formed on the basis of spiritual values. [9]

National spiritual values are a factor in improving positive moral qualities, overcoming negative vices that hinder the development of the state and nation. [10]

Awareness of national identity begins with the assimilation of spiritual values, the study of the history and cultural heritage of one's people, a clear vision of the present and future. Labor, activity, life goals of each will be aimed at achieving certain values, material and spiritual benefits. [11]

3. Development of national spiritual values. National spiritual values have a long history.

If we analyze the historical monuments, monuments of culture and traditions and rituals of Uzbekistan, we can see that their origin dates back to ancient times. [12]

Take, for example, Avesto. This great work was created 2700 years ago. There is no doubt that at least two thousand seven hundred years passed before this work, inscribed in golden letters on the skins of twelve thousand heads of cattle, accumulated a deep life experience and wisdom. This work, created as a result of the development of high cultural life, philosophy and science, calligraphy and clientele, has not lost its significance to this day. [13]

4. The structure of national spiritual values. The concept of national spiritual values is a complex concept, which consists of:

- Historical heritage and historical memory;
- Cultural monuments;
- Achievements in the field of science and philosophy;
- Works of art;
- Moral qualities;
- Religious values;
- Customs, traditions and rituals;
- Enlightenment, education, etc.

National values are reflected in all aspects of human life and society.

Family relationships - relationships between parents and children, brothers and sisters, relatives are built on high spiritual values. [14]

The unique and great value created by the Uzbek people and recognized by the world community is called Mahalla. Neighborhood, neighborly relations occupy a special place in the life of the nation, where the spirit of communal life prevails. [15]

The components that make up national spiritual values cannot be considered unshakable and somewhat rigid. They are constantly evolving, changing as a result of interactions and updated in accordance with the spirit of the times and the requirements of the national idea. [16]

5. Assimilation of national spiritual values. There is no doubt that national spiritual values are wealth that has been formed over thousands of years, has stood the test of history and has been passed down from generation to generation. But these riches do not become valuable on their own and easily. They become valuable only when accepted by members of the community, different groups and communities, as a life guide. In order to receive the status of a real value, they must be absorbed by the inner world and way of life of individuals and social groups, become a criterion for organizing and evaluating their activities. [17]

The transformation of spiritual values into the "property" of the general population, especially the younger generation, does not happen by itself. This requires the efforts of progressive representatives who are not indifferent to the fate and future of this people. Material and spiritual wealth, if public education is not properly regulated, will fall to the level of dusty books, bright relics, absurd customs. [18]

Different people, different groups and strata of society have different attitudes towards spiritual riches and criteria. Each person and group perceives values based on their own interests, acquires spirituality based on their upbringing and level. [19]

6. Influence on other spheres of public life, including the interdependence of national ideas and spiritual values.

The connection of the national idea with national spiritual values is reflected in: [20]

A) national values serve as a spiritual basis, a source of a national idea;

B) the national idea is a factor in enriching values, raising them to a higher level, planting national values in the minds and hearts of people;

c) the national idea evaluates the existing spiritual values from the point of view of the fundamental interests of the people, develops the positive aspects and denies the negative ones.

CONCLUSION

The inalienable connection of national spiritual values with the idea of national independence is also reflected in their active interaction. The national idea, in addition to relying on spirituality and receiving life and nourishment from it, also has a positive impact on spiritual life. The national idea also fulfills the tasks of further elevating values, introducing them into the minds and hearts of people, eliminating vices that do not serve independence and the future. The criterion for evaluating countless events, values and blessings in the spiritual life from the point of view of the interests and beliefs of the people is the national idea. [21-27]

In a word to conclusion, we can say, that national spiritual values are an important and multifaceted area of public life and play an important role in the maturity of a person and society. National values are constantly developing and improving. Their assimilation by social groups and individuals is a process that requires education and influence.

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TO STUDY THE PRODUCTIVITY ASPECT OF MILKFED AND HDDCF: A COMPARATIVE STUDY

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ABSTRACT

Cooperative as formal associations came to be set up in India from 1904 mainly as credit societies, followed by non – credit societies from 1912. Cooperatives are based on the cooperative values of “self – help, self – responsibility, democracy and equality, equity and solidarity”. Modern dairy industry plays a vital role in maintaining and promoting the health of the people. The dairy cooperatives are one of the largest and most important of food industries. Earlier, the dairy farming was basically a domestic economic unit. It was carried out at the household level for producing milk for home consumption. Now the dairy industry has an important place among the agriculture industries of most countries. It has a strategic role in ensuring food and nutritional security, income and employment generation and in balancing in rural inequity. As per March 2010, 6 unions of VITA are operating in Haryana and 11 unions of VERKA are operating in Punjab. The purpose of study is to examine the productivity of MILKFED and HDDCF for the period 2005-06 to 2009-10. Further, the data has been analyzed with the help of percentages, compound growth rate, mean, ratio analysis. The study found that the MILKFED is better than HDDCF.

KEYWORDS: *Democracy, Productivity, Consumption*

INTRODUCTION

The cooperative movement in India owes its origin to agriculture and allied sectors. Towards the end of the 19th century, the problems of rural indebtedness and the consequent conditions of farmers created an environment for the chit funds and cooperative societies. The farmers generally found the cooperative movement an attractive mechanism for pooling their meager resources for solving common problems relating to credit, supplies of inputs and marketing of agricultural produce. The experience gained in the working of cooperatives led to the enactment of Cooperative Credit Societies Act, 1904

The Punjab State Cooperative Milk Producers' Federation Limited popularly known as MILKFED Punjab, came into existence in 1973 with a twin objective of providing remunerative milk market to the Milk Producers in the State by value addition and marketing of produce on one hand and to provide technical inputs to the milk producers for enhancement of milk production on the other hand.

Although the federation was registered much earlier, but it came to real self in the year 1983 when all the milk plants of the erstwhile Punjab Dairy Development Corporation Limited were handed over to Cooperative sector and the entire State was covered under Operation Flood to give the farmers a better deal and our valued customers better products. The setup of the organization is a three tier system: Milk Producers Cooperative Societies at the village level, Milk Unions at District level, Federation as an Apex Body at State level. [1]

List of Punjab milk cooperatives

Apart from Milkfed, some of the other dairy cooperatives in Punjab are mentioned below. These are:

- Hoshiarpur Dist Coop Milk Producers' Union Ltd, Hoshiarpur
- Ferozepur Dist Coop Milk Producers' Union Ltd, Ferozepur
- Gurdaspur Dist Coop Milk Producers' Union Ltd, Gurdaspur
- Ludhiana Dist Coop Milk Producers' Union Ltd, Ludhiana
- Bathinda Dist Coop Milk Producers' Union Ltd, Bathinda
- Amritsar Dist Coop Milk Producers' Union Ltd, Amritsar
- Doaba Coop Milk Producers' Union Ltd, Jalandhar
- Patiala Dist Coop Milk Producers' Union Ltd, Patiala
- Faridkot Dist Coop Milk Producers' Union Ltd, Faridkot
- Ropar Dist Coop Milk Producers' Union Ltd, Mohali
- Sangrur Dist Coop Milk Producers' Union Ltd, Sangrur

Haryana Dairy Development Cooperative Federation Ltd was established on April 1st, 1977. It is registered under the Haryana Co-operative Societies Act. Haryana Dairy Development Cooperative Federation Ltd. produces a wide range of products such as ghee, flavored milk, paneer, milk cake and table butter. The products of Haryana Dairy Development Cooperative Federation Ltd. are sold in the market under the brand name Vita.

The main aim of Haryana Dairy Development Cooperative Federation Ltd. is to encourage the economic interests of the producers of milk in the state of Haryana especially of those that belong to the poor sections of the society. The Haryana Dairy Development Cooperative Federation Ltd. is involved in buying and processing milk making various kinds of milk products and then selling it.

Haryana Dairy Development Cooperative Federation Ltd., in order to fulfill its aim has set up milk plants and it has also marketed its milk products under the brand name Vita. Haryana Dairy Development Cooperative Federation Ltd makes sure that the quality of its products is of high standard and this is the reason that it procures milk from Societies of Dairy Cooperative only. Further it makes sure that the milk is transported as soon as possible in sterilized and clean milk cans to chilling plants and centers.

These Unions either process milk at their own level or pass the same to the milk plants of other milk unions for processing. They also organize new Primary Milk Societies at the village level. A brief matrix of the Milk Unions is as follows: [2]

DAIRY COOPERATIVES IN HARYANA

1. Ambala Dist Coop Milk Producers' Union Ltd, Ambala
2. Gurgaon & Rohtak Coop Milk Producers' Union Ltd, Rohtak
3. Hisar & Jind Coop Milk Producers' Union Ltd, Jind
4. Kurukshetra & Karnal Coop Milk Producers' Union Ltd, Kurukshetra
5. Sirsa Dist Coop Milk Producers' Union Ltd, Sirsa
6. Ballabgarh Dist coop Milk producer's union Ltd, Ballabgarh

THREE TIER SYSTEM

Dairy cooperatives in Haryana function on three tier basis: Societies at village level, Milk Union at District level, State Dairy federation

NEED OF THE STUDY

Modern dairy industry plays a vital role in maintaining and promoting the health of the people. The dairy cooperatives are one of the largest and most important of food industries. Earlier, the dairy farming was basically a domestic economic unit. It was carried out at the household level for producing milk for home consumption. Now the dairy industry has an important place among the agriculture industries of most countries. It has a strategic role in ensuring food and nutritional security, income and employment generation and in balancing in rural inequity. India's milk output has not only placed the industry first in world, but also represents sustained growth in the availability of milk & milk products. As per March 2010, 6 unions of VITA are operating in Haryana and 11 unions of VERKA are operating in Punjab. Various studies relating to the customers perception regarding milk products have been found but no specific study has been found on the performance of milk cooperatives in India. So the present study entitled "Productivity of Milk Cooperatives: A Comparative Study of MILKFED and HDDCF has been designed. [3]

OBJECTIVES OF THE STUDY

The main objectives of the study are:

1. To study the dairy cooperatives in Punjab and Haryana.
2. To measure the plant wise productivity of MILKFED and HDDCF.
3. To measure the union wise productivity of MILKFED and HDDCF.
4. To compare the productivity of MILKFED and HDDCF
5. To give suggestions thereof.

RESEARCH METHODOLOGY

The study covers two dairy cooperatives in India. The Cooperatives are selected from the two different states. One is MILKFED in Punjab and HDDCF in Haryana state. It compares

productivity of both the dairy cooperatives for the period from 2005-06 to 2009-10. The study is based on secondary data that has been collected through annual reports of MILKFED and HDDCF, articles published in reputed journals and newspapers and various websites relating to dairy cooperatives. The study pertains to the period from 2005-06 to 2009-10. The data has been analyzed by calculating various ratios to examine the productivity of MILKFED and HDDCF for the period from 2005-06 to 2009-10. Further, the data has been analyzed with the help of percentages, compound growth rate, mean, ratio analysis. The productivity of the dairy cooperatives has been analyzed on the basis of various indicators such as Procurement of milk per plant, Peak procurement of milk per plant, Sales per plant, Net profit per plant, Interest earned per plant, Total income per plant, Total expenditure per plant, Total expenditure per plant, Procurement of milk per union, Peak procurement of milk per union, Sales per union, Net profit per union, Total income per union, Total expenditure per union.

Plant Productivity:

In dairy co-operatives, the raw milk received from the farmers is processed at the Dairy Plants. The dairy plants do the processing in order to purify the milk received and also to extend its marketable life. As on March 2011, there were 10 milk plants run by MILKFED in Punjab and 5 milk plants run by HDDCF in Haryana, where the milk processing activities are undertaken. Thus, the output per unit of plant may refer to plant productivity. The plant productivity has been determined on the basis of selected parameters like Procurement of milk per plant, Peak procurement of milk per plant, Sales per plant, Total income per plant, Total expenditure per plant and Net profit per plant.

Procurement of Milk per Plant

The milk procurement per plant represents the ratio of total milk procured in lac litres per day (llpd) by the total number of plants. The milk procurement per plant has been calculated by dividing the total milk procured during the period of study by the number of milk plants. The higher value of milk procurement per plant shows higher level of plant productivity. Milk procurement per plant by MILKFED and HDDCF during the period 2005-06 to 2009-10 is shown in table 1.1.

TABLE 1.1: PROCUREMENT OF MILK PER PLANT

Year	MILKFED (llpd)	Percentage Change	HDDCF (llpd)	Percentage change
2005-06	78,200	--	80,400	--
2006-07	77,800	-0.51	92,000	14.42
2007-08	82,100	5.23	1,02,800	11.73
2008-09	92,100	10.85	1,08,000	5.08
2009-10	94,900	2.95	1,04,400	-3.33
MEAN	85,020		97,520	
CGR	3.95		5.36	

(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.1 reveals that the procurement of milk per plant in MILKFED increased from 78,200 llpd in 2005-06 to 94,900 llpd in 2009-10 and registered a growth rate of 3.95 per cent over the period. The milk procurement per plant declined in the year 2006-07 by 0.51 per cent may be due to reduction in functional societies in that year. However, the milk procurement per plant

was higher in HDDCF as compared to MILKFED throughout the period of study. In HDDCF the milk procurement per plant increased from 80400 llpd in 2005-06 to 104400 llpd in 2009-10 and thus registered a higher growth rate of 5.36 per cent during the period. In HDDCF, the milk procurement per plant has shown an increasing trend over the period of study but it was increasing at a decreasing rate. The annual growth rate of milk procurement per plant in HDDCF was 14.42 per cent in 2006-07, and was negative (-3.33 per cent) in the year 2009-10 due to low sale of ghee, butter and low procurement of milk in that year. Further, the mean value of milk procurement of per plant was higher in HDDCF (97520) llpd as compared to MILKFED (85020) llpd during the period of study.

Peak Procurement of Milk per Plant

The peak procurement of milk per plant represents the ratio of total milk procured during peak season i.e. monsoon season in lac litres per day (llpd) by the total number of plants. The peak procurement of milk per plant is obtained by dividing peak procurement of milk by the number of milk plants. The higher value of peak milk procurement per plant represents higher level of plant productivity. The peak milk procurement per plant by MILKFED and HDDCF during the period 2005-06 to 2009-10 is shown in table 1.2.

TABLE 1.2: PEAK PROCUREMENT OF MILK PER PLANT

YEAR	MILFED (LLPD)	Percentage Change	HDDCF (LLPD)	Percentage Change
2005-06	1,13,700	---	1,35,000	----
2006-07	1,14,700	0.88	1,56,000	15.55
2007-08	1,23,900	8.02	1,77,000	13.55
2008-09	1,41,300	14.00	1,89,000	6.66
2009-10	1,48,800	5.33	1,68,000	-10.00
MEAN	1,28,480		1,65,000	
CGR	5.53		4.57	

(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.2 depicts that the mean value of peak procurement of milk per plant was higher in HDDCF (165000 llpd) as compared to that in MILKFED (128480 llpd) during the study period. The peak procurement of milk per plant in MILKFED increased from 113700 llpd in 2005-06 to 148000 llpd in 2009-10 and registered a growth rate of 5.53 per cent during the period. The annual growth rate was highest (14%) per cent in 2008-09 and was lower (5.33%) in the year 2009-10. The Peak procurement of milk per plant in HDDCF showed an increasing trend till 2008-09 but it was increasing at decreasing rate. In 2006-07 the annual growth rate was 15.55 per cent but the same was lower (6.66) per cent in 2008-09 Further, the annual growth rate was negative (-10%) in the year 2009-10 and this may be due to low sale of ghee, butter and low procurement of milk in that year. Thus, the analysis indicates that the level of peak procurement of milk was higher in HDDCF as compared to that in MILKFED throughout the period of study, whereas the growth rate of same was higher in MILKFED (5.53%) than that in HDDCF (4.57%) during the period of study.

Sales per Plant

The sales per plant show the ratio of total value of sales in rupees by the total number of plants. The higher value of sales per plant indicates higher level of plant productivity. Table 1.3 shows the sales per plant in MILKFED and HDDCF during the period 2005-06 to 2009-10.

TABLE 1.3 : SALES PER PLANT

YEAR	MILKFED (Rs. In lac)	Percentage Change	HDDCF (Rs. in lac)	Percentage Change
2005-06	690	-	13.58	-
2006-07	850	23.18	16.63	22.45
2007-08	1031	21.29	21.87	31.51
2008-09	1059	2.77	31.01	41.79
2009-10	1372	29.55	16.36	- 47.24
MEAN	1000.57		19.89	
CGR	14.74		3.80	

(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.3 reveals that the mean value of sales per plant was higher in MILKFED (Rs. 1000.56 lac) as compared to that in HDDCF (Rs.19.89 lac). In MILKFED, the sales per plant increased from Rs. 690 lac in 2005-06 to Rs. 1372 lac in 2009-10 and registered a growth of 14.74 per cent during the period. The annual growth rate was the highest (29.55%) in the year 2009-10. Sales per plant in HDDCF increased from Rs.13.58 lac in 2005-06 to Rs. 31.01 lac in 2008-09 and then declined to Rs.16.36 lac in 2009-10 due to low sale of ghee and butter, low procurement of milk in that year, and registered a growth rate was 3.80 per cent during the period of study. The, the annual growth rate of sales per plant in HDDCF was the highest (41.79%) in the year 2008-09 and the same was negative (-47.24%) in the year 2009-10. Thus, the average value and growth of sale per plant was higher in MILKFED than that in HDDCF during the period of study.

Total Income per Plant

The total income per plant shows the proportionate share of total income earned per plants. Total income per plant has been calculated by dividing the total income earned during the period of study by number of milk plants. The higher value of total income per plant represents higher level of plant productivity. The total income per plant in MILKFED and HDDCF during the period 2005-06 to 2009-10 is shown in table 1.4.

TABLE 1.4: TOTAL INCOME PER PLANT

YEAR	MILKFED (Rs. In lac)	Percentage change	HDDCF (Rs. in lac)	Percentage change
2005-06	801.01	—	123.00	—
2006-07	994.50	24.15	159.00	29.26
2007-08	1189.80	19.63	183.80	15.59
2008-09	1237.10	3.97	222.60	21.11
2009-10	1674.09	35.32	205.00	-7.90
MEAN	1177		178.68	

CGR	15.75		10.76	
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(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.4 reveals that the mean value of total income per plant was higher in MILKFED (Rs. 1177 lac) as compared to that in HDDCF (Rs. 178.68 lac). It is clear from the table that the total income per plant in MILKFED showed an increasing trend throughout the period of study. The total income per plant increased from Rs. 801.10 lac in 2005-06 to Rs.1674.09 lac in 2009-10 and registered a growth rate of 15.75 per cent during the period. The annual growth rate was lowest (3.97%) in the year 2008-09 and the highest in (35.32%) 2009-10. In HDDCF, the total income per plant increased from Rs. 123 lac in 2005-06 to Rs. 222.6 lac in 2008-09 and then declined to Rs. 205 lac in 2009-10, and the growth rate was 10.76 per cent during the study period. The annual growth rate was 29.26 per cent in 2005-06 and declined to 7.90 percent in 2009-10 due to low sale of ghee, butter and low procurement of milk. Thus, the analysis indicates that the total income per plant and its growth rate was higher in MILKFED as compared to that in HDDCF during the study period.

Net Profit per Plant

Net profit represents excess of income over the expenditure during a period. Net profit per plant is obtained by dividing the net profit by the number of milk plants. The higher value of net profit per plant indicates higher level of plant productivity. Table 1.5 shows the net profit per plant in MILKFED and HDDCF during the period 2005-06 to 2009-10.

TABLE 1.5: NET PROFIT PER PLANT

YEAR	MILKFED (Rs. in lac)	Percentage change	HDDCF (Rs. in lac)	Percentage change
2005-06	45.56	—	62.88	—
2006-07	49.61	8.88	88.32	40.61
2007-08	26.55	- 46.48	101.87	15.34
2008-09	55.81	110	132.16	29.73
2009-10	181.21	224.69	112.52	-14.86
MEAN	71.73		99.53	
CGR	31.80		12.37	

(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.5 shows that the mean value of net profit per plant is higher in HDDCF (Rs. 99.53 lac) as compared to that in MILKFED (Rs. 71.73 lac). In MILKFED, the net profit per plant increased from Rs.45.56 lac in 2005-06 to Rs. 49.61 lac in 2006-07 and then declined to Rs. 26.55 lac in 2007-08 due to high packing material expenses, selling and distribution expenses, production expenses and financial expenses. The profit per plant in MILKFED was Rs. 181.21 lac in the year 2009-10 and the growth rate was 31.80 per cent during the period of study. Thus, the annual growth rate was negative (-46.48%) in the year 2007-08 and the same was highest (224.69%) in the year 2009-10. In HDDCF, the net profit per plant increased from Rs. 62.88 lac in 2005-06 to Rs. 132.16 lac in 2008-09 and then decreased to Rs. 112.52 lacs in 2009-10 may be due to reduction in number of functional societies, avg. milk procured per day, peak milk procurement, low sale of milk and ghee in that year. Thus, the average value of profit per plant

was lower in MILKFED (Rs.71.73 lac) as compared to that in HDDCF (Rs.99.53), while the growth rate regarding the same was higher in MILKFED (31.80%) than that in HDDCF (12.37%).

Union Productivity:

The unions either process milk at their own level or pass the same to the milk plants of other milk unions for processing. They also organize new Primary Milk Societies at the village level. The union productivity has been determined on the basis of selected parameters like Procurement of milk per union, Peak procurement of milk per union, Sales per union, Net profit per union, interest earned per union, Total income per union, Total expenditure per union.

Procurement of Milk per Union

The milk procurement per union represents the ratio of total milk procured in lac litres per day (llpd) by the total number of unions. The milk procurement per union has been calculated by dividing the total milk procured during the period of study by number of milk unions. The higher value of milk procurement per union shows higher level of union productivity. The milk procurement per union by MILKFED and HDDCF during the period 2005-06 to 2009-10 is shown in table 1.6.

TABLE 1.6: PROCUREMENT OF MILK PER UNION IN MILKFED AND HDDCF

YEAR	MILKFED (llpd)	Percentage change	HDDCF (llpd)	Percentage change
2005-06	71090	—	67000	—
2006-07	70727	-.51	76666	14.42
2007-08	74636	5.52	85666	11.73
2008-09	83727	12.18	90000	5.01
2009-10	86272	3.04	87000	-3.33
MEAN	77290		81266	
CGR	3.95		5.36	

(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.6 explains that the mean value of procurement of milk per union was higher in HDDCF (81,2,66 llpd) as compared to that in MILKFED (77290llpd). The procurement of milk per union in MILKFED increased from 71090 llpd in 2005-06 to 86272 llpd in 2009-10 and registered a growth of 3.95 per cent over the period. The annual growth rate was negative (-0.51%) in the year 2005-06 may be due to reduction in functional societies, low avg. daily procurement of milk and less handling capacity utilized. The procurement of milk per union in HDDCF increased from 67000 llpd in 2005-06 to 90000 llpd in 2008-09 and then declined to Rs. 87000 and registered a relatively higher growth rate 5.36 per cent during the period of study. The annual growth rate in HDDCF was negative (-3.33%) in the year 2009-10 may be due to low sale of ghee, butter and low procurement of milk in that year. Thus, the level and growth of milk procurement per union was higher in HDDCF as compared that in MILKFED during the study period.

Peak Procurement of Milk per Union

The peak procurement of milk per union represents the ratio of total milk procured during monsoon season in lac litres per day (llpd) by the total number of unions. The higher value of peak milk procurement per union represents higher level of union productivity. The peak milk procurement per union by MILKFED and HDDCF during the period 2005-06 to 2009-10 is shown in table 1.7

TABLE 1.7: PEAK PROCUREMENT OF MILK PER UNION IN MILKFED AND HDDCF

YEAR	MILKFED (llpd)	Percentage change	HDDCF (llpd)	Percentage change
2005-06	103363	—	112500	—
2006-07	104272	.87	130000	15.55
2007-08	112636	8	143500	10.38
2008-09	128454	14	157500	9.75
2009-10	135272	5	140666	-10.68
MEAN	116799		136833	
CGR	5.53		4.57	

(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.7 shows that the mean value of peak procurement of milk per union was higher in HDDCF (136833 llpd) in 2005-06 as compared to that in MILKFED (116799 llpd) in 2009-10. The peak procurement of milk per union in MILKFED showed an increasing trend through out the period of study. The peak procurement of milk per union in MILKFED increased from 103363 llpd in 2005-06 to 135272 llpd in the year 2009-10 and registered a growth of 5.53 per cent during the period. The peak procurement of milk per union in HDDCF registered a growth of 4.57 per cent during the period of study.

Sales per Union

The sales per society show the ratio of total value of sales in rupees by the total number of societies. The higher value of sales per society indicates higher level of society productivity. Table 1.8 shows the sales per society in MILKFED and HDDCF during the period 2005-06 to 2009-10.

TABLE 1.8: SALES PER UNION IN MILKFED AND HDDCF

YEAR	MILKFED (Rs. in lac)	Percentage change	HDDCF (Rs. in lac)	Percentage change
2005-06	689.91	—	11.32	—
2006-07	850.03	23.20	13.85	22.34
2007-08	1031.21	21.31	18.16	31
2008-09	1059.51	2.74	25	38
2009-10	1372.26	29.51	13.51	-45.96
MEAN	1000.57		16.36	
CGR	12.85		3.59	

(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.8 shows that the mean value of sales per union was higher in MILKFED (Rs. 1000.57 lac) as compared to that in HDDCF (Rs. 16.36 lac). The sales per union showed an increasing trend over the period of study. In MILKFED, the sales per union increased from Rs.689.91 lac in 2005-06 to Rs.1372.26 lac in the year 2009-10 and registered growth of 12.85 per cent during the period of study. The sale per union was relatively lower in HDDCF, the mean value was Rs. 16.36 lac and the growth rate was also lower (3.59%) during the period of study.

Total Income per Union

The total income per union shows the proportionate share of total income earned per union. Total income per union has been calculated by dividing the total income earned during the period of study by no. of milk unions. The higher value of total income per union represents higher level of union's productivity. The total income per union by MILKFED and HDDCF during the period 2005-06 to 2009-10 is shown in table 1.9

TABLE 1.9: TOTAL INCOME PER UNION IN MILKFED AND HDDCF

YEAR	MILKFED (Rs. in lac)	Percentage change	HDDCF (Rs. in lac)	Percentage change
2005-06	728.19	—	102	—
2006-07	904.10	24	133	30.39
2007-08	1081.66	19.63	153	15.03
2008-09	1124.68	3.97	185.55	21.27
2009-10	1512.81	34.51	170.82	-7.93
MEAN	1070		148.86	
CGR	15.75		10.86	

(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.9 shows that the mean total income per union was higher in MILKFED (Rs. 1070 lac) as compared to that in HDDCF (Rs. 148.86 lac). The growth of total income per union was also higher in MILKFED (15.75%) as compared to that in HDDCF (10.86%). The total income per union increased from Rs.728.19 lac to Rs.1512.81 lac during the period 2005-06 to 2009-10 in MILKFED. The annual growth rate was the highest (34.51) per cent in the year 2009-10. The total income per union in HDDCF was increasing at decreasing rate. The total income per union increased from Rs.102 lac to Rs.185.55 lac during the period 2005-06 to 2008-09 but declined to Rs. 170.82 lac in the year 2009-10. The annual growth rate in HDDCF was found negative (-7.93%) per cent in the year 2009-10, may be due to low sale of ghee and butter, low procurement of milk in that year.

Net Profit per Union

The net profit refers to excess of total income over the total expenditure in a particular period of time. The net profit per union is obtained by dividing the net profit by number of milk unions. The higher value of net profit per union indicates higher level of union productivity. Table 1.10 shows the net profit per union in MILKFED and HDDCF during the period 2005-06 to 2009-10.

TABLE 1.10: NET PROFIT PER UNION IN MILKFED AND HDDCF

YEAR	MILKFED (Rs. in lac)	Percentage change	HDDCF (Rs. in lac)	Percentage change
2005-06	41.42	—	52.41	—
2006-07	45.09	8.86	73.62	40.46
2007-08	24.11	-46.52	84.81	15.19
2008-09	50.79	108	110.13	29.85
2009-10	164.78	228	93.77	-14.85
MEAN	65.23		82.94	
CGR	31.81		12.34	

(Source: calculated from the Annual Reports of the institutions for the period 2005-06 to 2009-10)

The table 1.10 reveals that the mean value of net profit per union was higher in HDDCF (Rs. 82.94 lac) as compared to that in MILKFED (Rs. 65.23 lac). However, the growth of net profit per union was higher in MILKFED (31.81%) than that in HDDCF (12.34%).

FINDINGS OF THE STUDY

- The analysis of the plant productivity shows that the mean value of milk procurement of per plant was higher in HDDCF (97520 llpd) as compared to MILKFED (85020 llpd) during the period of study.
- The level of peak procurement of milk was also higher in HDDCF as compared to that in MILKFED throughout the period of study, whereas the growth rate of same was higher in MILKFED (5.53%) than that in HDDCF (4.57%) during the period.
- The average value and growth of sale per plant was higher in MILKFED than that in HDDCF during the period of study. Further, income per plant, expenditure per plant and net profit per plant was higher in MILKFED as compared to that in HDDCF. Therefore, the plant productivity was higher in HDDCF on the basis of physical indicators whereas the plant productivity in MILKFED was higher when financial indicators are taken.
- The analysis of the union productivity depicts that the mean value of milk procurement of per union was higher in HDDCF (81266 llpd) as compared to MILKFED (77290 llpd) during the period of study.
- The level of peak procurement of milk per union was also higher in HDDCF as compared to that in MILKFED throughout the period of study, whereas the average value and growth of sale per union, income per union and expenditure per union was much higher in MILKFED when compared with that in HDDCF during the period of study.
- Further, the value of profit per union was higher in MILKFED (Rs. 164.78) as compared to that in HDDCF (Rs. 93.77 lac) during the year 2009-10. Therefore, the union productivity was higher in HDDCF on the basis of physical indicators whereas the union productivity in MILKFED was higher when financial indicators are taken.

CONCLUSIONS

Thus, the MILKFED and the HDDCF are involved in procurement and processing milk and making various kinds of milk products and then selling it in the states of Punjab and Haryana

respectively. The main products manufactured and marketed include milk, butter, ghee, sweets, ice-cream, dahi, paneer, drinking delights etc. The alternative quantities available for various products were large for MILKFED products as compared to that of HDDCF products. However, the milk productivity was found to be higher in case of HDDCF as compared to that of MILKFED. Union wise MILKFED productivity was better than HDDCF but Plant was productivity was better in case of HDDCF.

SUGGESTIONS OF THE STUDY

Following are some suggestions to improve the performance of the milk cooperatives under study.

- It has been observed that the MILKFED and HDDCF have set up their milk booths in urban and semi-urban areas but they have no milk booth in the rural areas. Both the cooperatives should set up Milk Booths/milk bars in rural areas to increase their business. The reason being that some of the products manufactured by them like sweets, ice cream and drinking delights may get high sale in rural areas.
- It was found during the study that both the cooperatives procured less amount of milk during peak season so both the Cooperatives should make efforts for procurement of milk during peak season.
- The study found that MILKFED procured less amount of average daily milk per plant. So, the MILKFED should take steps to increase the average daily procurement of milk plant wise to increase the sale of milk and milk products.

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FORMATION OF A SYSTEM OF CONCEPTS ABOUT A CHEMICAL REACTION AT THE LEVEL OF ELECTRONIC REPRESENTATIONS

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ABSTRACT

The article reveals the essence of this stage of training, which consists in clarifying the scope of the concept of "chemical reaction", deepening knowledge about the essence of a chemical phenomenon, explaining the regularities of a chemical reaction in the light of the theory of atomic structure, and the appearance of initial ideas about the mechanism of chemical transformation.

KEYWORDS: *System Of Concepts, Chemical Reaction, Electronic Representation, Chemical Bond, Halogens, Chemical Reaction Rate, Chemical Equilibrium, Classification Of Chemical Reactions, Metal*

INTRODUCTION

Educational activity includes: mastering knowledge systems and operating them, mastering systems of generalized and more specific actions, methods of educational work, ways of their transfer and finding - skills and abilities, the development of teaching motives, the formation of motivation and the meaning of the latter [1, p.19].

This stage of the formation of students' system of concepts about a chemical reaction is characterized primarily by the fact that there is a significant deepening of knowledge about the essence of chemical transformation and there is an opportunity to form initial concepts about its mechanism. The scope of the general concept of a chemical reaction is changing, since, on the one hand, it includes phenomena that do not represent transformations of some molecules into others (the formation, for example, of crystals with an ionic crystal lattice, ionic reactions in solutions), and on the other hand, nuclear reactions are excluded from it. Now, not every transformation of some substances into others should be considered a chemical reaction, and not every chemical phenomenon will represent the transformation of molecules of some substances into molecules of other substances.

In connection with the accumulation of chemical knowledge, there are also opportunities for generalizing concepts about the conditions of occurrence and flow of chemical reactions, about factors affecting the rate of chemical transformations. The basis is being created for the formation of concepts about the reversibility of chemical reactions and chemical equilibrium, about changing the direction of a chemical reaction when conditions change [2, p.89].

Mastering the theory of the structure of the atom makes it possible to use it at this stage for a deeper explanation of the various aspects of chemical transformation, and thereby deepening the relevant concepts and strengthening the links between them in the system under consideration.

Modern science considers the formation of a chemical bond as a process in which the total energy of a system of electrons and nuclei of interacting atoms decreases [3, p.5]. In the topic "Chemical bonding. The structure of matter" examines the question of how, in the light of electronic representations, it is possible to explain the transformation of molecules of some substances into molecules of other substances. It turns out that this happens with the separation of electron pairs binding atoms and the emergence of new electron pairs. In the formation of substances with an ionic bond, the transition of electrons from one atom to another and the formation of a crystal lattice due to the electrostatic attraction of ions is added to this.

The ideas that students have about changes in chemical bonds between atoms allow them to give a new definition of the concept of a chemical reaction. To give this definition, make a table. In the first vertically arranged graph, three groups of phenomena are indicated: 1) physical (molecular); 2) chemical; 3) nuclear. For each of the groups, in the second column, it is noted whether the formation of new substances occurs with this phenomenon; in the third column, a change in chemical bonds; in the fourth, the transformation of atomic nuclei.

Based on the consideration of the phenomena indicated in the table, students give the following definition of the concept: A chemical reaction is a process in which new substances are formed, a chemical transformation occurs. Some chemical reactions require energy, usually in the form of heat; other chemical reactions occur with the release of heat. "A chemical reaction is a process in which new substances are formed, a chemical transformation occurs. Some chemical reactions require energy, usually in the form of heat; other chemical reactions occur with the release of heat." [4, p.62]. This definition allows us to refer to chemical reactions processes that occur with the participation of substances that do not have an atomic-molecular structure.

After the introduction of a new definition of the concept of "chemical reaction", students' understanding of some laws of chemical interaction should also be deepened: preservation during chemical transformations of a chemical element and a mass of substances. This deepening is carried out by the students themselves when explaining these laws in the light of newly acquired knowledge.

The educational material of the topic about the natural family of halogens contributes to the development of students' ability to apply theoretical knowledge about the dependence of the properties of simple and complex substances on the characteristics of the elements forming them, on the structure of their atoms, the nature of chemical bonds in molecules and crystals [5, p.135]. The study of the topic "Halogens" allows us to form the concept of the mechanism of a chemical reaction based on the consideration of the reaction of sodium with chlorine (ionic mechanism), hydrogen with chlorine (radical mechanism). At the same time, it is revealed that with an ionic mechanism, differently charged particles are formed during the reaction, in which all electrons are paired, and with a radical one, electron-neutral, but very active radical particles with unpaired electrons arise during the reaction.

In the same topic, using the consideration of the interaction of iodine with hydrogen, it is necessary to introduce an important idea for understanding the mechanism of chemical reactions about the formation of an active complex during the reaction. In conclusion, a brief

generalization of knowledge should be carried out, in which it is noted that the usual chemical equation does not show which intermediate transformations are carried out during a chemical reaction, and these transformations can be very diverse.

When studying halogens, students encounter two chemical reactions that occur under the influence of light: it excites an explosion of a mixture of chlorine and hydrogen and causes the gradual decomposition of silver chloride. The accumulation of this factual information, along with the previously acquired knowledge about the effect on chemical reactions of heating and the action of an electric discharge (explosion of a mixture of hydrogen and oxygen, conversion of oxygen into ozone), allows us to generalize knowledge about the relationship between reaction conditions and thermal effects. A table is compiled with the columns "Chemical reaction", "Thermal reaction effect", "Reaction conditions", "Duration of energy exposure", in which two examples of reactions are recorded, the conditions of which are the effect of heating, light, electrical discharges. Based on the analysis, students come to the conclusion: in the case of an endothermic reaction, any of the types of energy used must be supplied to substances all the time; in the case of an exothermic reaction, any of the types of energy used is necessary only for the beginning of chemical transformation.

When studying the actual material in the topics "Halogens", "Oxygen subgroup", students accumulate additional ideas about the influence of various conditions of the reaction flow on its speed, thereby preparing the basis for the subsequent generalization of knowledge about the speed of a chemical reaction. The place of generalization is determined by the need to give students this knowledge before forming the concept of chemical equilibrium and studying the production of sulfuric acid, i.e. at the end of the eighth grade course.

When generalizing knowledge about the laws of chemical reactions, students need to give an idea of the speed of a chemical reaction, once again pay attention to the dependence of this speed on the conditions of the reaction (concentrations of reacting substances, contact surface, temperature), consider the measure of influence on the speed of a chemical reaction of changes in the concentration of reacting substances (in accordance with the law of action of masses) and temperature, expand knowledge about catalysis and catalysts.

Generalization and development of concepts is carried out based on previously accumulated knowledge and on the discussion of experiments that allow comparing the rate of reactions in different conditions. The measure of the influence of these or other conditions is established using parallel experiments to find out how many times the rate of a chemical reaction increases with a particular change in the concentration of reagents and temperature.

Knowledge about the rate of chemical reactions only acquires the character of concepts when they are based on knowledge about the structure of matter and about the essence of a chemical reaction. Therefore, it is especially important not only to give students knowledge about the influence of conditions on the rate of chemical reactions, but also to consider why such influences take place.

Observations in the classroom and analysis of control written papers show that students easily explain the acceleration of the reaction with an increase in the concentration and contact surface of reacting substances. They explain these changes by an increase in the number of collisions of molecules per unit of time. The situation is more complicated with the explanation of the effect that temperature rise has on the acceleration of the reaction. The teacher should tell you that

when substances are heated, not only the number of collisions of molecules increases, but also the number of molecules that at the time of collisions can have increased energy - activation energy. For each reaction, the magnitude of this energy has its own value. To make it easier for students to consider the issue of activation energy, it is necessary to use schematic images of the energy barrier of various heights in the explanation.

In order to form concepts about chemical equilibrium, in addition to knowledge about the reaction rate, students must have an idea about the reversibility of chemical reactions. It arises on the basis of consideration of a number of inverse transformations, with which students began to get acquainted in the seventh grade.

The concept of reversibility of chemical reactions is formed when studying such reactions considered in the topic "Oxygen subgroup" as the formation of hydrogen sulfide from sulfur and hydrogen, the dissolution of sulfur oxide (IV) in water, and the concept of chemical equilibrium is based on the example of the transformation of sulfur oxide (IV) into sulfur oxide (VI). The conditions for the correct and successful formation of the concept of chemical equilibrium at this point of the course are: a) proof based on chemical experience that sulfur oxide (IV) does not completely turn into sulfur oxide (VI); b) emphasizing that even with very prolonged heating, this transformation cannot be achieved completely, since the reaction is reversible; c) consideration of changes in the speed of processes that occur in a closed tube with a catalyst, where a mixture of sulfur oxide (IV) with oxygen is placed; d) introduction of the definition of "chemical equilibrium"; checking with a number of questions and tasks how students understand this definition.

To consider the issue of shifting the chemical equilibrium, the composition of the equilibrium mixture is discussed and the question of how this composition can be made to meet the task of obtaining relatively large amounts of sulfur oxide (VI) is solved. The teacher notes that it is impossible to do this without changing the conditions in which the reaction is carried out. Then it turns out what conditions can cause an increase in the relative amount of sulfur oxide (IV) in the reacting mixture. Before considering the influence of temperature on the displacement of equilibrium, students should be informed that heating accelerates to a greater extent those reactions that occur with the absorption of heat.

Based on the consideration of the influence of changes in oxygen concentration and temperature on the equilibrium of $2\text{SO}_2 + \text{O}_2 \rightarrow 2\text{SO}_3 + Q$, the concept of a shift in chemical equilibrium is formed. Then it is fixed when solving a number of tasks.

Further development of the concepts of chemical equilibrium and its displacement under the influence of conditions is carried out in the IX class, the educational material of which is rich in examples of reversible reactions.

When studying the first topic of the IX class with students, it is necessary to find out whether electrolytic dissociation can be considered a chemical reaction. To this phenomenon, in relation to the change (break) of chemical bonds and the preservation of atomic nuclei, the previously introduced definition of the concept of "chemical reaction" is suitable. However, is it possible to consider the ions that appeared during electrolytic dissociation in solution as other substances compared to the one that was dissociated? Consideration of the educational material on the properties of ions allows us to answer this question in the affirmative. Thus, electrolytic dissociation is a chemical reaction.

Further study of the topic allows us to find out that the electrolytic dissociation of weak electrolytes is a reversible process, which allows us to apply knowledge about the shift of chemical equilibrium to its consideration.

Knowledge about the essence of exchange reactions is being significantly deepened in this topic. These reactions are reduced to the binding of oppositely charged ions to form ionic crystals or molecules with covalent bonds. Along with considering the essence of exchange reactions, it is useful to draw students' attention to the signs, conditions, speed, direction of exchange reactions, fixing previously formed concepts in this regard.

In order to improve students' understanding of the classification of chemical reactions in the light of knowledge about the structure of matter, it is necessary to clearly link the division of chemical reactions into two groups (the first - without changing the degree of oxidation of chemical elements, the second - redox) with the types of chemical reactions already known to students. For this purpose, a table is compiled in which it is noted that chemical reactions that occur without changing the degree of oxidation of chemical elements include all exchange reactions, some compound reactions and decomposition. Chemical oxidation-reduction reactions should include all substitution reactions, some reactions of compound and decomposition. What is written in the table is explained by examples of chemical reactions, for which students compose equations and put down the oxidation states of chemical elements in the formulas of reacting substances.

The study of the topic "Nitrogen and phosphorus" introduces students to numerous examples of reversible reactions, the most important of which are the interactions of nitrogen with hydrogen, nitrogen with oxygen, ammonia with water, nitric oxide (IV) with water, nitric oxide (II) with oxygen. When studying the first of these interactions, students expand their knowledge about the influence of conditions on the displacement of chemical equilibrium, since the change in the direction of displacement with increasing and decreasing pressure is considered, general rules for the influence of pressure on the displacement of chemical equilibria are formed. In the same place of the course, in order to systematize knowledge, it is necessary to consider what conditions can shift the chemical equilibrium. Based on this, it is emphasized that the catalyst accelerates the forward and reverse reactions to the same extent, but cannot shift the equilibrium. At the same time, accelerating both opposite reactions, it contributes to a faster achievement of a state of chemical equilibrium.

When studying the chemical properties of ammonia, it is revealed that in the presence of a catalyst, the reaction between ammonia and oxygen proceeds with the formation of nitric oxide (II), and when ammonia burns in oxygen, nitrogen is formed. The influence of the catalyst on the change in the flow of the chemical reaction is explained by the fact that it accelerates mainly one of the possible directions of the reaction.

In the study of subsequent reversible reactions in the topics "Nitrogen and phosphorus", "Carbon and silicon", knowledge about chemical equilibrium and its displacement is being consolidated and specified. Discussion of the use of reversible reactions in the production of ammonia, nitric acid should increase the practical significance of knowledge about chemical equilibrium and its displacement conditions. To develop students' ability to apply knowledge about chemical equilibrium and its displacement in solving chemical problems, at the end of the topic "Carbon and silicon", systematization and generalization of this knowledge should be carried out. For this

purpose, a table is compiled with examples of reversible reactions and data on the direction in which certain chemical equilibria shift with changes in temperature or pressure.

When studying the topic "Metals", you should pay attention to the study of fundamentally new issues. These include the electrochemical series of metal stresses and the concepts of electrochemistry, water hardness and ways to eliminate it, as well as metallurgy [6, p.125]. The study of the topic "Metals" provides an opportunity to expand students' knowledge about certain conditions of the flow of chemical reactions (the effect of electric current on solutions and melts of inorganic substances) and the results of chemical transformation (the occurrence of electric current). Electrolysis, on the one hand, and the appearance of current in a galvanic cell, on the other hand, are explained here on the basis of electronic representations.

Thus, at this stage of training, the scope of the concept of "chemical reaction" is clarified, knowledge about the essence of the chemical phenomenon was deepened, the regularities of the chemical reaction were explained in the light of the theory of the structure of the atom, initial ideas about the mechanism of chemical transformation appeared. At the same time, knowledge about the conditions of the occurrence and flow of chemical reactions has expanded, the concept of the rate of chemical reaction has been formed, knowledge has appeared about the extent to which concentrations of reacting substances and temperature affect this rate, the concepts of catalysis and catalyst have been enriched with ideas about the mechanism of the phenomenon and the influence of the catalyst on the direction of the chemical reaction, concepts of chemical equilibrium and its displacement have been formed.

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USING THE TRIZ (INVENTOR PROBLEM THEORY) PROGRAM IN PRIMARY SCHOOL CLASSES

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ABSTRACT

Developing the creative abilities of primary school students has always been a topical issue. This article discusses modern forms, methods and techniques for developing students' creative abilities using the TRIZ program in primary school.

KEYWORDS: *Creative Thinking, Ability, Education, Class, Lesson.*

INTRODUCTION

The TRIZ program appeared in the mid-20th century, and at first it was not even related to pedagogy. In 1946, Heinrich Altshuller, a former Soviet engineer, scientist, and science fiction writer, began studying the methods most commonly used by inventors. There were about forty such techniques, and all of them, together with the inventive problem-solving algorithm (MHQA), formed the basis of TRIZ.

During this time, he developed new algorithms, and in the early 1980s, educators used it as a basis for experimental classes as well as teaching methods in schools.

The goal of TRIZ pedagogy is to develop flexible thinking and imagination, the ability to solve complex problems skillfully and effectively. [1]

In modern pedagogy, the unique methods of working with students, unusual teaching techniques and the TRIZ program are an innovative solution in achieving high results.

Course mode, number of hours. The program is designed for children aged 7-10 years and lasts for 4 years.

The number of students is 34.

1st year study 1 hour per week (total 33 hours)

2nd year study period 1 hour per week (total 34 hours) 3rd year study period 1 hour per week (total 34 hours) 4th year study period 1 hour per week (total 34 hours).

The program is funded by additional study hours.

Venue: It is recommended to conduct classes not only in classrooms, but also in gyms, gymnasiums, playgrounds (depending on the type of educational process).

Types of action:

- Game process (through action games)
- Literary-artistic process
- Visual process
- Perform relaxation exercises, develop creative thinking, dialectical systematic, associative, creative, logical thinking, design action.

The effectiveness and efficiency of the application of the program of the theory of solving inventive problems in grades I-IV depends on the following conditions.

- The desire to volunteer and express themselves.
- Form and style of work, novelty and fun.
- The role of the teacher in ensuring the solidarity of children's initiatives.
- The combination of individual, group and collective action.
- Projects and festivals of different levels, competitions - the opportunity to participate in competitions, the presence of purposeful and effective actions.
- Involve children in open, free thinking.

Outcomes of the extracurricular learning plan.

Requirements for knowledge and skills in the educational process in the program of the theory of solving inventive problems.

The level of the educational process is determined by the requirements of the school's general secondary education program.

Requirements for students to know in the implementation of this program: Must know the first year of study.

- What is Creative Thinking (RTV)?
- Why is it necessary to develop creative thinking?
- Creative Games.
- Methods of fantasy through fine arts.
- Imaging algorithm of fantastic objects.
- Playing games aimed at developing creative consciousness.
- Create objects and fantastic objects using the image algorithm.
- Write their history using icons.
- be able to tell a story using schematic models (pictograms).
- Express your opinion.
- Respect the opinion of others.
- Apply the knowledge and skills acquired under the motto "Do no harm"

In the second academic year, according to the Inventive Problem Theory Program requirements for knowledge and skills that students need to know in the learning process. [2]

Must know:

- What is a complex?
- Complex creation algorithm.
- Gianni Rodari's fantasy method.
- The basic concept of the theory of solving inventive problems, the method of fantasy. Skill:
- Writing reality in the form of comics.
- Playing games aimed at developing creative consciousness.
- Weaving fairy tales, inventing fantasy stories using previously learned fantasy techniques.
- Describe the process in terms of the object.
- Express your opinion.
- Respect the opinion of others.
- Apply the knowledge and skills acquired under the motto "Do no harm".

Requirements for knowledge and skills to be acquired by students in the Inventory Problem Theory Program in the third academic year.

Must know:

- "System Operator", "Magic Screen", "Nine Screens", "System", "Subsystem", "Over System", "Function", "Past System", "Next System", "Antisystem", "Not a system", definition of concepts.
- Puzzle weaving algorithm.
- Algorithm for weaving fairy tales and events based on the method of "morphological box".
- Discussion of the logic of the game "Yes - no". Skill:
- To listen to each other, to express one's opinion, not to speak to each other.
- Ask a question, clear an unknown area.
- Weaving fairy tales and events using the methods of "Morphological box", "Morphological analysis", "Nine screens".
- Development of games using the method of "morphological analysis".
- Have your say
- Respect the opinion of others.

"Don't do any harm!" to apply the knowledge gained under the motto.

Requirements for knowledge and skills that students should acquire during the fourth academic year in the Inventive Problem Theory Thesis program.

Must know:

- Define the concepts of "contradiction", "solution of the principles of opposition".
- Define the concept of "problem of creation".
- Define the concept of "field resources".
- "Inversion", "Heavenly transition", "transition to another state", "pre-set pillow", "Matryoshka", "crushing-merging", "jumping", "turning loss into profit", opposite - method of resolving resistances.

Skill:

- Create a logical connection between the event and the object.
- Solve the problem of "creation" under the motto "Do no harm", eliminate contradictions, strive for the right, apply the acquired knowledge and skills.

Personality in the knowledge acquired by students in the program of the Theory of Solving Inventive Problems in grades 1-4 during four years of study [3]

- Awareness, creativity, community, activism:
- Willingness to act in non-standard situations:
- Independence (at the time of decision-making):
- Ability to work collaboratively with others, be able to respond to their own decisions:
- Circulation (communication):
- Respect for others, self:
- Personal and joint responsibility.

TRIZ technology can be used as a universal tool in almost all types of activities (both in the learning process, in games, and in regime moments). This allows you to form a unique, consistent, science-based model of the world in the mind of a school-age child. A successful situation is created, the results of the decision are shared, the decision of one child activates the opinion of another, expands the scope of imagination, stimulates its development. Technology allows each child to show their uniqueness. Teaches children to think outside.

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METHODOLOGICAL BASIS FOR PREPARING GRADE 4 STUDENTS IN PRIMARY EDUCATION FOR INTERNATIONAL PIRLS CONTROL

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ABSTRACT

This article discusses the importance of personal development-oriented education for primary school students in realizing their creative abilities through the formation of logical, analytical, critical, creative, independent thinking skills.

KEYWORDS: *PIRLS, Literary Education, Literary Analysis And Interpretation, Didactic Rule, Deduction, Induction, Critical, Creative, Independent Thinking, Creative Ability.*

INTRODUCTION

In the current context of globalization, due to the widespread introduction of innovative pedagogical technologies in the education system, the realization of creative abilities of students through the formation of logical, analytical, critical, creative, independent thinking skills is an important aspect of person-centered developmental education plays an important role in raising the younger generation to the level of meeting the requirements of world standards. In particular, the Fhe Progress in International Reading Literacy Study has a great responsibility to implement reading in the implementation of the requirements of PIRLS to monitor reading literacy in primary school loaded. [1]

The IEA is an international association for the assessment of academic achievement. is aimed at studying the most important aspects.

Although there is a significant difference in the age of students in the countries involved in monitoring the quality of reading and text comprehension in primary school by world standards (in England, New Zealand, Frinidad, Phobago, children from five years, in most countries they study from the age of six or seven) and the requirements are the same for everyone.

The main purpose of periodic study and monitoring of the quality of education, ie the quality and trends of reading literacy in accordance with the requirements of PIRLS or FIMSS is to monitor the results obtained at different times using different educational tools on the basis of different samples. comparison and drawing appropriate conclusions. From this point of view, it is important to achieve reading literacy in the education system of Uzbekistan, that is, to ensure students' oral competence, such as listening comprehension, reading, speaking and writing.

The fourth year of primary education is an important stage in children's development. During this period, students should master reading to such an extent that it will ensure the successful acquisition of knowledge and skills in the next stage of education.

Students graduating from the fourth grade of primary school in 2021 will be assessed on the basis of the PIRLS program in two types of study: in-class and out-of-school activities.² Here: to determine the level of reading in order to study the experience of mastering in the system of literary education;

Determining the level of reading associated with the acquisition and practical use of information provided in the educational process.

According to the conceptual rules of the study, the ability of students to read fiction and popular science texts is assessed by the following 4 criteria:

- determine the information provided in the text; (on the example of the analysis of popular science texts)
- interpretation and generalization of data (literary analysis);
- analysis of text content, language features and structure (literary analysis).

Analysis of popular science and art works allows students to understand the content of the work, to feel the events in the work from the heart, to perceive the work as an art of speech, to evaluate the actions of the protagonists, to draw conclusions independently and when faced with such events. prepares for self-government. Due to this, a scientific approach to the analysis of popular science and art works is required in primary education. To this end, the organization of theoretical and methodological training courses for school teachers on the literary analysis of popular science and art works, in addition to the subject "Mother tongue and children's literature" for students of the faculty of primary education "Children's literature and Theory of Literary Analysis "would be appropriate. The subject "Methods of teaching the mother tongue in primary school" prepares students - future teachers of primary education, so this issue can not be attributed to this subject. [2]

In order to prepare 4th grade students for reading under international PIRLS control on the basis of the textbook "Reading Book" and to help primary school teachers, H. Bakiyeva conducted a literary analysis of "4th grade reading lessons". The manual "Formation of skills" was created. This manual takes into account the pedagogical experience of this problem and its solution. In addition, teaching aids were recommended to teach students reading literacy, ie the analysis of popular science and art works. This is not enough.

The requirements of the international PIRLS depend, first of all, on the literary-artistic, social, spiritual, enlightenment level of the text recommended for reading and analysis.

Textbooks should include a selection of works that encourage students to think independently and creatively. The student should feel that a good work creates in the reader a variety of experiences (grief, anxiety), encourages thinking, allows you to choose your position. Assignments based on the text of the work should ensure students' reading literacy. In this regard, there are shortcomings in our textbooks.

Improving students' reading literacy depends in many ways on the teacher's knowledge and pedagogical skills in text analysis.

If you look at the text of the textbook in terms of interest, vitality, artistic height and the content of the questions given at the end of the text, you can see texts that do not stimulate the emotions of students, do not enrich their imagination, but rather extinguish their interests. For example, in HamidullaMurodov's story "New House" in the 3rd grade "Reading Book", 3rd grade students are encouraged to carry sand, bricks, and soil in construction, and they go to work on the construction site. Reading this story, the question arises as to whether the work meets the requirements of international standards. [3]

What is the meaning of the proverb in the 3rd paragraph of GozalBegim's fairy tale "Sister Rivers"? (?) What is the "power of language" in the text "The Power of Language"? Polat Momin's poem "Independence from Harmony" is based on dry advice, and there is no basis for convincing and astonishing the reader. On behalf of MuhabbatHamidova's story "Knowing the Motherland" you expect a very interesting life event, but you do not see the logic in the system of events, the plot is artificial. The book "Ona-Vatan" also lists the things that a child sees through his eyes. Events do not encourage the student to think, do not develop artistic and aesthetic taste, do not develop the personality of the student.

The textbook includes questions aimed at deep understanding of the content of the work, independent research and creative thinking, connection with life, drawing conclusions, the development of speech, but avoids tasks that require retelling the content of the work.

In the textbooks, little attention is paid to the art of the work, the language, the connection between the events of the subject, the information about the character of the protagonists, the generalized conclusions. It is important to keep in mind that preparing students for the PIRLS International Reading Literacy Test is not just a one-time event, but an important part of the future of primary education.

It is known that in the system of person-centered education in connection with the reading of works of art, the formation of artistic and aesthetic thinking of students, the focus on self-realization, the development of feelings of love for the motherland is another study. A special place is given to reading education, which is tasked with the study of children's literature as a work of art.

Today, primary school teachers need well-proven, science-based guidelines for teaching methods. The methodology will help the future primary school teacher to not only study the content of literary education and its independent, conscious approach to teaching, but also to consciously analyze the results of their activities. should be focused on ensuring that they are able to draw conclusions. [4]

The following didactic laws can be cited as the basis of teaching methods in primary school:

1. The nature of the education has a comprehensive impact on students' understanding.
2. Students have a clear understanding of the problem at hand.
3. The teacher has the ability to present new complex educational problems in the context of familiar events. Ability to connect deduction with induction in the process of literary education.

Today's literary education is to teach the younger generation to master the cultural riches created and enriched over the centuries of human history, to prepare them for real life, to make conscious career choices, to interact with people around them. demands to be educated as people with

intellectual potential. To achieve this, it took into account the educational potential of students. [5]

In each case, the methods, goals and objectives of teaching at each stage of literary education should be clearly defined.

An in-depth understanding of the specifics of a work of art as an artistic phenomenon, the application of existing literary knowledge and concepts to the analysis of planned works, ensures the quality and effectiveness of the lessons.

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A STUDY OF FACTORS TO ENSURE THE BALANCE OF CONTINUOUS EDUCATION AND TRAINING IN RENEWING UZBEKISTAN

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ABSTRACT

The role and importance of the education system in solving social problems formed under the influence of man-made civilization is growing. Consequently, a new image of education is reflected in its future goals. The world community recognizes that the gradual reforms in education in Uzbekistan are in the national interest and adhere to specific principles. Elite education, on the other hand, is a factor in shaping the elite culture of different segments of the population. The most important thing is the creation of conditions for the education of young people serving sentences, the high humanity and tolerance of the head of our state, the feeling of pain and concern of the people and the efforts to eliminate them.

KEYWORDS: Education, Upbringing, Reform, Academic Affairs, Higher Education, Modernization, Education System.

INTRODUCTION

The accession of Uzbekistan to the world democratic community in the third millennium requires that it participate in the joint solution of not only domestic problems, but also global problems of a global nature. Today, improving the quality of the education system is becoming an important factor in enhancing the international prestige, spiritual prestige and human potential of the nation.

At present, education is recognized as a major factor in shaping the worldview, national spirit, a major sector that determines the level of civilization of society. Indeed, the determination of the country's power by the education system is becoming more widespread. Therefore, the education system in the XXI century differs from all other eras by its role in shaping not only the national spirit of young people, but also their political thinking. The main focus is on improving the national education system, its formation and development.

METHODOLOGY

Indeed, "we will mobilize all the forces and capabilities of our state and society to ensure that our young people develop independently, have high intellectual and spiritual potential, and become happy people who do not lag behind their peers in any field around the world" [1, p.14]. However, we must not forget that a person with his own internal laws, age and other characteristics does not always accept these influences on his own. It is very important to take into account the ability of a person to analyze information at different stages of development.

Efficient work is being done to ensure that the education system of Uzbekistan takes its rightful place in the international educational space. The Decree of the President of Uzbekistan on the Strategy of Actions for the Further Development of the Republic “On improving the quality of education and training Improving the quality and efficiency of higher education institutions based on the introduction of international standards of assessment, gradual increase in admission quotas to higher education institutions; to stimulate research and innovation activities, to create effective mechanisms for the implementation of scientific and innovative achievements, to establish specialized research and experimental laboratories, high-tech centers and technology parks at universities and research institutes ” [2, p.25]. In this regard, the work done in the education system of the Republic of Uzbekistan in recent years and their historical foundations serve as an important factor. Educating a new generation of intellectual property owners to establish a dialogue with the world has become one of the priorities of public policy.

MAIN PART

In all countries of the world, special attention is paid to the education of harmoniously developed individuals as an important factor in the development of society, and in this regard, educational models under the influence of the country's political system, social relations, national and political mentality.

In the process of sustainable development of Uzbekistan from national revival to development, attention is paid not only to the education system, but also to deep and comprehensive reforms in the field of education. This process involves a movement from the bottom up, from simple to complex. In particular, the announcement of the decision of December 29, 2017 in Uzbekistan "On measures to further improve the system of preschool education" can be compared to a gardener who began to care for the roots of the tree to bear fruit. The establishment of the Ministry of Preschool Education in Uzbekistan in 2017, the establishment of at least 20 competitive private preschools in each region is an important factor in ensuring the balance of education and upbringing of children. According to the 4th principle of the Action Strategy for the further development of the Republic of Uzbekistan, 5 initiatives to plan systematic activities to raise the reform of the education system to a new level, to organize work in the social, spiritual and educational spheres on the basis of the new system are recognized as factors. After all, ensuring the balance of education and upbringing requires the upbringing of young people who can adapt to any situation, who adhere to the integrity of knowledge and integrity in the organization of activities. [3]

Along with the transition to the organization of 11-year school education from 2017, the introduction of a system of 50 vocational training for 2 years is a guarantee that young people in any situation will be socially active in society with their profession. The establishment of specialized schools in our country is, on the one hand, an effort to train every child as a specialist in a particular specialty, and, on the other hand, a sign of the importance of relying on world experience. The opening of Presidential schools in the Republic of Uzbekistan, the introduction of the competition for school-age boys and girls is a bold step towards the establishment of a well-thought-out system of upbringing worthy generations and the humanization of education.

The world community recognizes that the gradual reforms in education in Uzbekistan are in the national interest and adhere to specific principles. Continuous improvement of the education system, further universalization of the standards of the higher education system in the framework of various regional, interstate associations are becoming an important factor in the continuation

of democratic reforms for many countries, including the new Uzbekistan. Attracting public, non-governmental and foreign investment to finance the higher education system continues. The practice of providing preferential loans to students enrolled on a contract basis is improving.

The creation of regional standards in the renewed Uzbekistan, the implementation of the results of research and development, the exchange of electronic information, the development of Internet technologies is a factor in adapting the national education system to world standards. Uzbekistan is gradually implementing a policy aimed at training modern personnel. If in 25 years a total of 60 higher education institutions were established, in 2017-2019 34 higher education institutions were established, now their number has reached 132, the admission quota is growing from year to year, which indicates the growing importance of elite education in Uzbekistan. Elite education, on the other hand, is a factor in shaping the elite culture of different segments of the population. requires the education of young people who adhere to the integrity of knowledge and integrity of faith in the organization of activities. [4]

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From 2017, the allocation of quotas for admission to 114 new bachelor's degrees in 36 higher education institutions of the Republic of Uzbekistan and 104 master's specialties in 42 higher education institutions shows the growing demand for new specialties. Also, the establishment of a targeted admission quota for higher education institutions is an opportunity for future employment of young people.

The introduction of academic mobility in the higher education system with foreign educational institutions, student exchanges, the establishment of the El-Yurt Umidi Foundation can be considered as conditions for talented young people to express themselves, value their knowledge and appreciate the work of the state.

Decree of the President of the Republic of Uzbekistan No. PP-5847 of October 8, 2019 "On awarding the concept of development of the higher education system of the Republic of Uzbekistan until 2030" is an effort to increase the responsibility of all higher education institutions, to realize that education is the most important guarantee of sustainable development. The abolition of the part-time and evening education system in the higher education system in 2004 could in fact be assessed as a violation of human rights. The revival of the system of part-time and evening education in 2017 at the initiative of Sh. Mirziyoyev is a proof of the restoration of the bent stature of the people of Uzbekistan, the realization of their dreams.

The most important thing is the creation of conditions for the education of young people serving sentences, the high humanity and tolerance of the head of our state, the feeling of pain and concern of the people and the efforts to eliminate them. This is one of the priorities of the ongoing reforms in our country. As the President of the Republic of Uzbekistan Sh. Mirziyoyev noted, "Currently, 32% or 10 million of the population of our country are young people under 30 years old. We are all proud that our young people are rightly able to take responsibility for the future of our country and become a decisive force for today and tomorrow " [5]. Indeed, we should be justifiably proud of the achievements of the youth of our country. In particular, in 2000-2016, the youth of Uzbekistan participated in world science olympiads. it is true that he has won more than 200 medals in his treasury. However, it is also true that in the last four years this figure has tripled.

CONCLUSION

Should be noted that on May 3, 2019 at the initiative of the President of the Republic of Uzbekistan in order to ensure the implementation of the Resolution No. PP-4306 "On measures to identify talented young people and establish a continuous system of training highly qualified personnel" The establishment of the Department of International Relations, the awarding of prizes of 100 million, 54 million 35 million to the winners of international science Olympiads, their inclusion in the reserve of gifted students, the allocation of incentive prizes to their teachers are a guarantee of sustainable development in the country.

In conclusion, it should be noted that today the wise policy and leadership skills of the President of the Republic of Uzbekistan Sh. Mirziyoyev have become a practical basis for the development of the national education system, the awakening of self-awareness and patriotism in society. Corruption in the education system, in particular against personnel corruption, has begun to be fought, and some progress has been made in this area. Transparency is ensured in the process of admission to higher education institutions.

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AN OVERVIEW OF PERSONAL SPIRITUALITY OF ECONOMIC REFORM EFFECT ON APPEARANCE

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ABSTRACT

In the article the author seeks to analyze the changes in the spiritual appearance of the person that occurred under the influence of economic reforms. In her opinion, economic transformation became the reason of a fundamental change in beliefs, social qualities and attitudes. In addition, these changes in some cases had a positive, and in others - a negative connotation. According to the author, a scrupulous study of the essence of these processes can determine the laws of the impact of society on the individual.

KEYWORDS: *Economic Reforms, The Spiritual Image Of The Person, The Influence Of Economic Re- Forms On The Spiritual Image Of The Personality, A Change In The Conviction Of The Personality, A Change In Personality Traits, A Change In The Life Position Of The Personality, The Primacy Of Material Values And Needs Over The Spiritual, The Commercialization Of Consciousness And Personality Behavior, Change Life Values And Needs Of The Individual.*

INTRODUCTION

Our country has been living in the conditions of radical economic reforms since the last years of the last century. In the course of these reforms aimed at building a democratic state and civil society based on market relations in Uzbekistan, many processes and factors are interacting, new institutions, structures, mechanisms and relations are emerging. Implemented on the basis of a well-thought-out program or concept, these reforms have made it possible to create market institutions in the country's economy, achieve macroeconomic stability, eliminate the commodity-based economy, and accelerate the development of the national economy.

METHODOLOGY

Today, economic reforms in our country have entered a new phase. At this stage, "our most important task is to further strengthen macroeconomic stability and maintain high rates of economic growth ..." [1, p.237]. There are the following main criteria for achieving macroeconomic stability: 1) to prevent a reduction in production; 2) creation of favorable conditions and use of internal reserves at the enterprises of priority sectors; 3) ensuring the state budget and financial stability of enterprises; 4) curbing inflation and strengthening the national currency; 5) improving the balance of payments and state foreign exchange reserves; 6) stabilization of the social situation, improvement of living standards.

Each of these criteria, of course, serves to radically change the real situation in the economy. At the same time, it must be acknowledged that thirty years of economic reforms, their directions, factors, and the resulting phenomena and mechanisms have a significant impact on the spiritual image of the individual. But this effect, its result can not be characterized in purely positive or negative colors. These changes are somewhat complex. For example, under the influence of economic processes, in one case some of the qualities of the individual became more developed, in another case a number of defects began to appear in him. The same can be said about the impact of economic reforms on a person's beliefs and position in life.

MAIN PART

In our opinion, the impact of economic reforms on the moral image of the individual is reflected in the following: [2, p.169]

1. As a result of the reforms, the individual's beliefs took on a special character. It is well known that belief refers to the knowledge that a person lives in his second life in his mind, which is "rediscovered" in proportion to his interests and used in human activity [3, p.60]. Belief has its own components of intelligence, evaluation, and activity. The economic reforms carried out in our country have gradually radically changed all these components of the individual's faith. Hueusan said the following components of a person's faith have undergone a process of renewal;

A) knowledge, ideas, theories (or mental component) of society, social development, social progress, economic processes; While in the years of Soviet rule this knowledge of the individual was based on the communist ideology and theory of political economy, economic reforms greatly expanded the scope of this knowledge at the expense of various economic theories and experiments;

B) the person's attitude to knowledge of economic processes (or assessment component); The reforms carried out in our country have radically changed the attitude of the people to the centralized planned economy, to the economic policy of the Soviet government, to the principles of economic management, to the nature of the relationship between economy and politics;

C) knowledge-based forms of social activity (or activity component); Economic knowledge of a new nature transformed the economic activity of the individual into a new way. This is the development of such activities as small business, family business, home-based work.

2. Economic reforms have affected personality traits and characteristics. During the years of Soviet rule, such evils as dependence, indifference, and irresponsibility took root in the spiritual image of the individual. Indeed, such an aspiration was natural for an economy based on the principles of equalization, which required the central planning of even the smallest domestic issues, did not approve of the initiative. The emergence of market infrastructure in our country, the introduction of the principles of a market economy, in particular, the privatization of state property has radically changed the situation. In particular, the property class began to form in the social structure, small business and private entrepreneurship entities emerged, and the share of people working in the non-governmental sector increased.

There are some aspects of working in the non-governmental sector: the industry cannot turn a blind eye to selfishness, dependency, lack of initiative and irresponsibility. Because the main purpose of the activities of the subjects of the industry is to make a profit. X, any selfishness, dependence, lack of initiative, irresponsibility leads to a decrease in the income of these subjects,

and ultimately to its decline. For the same reason, the emergence of the non-governmental sector, the increase in the number of people working in it, in the short term hit the root of the above-mentioned shortcomings. Thus, economic reforms have led to positive changes in the spiritual image of the individual.

3. Economic reforms have led to a change in the individual's position in life. A vital position is a combination of social, civic duty, and moral responsibility. According to experts, it is a person's attitude to the world, which is reflected in his actions and deeds. This concept also includes efforts to satisfy one's social and personal interests, to improve social and personal living conditions in accordance with humane ideals. If a person has a deep understanding of his social duties and makes them his beliefs, the norm of his activity, his life position is considered active. A person acting on the basis of such a position serves to increase the material and spiritual wealth of his country, to ensure the well-being of the country.

The impact of economic reforms on an individual's position in life has occurred in a variety of ways. In particular, first of all, thanks to the reforms, the social system, the way of life in society has taken on a new look. This, in turn, affected the person's position in life. Second, economic reforms have changed the social environment (labor community, community organizations, family, etc.) that directly surrounds the individual. These changes have left their mark on a person's spiritual image and position in life. Third, the renewal of the character of the needs and interests of the individual during the reforms also affected the position of the individual in life.

However, as we have noted, economic processes have not had a positive effect on the spiritual image of the individual. There are a number of negative consequences in this regard. Therefore, when analyzing the problems of interdependence in the context of "society-person", "economic processes - the spiritual image of the person", we need to put aside passion and euphoria and mention the negative products of these processes. Because without personal interest, there can be no question of initiative and entrepreneurship. The primacy of personal interests subordinated the spiritual image of the individual to the principles of individualism. Today, man is becoming a pure individualist: he is trying to separate himself from others, to distance himself from them, to worship nothing but the market, where the spirit of consumerism and the principles of hedonism are blowing. According to Antoine de Saint-Exupery, "There is only one problem in this world, and that is to give people spiritual content, spiritual worries." the idea that [4, p.47].

Under the influence of economic processes, the consciousness and activity of the individual are becoming commercialized, that is, subject to material interests. It is well known that commercialization means the activity of an individual or organization to make a profit in any way. In the economic context, this process has no negative character [5, p.64]. However, the absolute commercialization of an individual's consciousness and activities can have tragic consequences. Unfortunately, the number of citizens of our country who organize their activities and lifestyles on the basis of this principle is growing every year.

Economic reforms are also changing individual values and ideals. Abu Rayhan Beruni, who gave the whole century a name for a large group of people today, Habib Abdullayev, who was known for his determination, and Musa Tashmammad oglu Oybek, who dared to praise the greats of his nation even during the colonial years, did not leave a mark on Asadbeku's singing. it is worrying that betaine is becoming an 'artist' ideal.

CONCLUSION

Thus, the ongoing economic reforms in our country have led to significant results, but at the same time it has had a significant impact on the moral image of the person. In particular, under the influence of economic reforms, a person's beliefs, qualities and attributes, life position have taken on a new look. At the same time, during the reforms, there were some defects in the spiritual image of the individual, and a diligent study of these processes will help to determine the laws of society's influence on the individual.

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DEVELOPMENT OF THE INDUSTRIAL SECTOR - A FACTOR IN THE GROWTH OF THE COUNTRY'S ECONOMY

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ABSTRACT

In modern society, industrial production is a key sector of the economy, It is the basis for the development of scientific and technological progress. Innovative activity is developing thanks to industry. When the economy of industry grows, the growth multiplier of the entire economy also grows. Enterprises of Uzbekistan need to create such an industrial production, the products of which will compete on an equal footing with the best foreign products. The article highlights the issues of development of the industry in the national economy of Uzbekistan, as well as the efficiency of management. The results of the fiscal, evaluation and monetary policy of the state, and in general, measures to reform the economy, a number of positive changes were achieved in the structural changes made in the industrial complex. The main factors of industrial development are revealed

KEYWORDS: *Efficiency, Structural Changes, Industry, Technology, Modernization, Diversification, Price, Investment, Analysis.*

INTRODUCTION

In modern society, industrial production is a key sector of the economy; It is the basis in the development of scientific and technological progress.

Innovative activity is developing thanks to industry. When the economy of industry grows, the growth multiplier of the entire economy also grows. Enterprises of Uzbekistan need to create such an industrial production, the products of which will compete on an equal footing with the best foreign products.

In order to form a production base and stable growth of industrial production in Uzbekistan, along with the intensification of production of basic industries, measures are being implemented to expand production with the active participation of the private sector within the framework of sectoral and territorial programs. Facilities are located in places close to raw materials, modernization, technical and technological re-equipment of existing facilities, as well as the creation of non-traditional types of production, taking into account the natural and economic potential of the regions.

RESEARCH METHODOLOGY

The theoretical and methodological basis of the study was the provisions of fundamental and applied works of foreign, Russian and domestic scientists, set forth in the works on industrial management, strategic management, marketing. A number of authors, in particular, A. Ortikov separately dwelled on "Opportunities for the development of industry in Uzbekistan", M. P. Narzikulov "Focusing on structural changes in the process of developing a strategy for the development of production", E. Kh. Makhmudov "Creating a favorable macroeconomic environment that covers the strategic directions of creating conditions for the development of industries, primarily such funds as the budget, taxes, monetary credit, pricing and currency policy".

In the course of the study, scientific publications, materials of scientific and practical conferences, information resources of the Internet, data posted on the official websites of corporate and state structures were used as information sources.

DISCUSSIONS

The result of manufacturing industries creates conditions for increasing labor productivity, contributes to the technical re-equipment of enterprises and more efficient use of raw materials, materials, energy.

Industries with a high multiplier are concentrated in industry, which are the locomotives of the development of other sectors of the economy. For this reason, at present, the high role of the industrial sector in the economy is rather a threat to the socio-economic development of the Territory, since the presence of a number of problems in this sector will further contribute to the aggravation of the situation in related industries, a decrease in monetary incomes and a drop in the standard of living of the population.

To be competitive, businesses must create an increasing amount of value added. Simplified value added can be represented as the sum of three main components: wages, profits and depreciation deductions.

As an indicator for assessing the level of competitiveness of an enterprise, we propose to use the relative indicator of the share of value added in the proceeds from the sale of products (goods and services), which allows us to compare different enterprises with each other. The use of this indicator as one of the indicators of competitiveness has a number of advantages. It has a transparent economic meaning, is easy to interpret, is accessible and easy to calculate.

Uzbekistan today is one of the most dynamically developing, independent states of Central Asia. Unique natural and climatic conditions, rich mineral resources, developed agriculture and powerful labor potential served as the basis for the creation of a diversified national economy in the Republic of Uzbekistan with priority development not only of the agricultural sector, but also of a powerful industry.

The ongoing official reforms and measures for technical improvement and technological re-equipment, the encouragement of the real sector to develop industries, as well as the industrial policy pursued by the leadership of Uzbekistan since the second half of 2016, have led Uzbekistan to significant results in the development of industry.

A significant impetus was the adoption of the Action Strategy on five priority areas of development of the Republic of Uzbekistan in 2017-2021 [1], focused on solving strategic tasks for the development of the industrial sector of the economy related to accelerating the processes of diversification of industries, ensuring the advanced development of high-tech manufacturing industries.

Conditions have arisen in the state that make it possible to ensure the accelerated development of industry.

The created conditions made it possible to ensure the advanced development of industry. According to preliminary estimates, in January-September 2021, the GDP of the Republic of Uzbekistan in current prices amounted to 519.82 trillion. and, compared to January-September 2020, increased in real terms by 6.9%. The GDP deflator index, relative to the prices of January-September 2020, amounted to 113.5%. This is reported by the State Statistics Committee of Uzbekistan¹.

The implementation of industrial policy measures during 2016-2020 made it possible to strengthen the role of the industrial sector in the country's economy and ensure a steady increase in the share of industry in the GVA of economic sectors from 20.6% to 28.5%. Gross value added created by all sectors of the economy in January- September 2021 amounted to 92.7% of the total GDP and increased by 6.9% (contribution to GDP growth – 6.4 percentage points). In the modern economy of the country, industry occupies one of the leading places and consists of more than 10 complex industries, including specialized industries and sub-sectors producing homogeneous products, as well as industries technologically interconnected by the extraction and processing of raw materials or the production of finished products [2].

The country's market is opening up to foreign capital, as the government is taking measures aimed at eliminating legal, regulatory, procedural and institutional barriers that negatively affect the life cycle of investments and businesses[3]. In the Republic of Uzbekistan, the emphasis is on the development, first of all, of the industries that determine the development of scientific and technological progress, namely: mining, fuel and energy, electrical engineering, textile, ferrous and non-ferrous metallurgy, chemical, metalworking and others, as well as completely new industries have appeared, such as automotive, engine building, production of spare parts, office equipment and household appliances. The measures taken by the country's leadership to improve the sectoral structure of industry allowed not only creating a powerful industrial and production potential, but also at the same time to eliminate the former one-sided, mainly raw materials orientation of the economy.

According to preliminary data, in January-November 2021, Uzbekistan's enterprises produced industrial products worth 397.3 trillion soums, the index of the physical volume of industrial production by the same period in 2020 amounted to 109.3% [3]. In the structure of industrial production of the republic, the largest share falls on manufacturing enterprises - 79.9 % of the total volume of industry [4].

In the structure of production, the largest share falls on manufacturing enterprises (82.5%), the volume of production of which amounted to 222.6 trillion soums. (in January-July 2020, Uzbekistan's enterprises produced industrial products worth 194.9 trillion soums)

The main factors of the growth of the physical volume of industrial production were its increase in the mining industry by 10.2%, manufacturing industry - by 8.9%, electricity supply, gas supply, steam and air conditioning - by 10.6%.

The volume of products produced by mining and quarrying enterprises in January-August 2021 amounted to 26.1 trillion soums, or 9.7% of the total volume of industry.

According to the results of the analysis for 2019-2021, the share of high-tech industries in the structure of the manufacturing industry amounted to 2.7% (compared to 2.0% by 2020, 1.5% by 2019), medium-high-tech – 19,8% (23,3%, 26,1%), medium-low-tech – 40,2% (40,0%, 36,6%) and low-tech – 37,3% (34,8%, 35,8%).

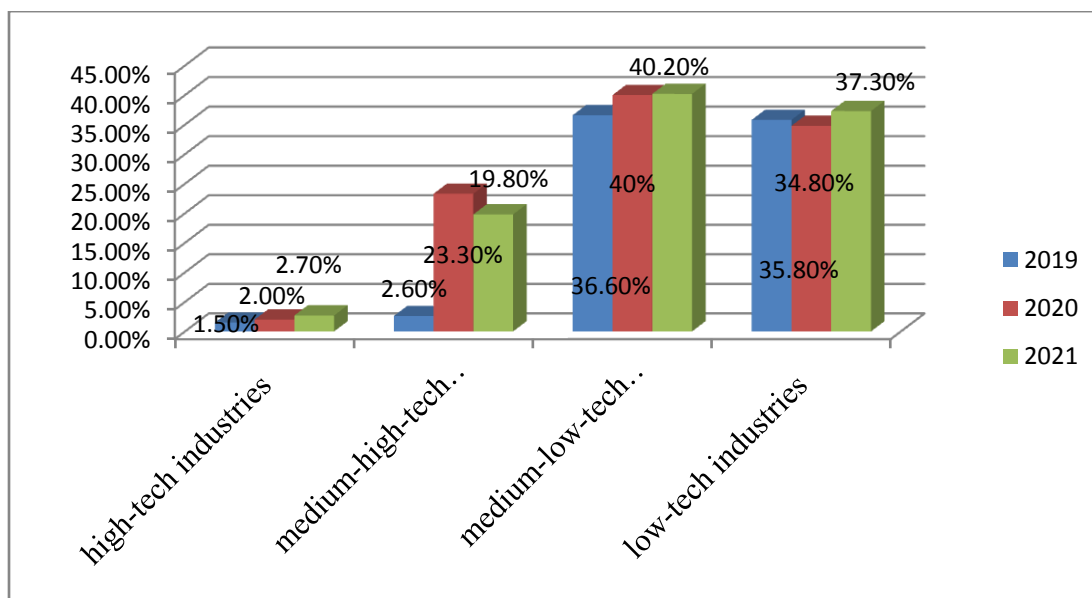


Fig.1 Dynamics of changes in the specific weight of industries in the structure of the manufacturing industry [5]

In most regions of Uzbekistan, a moderate level of industrial diversification remains - Andijan, Kashkadarya, Navoi, Syrdarya and Bukhara regions (the diversification index is less than 0.650). Among the constraining factors for increasing the diversification of these regions are: the high dependence of the economy of the Andijan, Navoi and Kashkadarya regions on a certain type of activity (automotive, metallurgy and hydrocarbon production, respectively); one-sided development of primary processing of raw materials and low-tech products in the presence of sufficient untapped potential in the Republic of Karakalpakstan, Bukhara, Jizzakh, Namangan, Samarkand, Surkhandarya and Syrdarya regions. [6]

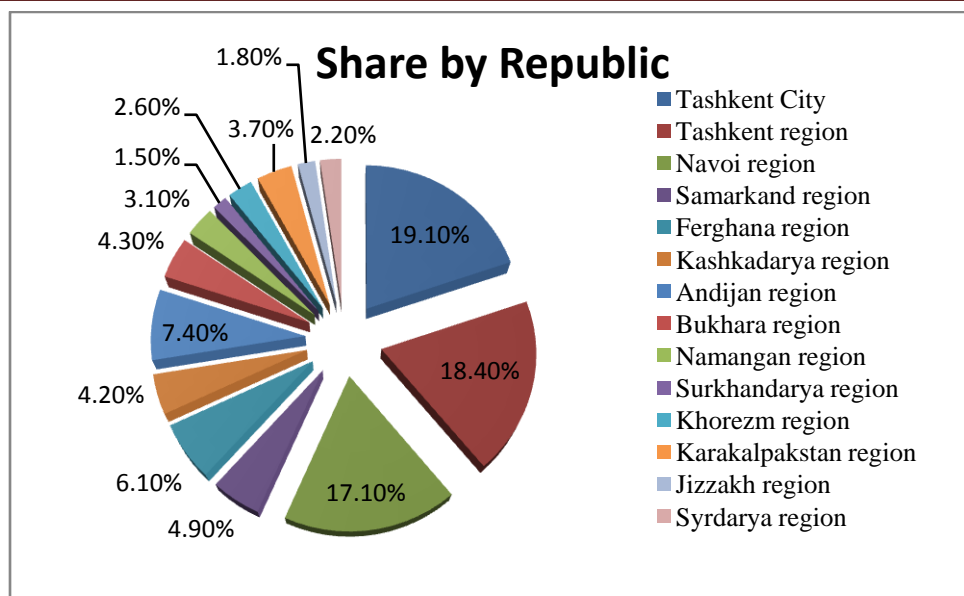


Fig 2. Industrial development in the regions and their share in the Republic of Uzbekistan [2]

In the territorial structure of industry, the leading positions of Tashkent, Tashkent, Andijan, Navoi and Kashkadarya regions are largely determined by the location of the basic objects of republican subordination (production of energy carriers, non-ferrous and ferrous metals, chemical products and engineering products)

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**“AN ANALYTICAL STUDY ON INITIAL PUBLIC OFFER (IPO) –
SUCCESS AND FAILURE”**

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ABSTRACT

Going public is, in many cases, a step towards the eventual separation of ownership and control. Ownership matters for the effects it can have on management's incentives to make optimal operating and investment decisions. In particular, where the separation of ownership and control is incomplete, an agency problem between non-managing and managing shareholders can arise rather than maximizing expected shareholder value, managers may maximize the expected private utility of their control benefits (say, perquisite consumption) at the expense of outside shareholders. Most companies that go public do so via an initial public offering of shares (IPO) to investors. New issues of existing companies are, by and large, very good investments. They provide an opportunity for acquiring shares in ongoing profit-making companies at relatively low prices. On the other hand, all new issues of newly formed companies are not good investments. One good thing about the IPO market vis-à-vis the earlier times has been that most of them have been from good companies and at reasonable prices. This trend, however, seems to be narrowing off and we are increasingly seeing public issues from the relatively not-so-good or known companies and at fairly stretched prices. Therefore, it becomes necessary for the investors to become cautious and be more selective about their investments in IPOs. The present paper examines the issues and challenges confronted the IPO. It tries to find out the strategies to IPO for investors and companies. The paper assesses the success and failure of IPO and takes into account the assessment of IPO norms and IPO grading

KEYWORDS: *Initial Public Offering, IPO Grading, Primary Capital Market, Investors.*

INTRODUCTION

Small companies are becoming big. They have devised novel ways to raise funds, fast, to realize inspirational growth. From the various options available, IPOs remain the hot favourite for Indian companies. The first public offer of securities by a company after its inception is known as Initial Public Offer (IPO). Going public (or participating in an “initial public offer” or IPO) is a process by which a business owned by one or several individuals is converted in to a business owned by many. It involves the offer of part ownership of the company to the public through the sale of equity securities (stock). [1]

IPO dilutes the ownership stake and diffuses corporate control as it provides ownership to investors in the form of equity shares. It can be used as exit strategy and finance strategy. As a financing strategy, its main purpose is to raise funds for the company. When used as an exit strategy, existing investors can offload equity holdings to the public. Apparently, for Indian companies, IPOs remain a hot favourite to raise funds. The model of IPOs is tried and tested by companies in various sectors. IPOs can be a risky investment. For the individual investor, it is tough to predict what the stock will do on its initial day of trading and in the near future because there is often little historical data with which to analyze the company. Also, most IPOs are of companies going through a transitory growth period, which are subject to additional uncertainty regarding their future values.

IPOs are the first offer of shares to the public. The emphasis is on

- shares,
- an offer to the wide public (otherwise it would be a private placement) and
- the first time that shares would be offered

REVIEW OF THE LITERATURE

Going public is, in many cases, a step towards the eventual separation of ownership and control. Ownership matters for the effects it can have on management’s incentives to make optimal operating and investment decisions. In particular, where the separation of ownership and control is incomplete, an agency problem between non-managing and managing shareholders can arise (Jensen and Meckling (1976) [2]): rather than maximizing expected shareholder value, managers may maximize the expected private utility of their control benefits (say, perquisite consumption) at the expense of outside shareholders. Most companies that go public do so via an initial public offering of shares to investors. IPOs have interested financial economists for many decades. Early writers, notably Ibbotson (1975) [3], documented that when companies go public, the shares they sell tend to be under priced, in that the share price jumps substantially on the first day of trading. Since the 1960s, this ‘under pricing discount’ has averaged around 19% in the United States, suggesting that firms leave considerable amounts of money on the table. Under pricing has tended to fluctuate a great deal, averaging 21% in the 1960s, 12% in the 1970s, 16% in the 1980s, 21% in the 1990s, and 40% in the four years since 2000 (reflecting mostly the tail-end of the late 1990s internet boom). Clearly, under pricing is costly to a firm’s owners: shares sold for personal account are sold at too low a price, while the value of shares retained after the IPO is diluted. In dollar terms, IPO firms appear to leave many billions ‘on the table’ every year in the U.S. IPO market alone. Levis (1990) [4] conducts a similar analysis for the U.K. Though now no longer in regular use, the preferred IPO method in the U.K. until the early 1990s was the ‘offer

for sale', which required that allocations be pro-rated in the event of over-subscription. The unconditional average degree of under pricing for the 123 IPOs in Levis' sample is 8.6%, but this declines to 5.14% or less for medium-sized and small applications conditional on being allocated stock. Thus while rationing reduces the initial returns among small investors, it does not drive them down to zero. Keloharju (1993) [5] provides similar evidence for Finland, though he also shows that investors placing large orders lose money on an allocation-weighted basis. In Israel, this latter finding seems to hold true more generally: uninformed IPO investors do not appear to break even at all. Amihud, Hauser, and Kirsh (2003) [6] find that uninformed investors earned a negative allocation-weighted initial return in Israel in the early 1990s, of -1.2% on average.

Behavioral finance is interested in the effect on stock prices of 'irrational' or 'sentiment' investors. The potential for such an effect would seem particularly large in the case of IPOs, since IPO firms are young, immature, and relatively informational opaque and hence hard to value. The first paper to model an IPO company's optimal response to the presence of sentiment investors is Ljungqvist, Nanda, and Singh (2004) [7]. They assume some sentiment investors hold optimistic beliefs about the future prospects for the IPO issue company. The issuer's objective is to capture as much of the 'surplus' under the sentiment investors' downward-sloping demand curve as possible, that is, to maximize the excess valuation over the fundamental value of the stock. Flooding the market with stock will depress the price, so the optimal strategy involves holding back stock in inventory to keep the price from falling. Eventually, nature reveals the true value of the stock and the price reverts to fundamental value. That is, in the long-run IPO returns are negative, consistent with the empirical evidence in Ritter (1991) [8] and others. This assumes the existence of short sale constraints, or else arbitrageurs would trade in such a way that prices reflected fundamental value even in the short term. Aggarwal (2008) [9] analyze the Indian IPO issue and their pricing mechanism with empirical studies on the valuation of IPOs and both theoretical and empirical work on the determinants of short-run under pricing. Aggarwal, Krigman and Womack (2002) [10], Madhusoodanan, and Thiripalraju (1997) [11] and Rock (1986) [12] and Jegadeesh, Weinstein, and Welch (1993) [13], amongst others have reviewed the problem of underpricing. Lowry and Schwert (2000) [14] analyzed the aggregate IPO market activity and also have examined the initial returns at the firm level. The research also studies strong cycles in the number of IPOs by calculating the average initial returns realized by investors from 1960 to 1997. The statistical measures being used in the study are mean, median, standard deviation and auto-correlations. The results show that IPOs cycles occurs and has subsequent effect on returns and underperformance. The study also shows that clustering of IPOs happens in the market and is also associated with predictably different initial returns. And also the information about the value of an IPO which is being available during registration period has an effect on the prices and offering decisions of other firms.

RESEARCH METHODOLOGY

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. The present study has been undertaken to examine the issues and challenges to be addressed by means of initial public offer.

The present paper aims to achieve the following objectives:

- To examine the issues and challenges confronted the IPO;

- To find out the strategies to IPO for investors and companies
- To assess the success or failure of IPO
- To assess IPO norms and IPO grading.

Area of Study

The paper is not confined to any particular area; on the other hand it is applicable to whole India. However, opinion of officers/managers of various share broking companies in Jaipur and Moradabad district of Rajasthan and Uttar Pradesh respectively has been taken about the growth, roadblocks and benefits of IPO. Their views have been incorporated in this paper. The paper also takes the references of various articles written by various experts on IPO.

We have used qualitative research techniques as focus group discussion with respect to IPO in various share broking companies. Our focus group discussion was based on some share broking companies in region of Jaipur and Moradabad district. The discussions were based on key analysis of primary market with emphasis on IPO.

GROWTH OF IPO MARKET IN INDIA

Year	No of IPOs	Amount (Rs. In Crore)
1991-1992	158	724
1992-1993	467	3673
1993-1994	693	7650
1994-1995	1231	9919
1995-1996	1357	10924.11
1996-1997	717	5958.60
1997-1998	52	1047.52
1998-1999	18	404.21
1999-2000	51	2719.04
2000-2001	114	2722.38
2001-2002	7	1201.8
2002-2003	6	1038.68
2003-2004	14	1412
2004-2005	23	12382
2005-2006	79	10936
2006-2007	77	28504
2007-2008	85	42595
2008	37	18393
2009	20	19266
2010	67	38000

Source: SEBI Annual Reports and Economic Survey Report

MAIN HIGHLIGHTS OF IPO MARKET IN 2009

The main highlights of IPO market in the year 2009 are mentioned herein below:

- NHPC, Adani Power and Cox & Kings waited for more than a year to get listed on stock exchange in 2009, though they received SEBI approval in 2007 or 2008

- Despite a surge in the secondary market, the IPO market witnessed just 20 issues in 2009 compared to 37 and 103 public issues got listed in 2008 and 2007 respectively.
- In terms of the proceeds, 2009 raised Rs. 157B from the market as compared to Rs. 185B in 2008 and Rs. 342B in 2007
- Most of the IPO activities witnessed in 2nd half of 2009. 15 out of the 17 IPOs came in the 2nd half which garnered Rs. 156.5B out of the total 2009 proceeds of Rs. 157B
- In June 2009, SEBI introduced the concept of anchor investors to help the priced discovery process, and lower listing day volatility by bringing in a class of investors with a slightly longer term view
 - An anchor investor (who cannot be a promoter of the company) can subscribe up to half of the 60% portion reserved for qualified institutional buyers in an IPO, but have to stay invested in the issue for a month after listing
 - Also, unlike other QIBs who need to pay only 10% as margin money, an anchor investor has to cough up 25% and follow it up with the remaining 75% within two days of the closure of the issue
- An anchor investor gets firm allotment of shares, as opposed to the proportionate allotment that other QIB constituents would
- SEBI also extended the ASBA (application supported blocked amount) facility to corporate investors and high net worth individuals (HNIs) to enable them to apply for IPOs or rights issue by keeping the application money in their bank accounts till allotment with effect from Jan 01, 2010
- Only 1 IPO was withdrawn in 2009 as compared to 3 in 2008
- IPO market got active in 3rd and 4th quarter of 2009
- Energy & Power, the hottest sector among the investors. All the 3 IPOs within this sector got subscribed by more than 21 times
- OIL India IPO witnessed an overwhelming response from the investors followed by NHPC, Adani Power and Indiabulls Power IPOs
- 30% of the top 10 IPOs of 2009 actually were the IPOs of 2008 or 2007, which could not hit market earlier when markets were going south

IPO MARKET IN 2010

The higher valuations in the secondary market during 2010 have boosted the primary market sentiment. The number of FPOs has been declining over the years probably because they involve a further reduction in the government's stake in public sector enterprises. Besides, most of the successful public offers in recent times have been by cash-rich government companies that are under fewer compulsions to tap the capital market at frequent intervals. Another interesting feature is the preponderance of large-sized public issues. There were as many as 13 issues of over Rs.1,000 crore and only nine issues of less than Rs.50 crore. The large average size of the public offer reinforces the point that the new issues market has not been able to accommodate

small and medium enterprises. Hence the quest for a separate, dedicated exchange for them will continue.

IPOs IN 2009 and 2010

S. No	Company Name	Offer Price (Rs.)	Current Price (Rs) as on 25.03.2011	% Change (+/-)	Issue Dates	Closing Date
1	Adani Power Ltd.	100	112.95	+12.95	28.07.09	31.07.09
2	Aqua Logistics	220	17.20	-92.18	25.01.10	28.01.10
3	ARSS Infrastructure Projects	450	516.70	+14.82	08.02.10	11.02.10
4	Ashoka Buildcon Ltd.	324	303.15	-06.44	24.09.10	28.09.10
5	Astec Lifesciences	82	46.05	-43.84	29.10.10	04.11.09
6	Aster Silicates Ltd.	118	25.05	-78.77	24.06.10	28.06.10
7	A2Z Maintenance and Engineering Services Ltd.	400	278.75	-30.31	08.12.10	10.12.10
8	Bajaj Corp	660	464.10	-29.68	02.08.10	05.08.10
9	Bedmutha Industries Ltd.	102	110.30	+08.14	28.09.10	01.10.10
10	Birla Shloka Edutech	50	16.55 (B)	-66.90	11.01.10	13.01.10
11	BS Transcomm Ltd.	248	92.10	-62.86	06.01.11	08.10.10
12	C Mahindra Exports Ltd.	110	249.85	+127.14	31.12.10	06.01.11
13	Cantabil Retail India Ltd	135	40.40	-70.07	22.09.10	27.09.10
14	Career Point Info systems Ltd.	310	356.25	+14.92	16.09.10	21.09.10
15	Claris Life sciences Limited	228	640.95	+181.12	24.11.10	02.12.10
16	Coal India Ltd.	245	358.10	+46.16	18.10.10	21.10.10
17	Commercial Engineers & Body Builders Co.Ltd.	127	40.80	-67.87	30.09.10	05.10.10
18	Cox and Kings (India)	330	427.75	+29.62	18.11.09	20.11.09
19	DB Reality Ltd	468	96.75	-79.33	29.01.10	02.02.10
20	DB Corp Ltd	212	247.85	+16.91	11.12.09	15.12.09
21	Den Networks Ltd	195	93.55	-52.03	28.10.09	30.10.09
22	DQ Entertainment International	80	59.90 (B)	-25.13	08.03.10	10.03.10
23	Electrosteel Integrated Ltd.	11	8.10	-26.36	21.09.10	24.09.10
24	Emmbi Polyarns	45	12.85	-71.44	01.02.10	03.02.10
25	Eros International Media Ltd.	175	132.60	-24.23	17.09.10	21.09.10
26	Euro Multivision	75	14.15	-81.13	22.09.09	24.09.09
27	Excel Infoways	85	28.70	-66.24	14.07.09	17.07.09
28	Gallantt Ispat Ltd.	50	74.25	+48.50	22.09.10	24.09.10
29	Globus Spirits	100	139.40	+39.40	31.08.09	02.09.09

30	Godrej Properties	490	680.35	+38.85	09.12.09	11.12.09
31	Goenka Diamond & Jewels	135	57.60	-57.33	23.03.10	26.03.10
32	Gujarat Pipavav Port Ltd.	46	63	+36.96	23.08.10	26.08.10
33	Gravita India Ltd.	125	322.05	+157.64	01.11.10	03.11.10
34	Gyscoal Alloys Ltd	71	16.65	-76.55	13.10.10	15.10.10
35	Hathway Cable & Datacom	240	96.15	-59.94	09.02.10	11.02.10
36	Hindustan Media Ventures	166	131.55	-20.75	05.07.10	07.07.10
37	IL & FS Transport Networks	258	206.25	-20.06	11.03.10	15.03.10
38	Indiabulls Power	45	22.10	-50.89	12.10.09	15.10.09
39	Indosolar Ltd.	29	18	-37.93	13.09.10	15.09.10
40	Infinite Computer Solution India	165	162.25	-01.67	11.01.10	13.01.10
41	Intrasoft Technologies	145	67.30	-53.59	23.03.10	26.03.10
42	Jaypee Infratech Ltd.	102	56.05	-45.05	29.04.10	04.05.10
43	Jindal Cotex Ltd	75	103.10	+37.47	27.08.09	01.09.09
44	JSW Energy Ltd	100	72.80	-27.20	07.12.09	09.12.09
45	Jubilant Foodworks	145	547.85	+277.83	18.01.10	20.01.10
46	Mahindra Holidays & Resorts	300	372.10	+24.03	23.06.09	26.06.09
47	Man Infraconstruction	252	139.65	-44.58	18.02.10	22.02.10
48	Mandhana Industries	130	61.75	-52.50	27.04.10	29.04.10
49	Manganese Ore India Ltd	375	408.10	+08.83	26.11.10	01.12.10
50	MBL Infrastructures	180	176.10	-02.17	27.11.09	01.12.09
51	Microsec Financial Services Ltd.	118	39.05	-66.91	21.09.10	21.09.10
52	Midfield Industries Ltd.	133	54.15	-59.29	21.07.10	21.07.10
53	NHPC Ltd	36	23.40	-35.00	12.08.09	12.08.09
54	Nitesh Estates Ltd.	54	24.55	-54.54	27.04.10	27.04.10
55	NMDC Ltd	300	279.20	-06.93	10.03.10	12.03.10
56	NTPC Ltd.	201	182.90	-09.00	03.02.10	05.02.10
57	Oberoi Realty	260	234.80	-09.69	06.10.10	08.10.10
58	Oil India Ltd	1050	1303.25	+24.12	07.09.09	10.09.09
59	Orient Green Power Company Ltd.	47	23.65	-49.68	21.09.10	24.09.10
60	Punjab & Sind Bank	120	101.25	-15.63	13.12.10	16.12.10
61	Parabolic Drugs Ltd.	75	40.95	-45.40	14.06.10	17.06.10
62	Persistent Systems Ltd.	310	360.15	+16.18	17.03.10	19.03.10
63	Pipavav Shipyard	58	79.30	+36.72	16.09.09	18.09.09
64	Pradip Overseas	110	81.85	-25.59	11.03.10	15.03.10
65	Prakash Steelage Ltd.	110	147.90	+34.45	05.08.10	10.08.10
66	Prestige Estates Projects	183	134.75	-26.37	12.10.10	14.10.10

	Ltd.					
67	Ramky Infrastructure Ltd.	450	282.20	-37.29	21.09.10	23.09.10
68	Ravikumar Distilleries Ltd	64	38.60	-39.69	08.12.10	10.12.10
69	Rishabhdev Technocable	33	3.83 (B)	-88.39	04.06.09	09.06.09
70	RPP Infra Projects Ltd.	75	67.05	-10.60	18.11.10	22.11.10
71	Rural Electrification Corporation	203	245.85	+21.11	19.02.08	22.02.08
72	Sea TV Network Ltd.	100	22.20 (B)	-77.80	27.09.10	29.09.10
73	Shekhawati Poly-Yarn Ltd.	30	32.70	+09.00	27.12.10	29.12.10
74	Shree Ganesh Jewellery House Ltd.	260	161.75	-37.79	19.03.10	23.03.10
75	SJVN Ltd.	26	20.15	-22.50	29.04.10	03.05.10
76	SKS Microfinance Ltd.	985	550.50	-44.11	28.07.10	02.08.10
77	Syncom Healthcare	75	33.05	-55.93	27.01.10	29.01.10
78	Talwalkars Better Value Fitness Ltd.	128	219.95	+71.84	21.04.10	23.04.10
79	Tarapur Transformers	75	23.85	-68.20	26.04.10	28.04.10
80	Technofab Engineering	240	154.10	-35.79	29.06.10	02.07.10
81	Techpro Systems Ltd.	355	258.05	-27.31	23.09.10	28.09.10
82	Texmo Pipes and Products	90	32.15	-64.28	16.02.10	19.02.10
83	Thangamayil Jewellery	75	159.70	+112.93	27.01.10	29.01.10
84	Thinksoft Global Services	125	58.30	-53.36	22.09.09	01.10.09
85	United Bank of India	66	104.10	+57.73	23.02.10	25.02.10
86	VA Tech Wabag Ltd.	1310	1289.25	-01.58	22.09.10	27.09.10
87	Vascon Engineers	165	89.90	-45.52	27.01.10	29.01.10

Source: Various sites of share broking companies

From the above table it is clear that out of 87 IPOs under study which came in the year 2009 and the year 2010, 60 IPOs are trading below their offer price as on 25.03.2011 which is indicated by negative signs in the table. By analyzing the above data we come to the conclusion that the offer price fixed by the companies is generally high. The above prices of stocks are taken as on week ending 24th March, 2011 when index was very high, SENSEX closes above 18800. When the SENSEX was below 18000 and NIFTY was below 5400, many more stocks were traded below their offer price.

WHO DECIDES THE PRICE BAND FOR IPO

Company with help of lead managers (merchant bankers or syndicate members) decides the price or price band of an IPO. SEBI, the regulatory authority in India or Stock Exchanges do not play any role in fixing the price of a public issue. SEBI just validate the content of the IPO prospectus. Companies and lead managers do lots of market research and road shows before they decide the appropriate price for the IPO. Companies carry a high risk of IPO failure if they ask for higher premium. Many a time investors do not like the company or the issue price and doesn't apply for it, resulting unsubscribed or undersubscribed issue. In this case companies' either revises the issue price or suspends the IPO.

WHY IPOs ARE PROFITABLE?

Public issues provide you with an opportunity for picking up shares at relatively low prices. Newly formed companies usually offer their shares for subscription at par values, whereas existing companies price their new issues at levels which are sometimes as much as 20 to 30 per cent lower than the market price of their existing shares. For example, new issues priced at Rs. 12 to Rs. 15 per share may be quoted as high as Rs. 20 to Rs. 25 per share in the secondary market soon after their listing on the bourses. Similarly, shares issued at par by new companies also quote at high premiums soon after they get listed on the stock exchange. For example, in early 2004 public issues of Maruti Udyog, Indraprastha Gas and Divi's Labs listed at high premiums. Equally, most companies, which went in for IPOs in 2005 and 2006 did well. In most cases, the initial days after listing saw the stock prices moving well above the listing prices before settling down in a price range. Many companies, which listed during this period gave double digit returns, some companies like Indiabulls, Bharati Shipyard, India Infoline, PTC India Limited, Shoppers Stop, Sun TV Limited, Suzlon Energy and Tulip IT Services even gave triple digit returns. This is the main reason why public issues are so popular with investors; they offer opportunities for making quick money which few other forms of investment can hope to match, match particularly during the market's bull phase.

REASONS FOR GOING PUBLIC

The company goes for initial public offer keeping the following objectives in mind:

- To raise funds for financing capital expenditure needs like expansion, diversification etc.
- To finance increased working capital requirement
- As an exit route for existing investors
- For debt financing
- To provide a venue for trading the company's shares
- Increase brand name
- To finance possible acquisitions
- To take up new projects
- To execute long-range business models
- To enable its existing shareholders to diversify their investments and to crystallize their capital gains from backing the company – an important consideration for venture capitalists
- By converting to corporate status, a company can always dip back into the market and offer additional shares through a rights issue

IPO NORMS

A number of initiatives were taken to further rationalize the Initial Public Offer (IPO) norms:

- SEBI (Disclosure and Investor Protection) Guidelines require a minimum offering of 25 percent of post issue capital to public. This requirement was relaxed to 10 percent, first for companies in the Information Technology sector, and then in the entertainment, media and telecom sectors.

- In December 2000, this relaxation was extended to companies in all sectors. SEBI also kept the minimum offering size at Rs.100 crore and retained the existing limit of minimum public offer of 20 lakh shares. Companies not meeting the prescribed conditions need to make a minimum public offering of 25 percent.
- With a view to enhancing the quality of issues in the primary market, SEBI tightened the entry norms for IPOs. Accordingly, IPOs of issue size upto 5 times the pre-issue net worth shall be allowed only if the company has track record of profitability and net worth as specified in the Guidelines.
- The book building route has been made compulsory for companies, which do not have such track record. Further, 60 percent of the offer made by them should be allotted to Qualified Institutional Buyers (QIBs) comprising financial institutions, banks, mutual funds, FIIs and VCFs registered with SEBI. Inability to meet this condition would mean failure of the issue.
- The book- building route has also been made compulsory for IPOs with issue size more than 5 times the pre-issue net worth and for public issues by listed companies worth more than 5 times the pre-issue net worth. In these cases also, success of the issue requires allocation of 60 percent of the offer to QIBs.
- The lock-in provisions applicable to IPOs have been rationalised. While the lock-in period for minimum promoters' contribution of 20 percent shall continue to be 3 years, the balance of the entire pre- IPO capital held by promoters or others shall be locked in for 1 year from the date of allotment of the IPO.
- It has also been decided to lock in the shares issued on preferential basis by a listed company to any person for one year from the date of their allotment except in respect of issues involving share swap for acquisition.
- The procedures for allotment of shares and refunds were streamlined. The time for finalizing the allotment has been reduced from 30 to 15 days in book-built issues so as to minimize the risk arising from volatility.

IPO GRADING

IPO Grades are assigned for instance ICRA grading, on a five-point point scale, where IPO Grade 5 indicates the highest grading and IPO Grade 1 indicates the lowest grading, i.e. a higher score indicates stronger fundamentals. An IPO Grade is not an opinion on the price of the issue, pre- or post-listing. An investor in a hitherto unlisted company may either have limited access to information on it, or may find it challenging to appropriately assess, on the basis of the information available, its business prospects and risks. An IPO Grade provides an additional input to investors, in arriving at an investment decision based on independent and objective analysis. In recent times, with the stock market participation of new and foreign investors increasing, there is need for greater value-added information on companies tapping the capital market and their intrinsic quality. In this context, IPO Grades, being simple, objective indicators of the relative fundamental positions of the issuers concerned, could help in both widening and deepening the market.

The highlights of IPO grading are:

- IPO grading is a service aimed at facilitating the assessment of equity issues offered to public and is mandatory as per SEBI guidelines
- Aimed at providing an independent assessment of fundamentals to aid comparative assessment
- Intended to serve as an Information and Investment tool for investors
- IPO grading does not take cognizance of the price of the security. It is not an investment recommendation.
- IPO Grading is required prior to marketing of the IPO and needs to be disclosed in the Red Herring Prospectus and Prospectus
- IPO Grading process involves a review of the company background, corporate governance, business, financial performance and SEBI observations

Perceived as the quality gauge for public issues, grading of initial public offers (IPOs) has failed to make a major impact either on the investment rationale of retail investors, or the wealth created by the underlying companies post-listing. In fact, the higher the grade of an IPO, the poorer has been its performance in the market. Companies such as Reliance Power, Edelweiss Capital and Gammon Infrastructure, which were rated four out of five (meaning above average fundamentals), have posted losses in the range of 46 to 56 per cent. And, nine out of 10 which were similarly graded lost more than 40 per cent, according to a report from SMC Capitals.

During 2007 and 2008, the boom years for IPOs, investors hardly took cognizance of ratings assigned to a particular company. And that was the reason why some of the companies with even absolutely low ratings managed to gather stellar subscription figures. Despite opposition from several quarters, the Securities and Exchange Board of India (SEBI) had made it mandatory for all IPOs to be graded by rating agencies from April 2007 onwards. After a company gets SEBI approval for an IPO, it has to rope in rating agencies such as ICRA, CRISIL, FITCH and CARE to get the issue graded

ADVANTAGES OF GOING PUBLIC

The going public offers lots of advantages to the company as well as to the investors. The important ones are:

- **Stock holder Diversification:** As a company grows and becomes more valuable, its founders often have most of its wealth tied up in the company. By selling some of their stock in a public offer, the founders can diversify their holdings and thereby reduce somewhat the risk of their personal portfolios.
- **Easier to raise new capital:** If a privately held company wants to raise capital a sale of a new stock, it must either go to its existing shareholders or shop around for other investors. This can often be a difficult and sometimes impossible process. By going public it becomes easier to find new investors for the business.
- **Enhance liquidity:** The stock of a closely held firm has no liquidity. If one of the holders wants to sell some of his shares, it is hard to find potential buyers-especially if the sum involved is large. Even if a buyer is located there is no establishes price at which to complete the transaction. These problems are easily overcome in a publicly owned company.

- **Establishes value for the firm:** This can be very useful in attracting key employees with stock options because the underlying stock have a market value and a market for them to be traded that allows for liquidity for them.
- **Image:** The reputation and visibility of the company increases. It helps to increase company and personal prestige.
- **No cost of capital:** The Company will not pay any interest on the capital raised from public in the form of an IPO. Even it doesn't need to repay the capital. Only in case of liquidation/bankruptcy it needs to pay the residual amount after paying bank loans, debentures, preferential shares etc.
- **Huge amounts can be raised:** It can raise huge amount of capital by going to public which may not be possible otherwise.
- **Debt swap:** IPOs are one of the ways to rotate debt, which means a company can use funds generated through an IPO to pay off expensive loans. By doing this, companies can reduce the debt burden, thereby, bringing about a balance in the debt-equity ratio.
- **Driving professionalism:** An IPO mandates certain standards of performance and compliance. This strengthens professionalism and regulatory awareness among companies. IPOs are a better route to raise funds, especially for SMEs and new entrants
- **Correct Valuation:** Since the share price reflects the company's financial healthiness it would become easy to arrive at a price in case of mergers and acquisitions

DISADVANTAGES OF GOING PUBLIC

Going public also offers certain disadvantages such as:

- **Cost of Reporting:** A publicly owned company must file quarterly reports with the Securities and exchange Board of India. These reports can be costly especially for small firms.
- **Disclosure of information:** Once a company becomes public it has to disclose so much information to public on regular intervals. This includes share holding pattern, quarterly and annual financial statements, profiles of directors etc. Because of this restriction companies will always be under pressure to perform and show profits in every quarter. This, some times, doesn't allow the management to take bold steps which may yield long term benefits but less profits in short term.
- **Self dealings:** The owner's managers of closely held companies have many opportunities for self-transactions, although legal they may not want to disclose to the public.
- **Inactive market low price:** If a firm is very small and its shares are not traded frequently, then its stock will not really be liquid and the market price may not be truly representative of the stocks value.
- **Control:** Owning less than 50% of the shares could lead to a loss of control in the management.
- **Profit is distributed:** The profit earned by the company should be shared with its investors in the form of dividend

- **Costly affair:** An IPO is a costly affair. Around 15-20% of the amount realized is spent on raising the same. Also, a substantial amount of time and effort has to be invest

PRECAUTIONS TO BE TAKEN WHILE INVESTING IN NEW ISSUES (IPO)

New issues (IPO) can be divided into two broad groups:

- New issues of newly formed companies, and
- New issues of existing companies.

New issues of existing companies are, by and large, very good investments. They provide an opportunity for acquiring shares in ongoing profit-making companies at relatively low prices. On the other hand, all new issues of newly formed companies are not good investments.

Some of the important precautions which should be taken while selecting the right new issues for investment are mentioned herein below:

- **Don't invest blindly in a company having unknown and untried promoters:** First study the performance of other companies set up by the same promoters. If these have done well, then chances of the new one doing well are also high.
- **Check the reputation and market standing of the foreign collaborator, if there is one:** For instance, new issues of Vesuvius India and Birla Ericsson evoked a very good response from investors because of the excellent international reputation of their parent companies.
- **Companies where the foreign collaborator has an equity stake are often good investments:** Foreign collaborators do not readily opt for an equity stake in any company unless they are confident of its bright future prospects.
- **Don't invest in a company, which is not ready to start business operations:** This will help in avoiding investment in companies, which may have long gestation periods before business operation can commence.
- **Invest in companies that have something new to offer:** Companies introducing a new product or industrial process for the first time, companies proposing to manufacture a product which is currently being imported, companies introducing a technologically advanced or better quality product, or companies venturing into new areas are likely to be better and more remunerative investments.
- **Invest in companies that operate in high-growth sectors of the economy.** The incidence of failure is likely to be lower for such companies.
- **Do apply for the mega issues of well-known profit-earning companies.** The sheer size of such issues ensures better chances of getting a firm allotment. This is what happened in the public issue of the State Bank of India. The bigger the size of the issue, the better will be your chances of getting a firm allotment.

TIPS FOR INVESTORS TO GAIN MAXIMUM FROM IPO

One good thing about the IPO market vis-à-vis the earlier times has been that most of them have been from good companies and at reasonable prices. This trend, however, seems to be narrowing off and we are increasingly seeing public issues from the relatively not-so-good or known companies and at fairly stretched prices. Therefore, it becomes necessary for the investors to

become cautious and be more selective about their investments in IPOs. The critical factors which need to be studied in an offer document when making an investment are: [15]

- **Check promoter standing:** A good promoter or management team is important for any business success, especially over long periods. While businesses may have their ups and downs, a good management will take all necessary steps to ensure profitable performance. Secondly, they would be constantly looking at new business opportunities, thereby ensuring regular growth in the company. Thirdly, we are reasonably certain that the company money will not be deliberately misused or siphoned off to the detriment of the shareholders. Therefore, look at the promoter's background, the experience he has in the industry, the performance of the other companies promoted by him, his track record, investor complaints etc. Read the risk factors very carefully especially those pertaining to the promoter/management. Check for any serious litigation against the promoter or the company. See whether the company is a defaulter to the Banks/Financial Institutions and the reason thereof.
- **Study company performance:** The share price is the reflection of the operational performance of the company. Poor numbers say the sales, profit, EPS etc. would mean poor performance on the stock exchange. Therefore, it is important that the company has a track record of good operational performance. Look for any window dressing. Are the numbers in line with the similar companies in the industry? Is there any sudden improvement in the numbers just before the issue, without any justifiable reasons? Also look at the performance of the group companies and the inter-company transaction within the group. Ensure that there are no dubious transactions. Look at the loans given to group companies. Are they paying reasonable interest? Is the loan likely to be repaid?
- **Understand future prospects:** The future prospects of the Company and the industry would play an important role in the performance of the scrip on the stock exchange. Check the objects. How will they impact the future prospects? How will the funds raised be utilized? Will it additionally benefit the company? Is the money being raised for a new project, which will add to the bottom-line of the company? If it's an offer-for-sale, it means the existing shareholders are selling a part of their stake in the Company. The amounts raised from the issue will not go to the Company. Therefore, the Company will not benefit from an offer for sale. If the purpose of the issue is to list the company on the stock exchange and the 4 Ps are positive, then one can consider investing.
- **Look at the price:** Finally of course every product/scrip has a right price based on its fundamentals and industry prospects. Even if the above 3 Ps were favourable, a high price is likely to reduce the prospects of appreciation at the exchange, thereby defeating your purpose of investing. Look at the average industry P/E ratio and the company's EPS and try to estimate the fair price. Compare this with the issue price to see if it is undervalued or overvalued. Buy value not price. Issues which are overvalued tend to quote below issue price over a period of time and it may be prudent to enter then, than at the IPO stage.

STEPS TO BE TAKEN BY COMPANIES WHILE GOING FOR AN IPO

It is to be taken into account that going for an IPO is definitely not easy. The right recipe is to go step by step cautiously with each step dependent on the other. If the company misses out one step, the whole structure will crumble." [16]

Making an IPO involves immense research, planning and strategizing. So, an error even on a miniscule level can have drastic repercussions. The following steps are noteworthy:

- **Choosing the Perfect Time:** Choosing the ideal time to go public is of core importance. The timing of going public is very crucial in the pre-IPO process. One should look into many aspects before the plunge—like looking into the prevailing market sentiment. In the 1980's and early 1990's when branding and marketing were non-existent, liquidity in the market, behaviour of the secondary market and merchant bankers' advice were instrumental in deciding the right time for the IPO.
- **Choosing the Right Team:** Forming the right team is essential before going for an IPO. Apart from the Chief Executive Officer (CEO) or the Chairman, the main members are the Chief Financial Officer (CFO), Chief Operating Officer (COO), the Company Secretary, the auditors, professional merchant bankers, and the Chief Information Officer (CIO) in the current age of information and legal advisors. It is very important for the board of directors involved in the venture to have a progressive outlook. Only an intelligent team can contribute to the success of the venture. Team building and the professional team that a company brings in is very important. The company should be very careful not only about land and equipment but also while deploying money and manpower.
- **Definite Goals and Purposes:** A company should be focused and clear about the purpose of the IPO. Usually, the purpose behind companies making an IPO is to accumulate funds and finances for expansion and investments and above all woo the investors and consolidate as a brand. This requires a purely corporate structure. Currently, there are stringent SEBI guidelines to be followed before any company goes public. Keeping this in mind, the valuations which the company wishes to command will depend on the future goals and projects of the company, and the management team. Unless the management is fully sure of the ultimate goals, the company will not be able to come up with a high valuation for the proposed issue of shares.
- **Choosing the Right Merchant Bankers:** The primary role of a merchant banker should be to act as a bridge between the organization and the investors. Firstly, the merchant banker should have a brand image in the market. He should have sound knowledge of the capital market and about the industry in which the company operates. A merchant banker should have the capability and the experience to handle a large-scale IPO. And they should be able to reach a larger mass of people because investors today are just not located in the metros but also in tier-II and tier-III cities. The merchant bankers will communicate the future projects and growth prospects of the organisation to the investors. Simultaneously, they also chalk out the risk management strategies for the company since risks and ventures are two sides of the same coin.
- **Capital Restructuring:** Companies should decide on the ways to deploy their capital, namely capital restructuring. Companies should be clear about the debt and equity ratio. This boils down to setting the ideal Debt-Equity Ratio (DER), which can vary from 1:1 to 2:1. The way companies are going to deploy their capital is also very important. Companies have to be very careful while deploying the resources and forecast the profit they will incur in three-four years' time. Also when it comes to capital restructuring, a company should be focused and clear about the proportion of the management and the stakes they are willing to dilute to the

public.

- **Creating Investor Interest:** Confidence building and generating investor interest should be on the priority list for a company. A company must project an image of transparency and good governance to the investors. Infosys should be the role model for all companies going in for an IPO. Many of the experts agree that IT giant Infosys is a role model because their balance sheet is very clear, they value their managers as assets and year after year they expand rapidly. A company is accountable to its investors, which is why when they go public they have to disclose company projections—past, present and future prospects.
- **Media Campaigns:** A few years ago, marketing and media campaigns were considered a luxury, but today they are absolutely necessary. They contribute to the relative success of an IPO venture. The campaigns can be in the form of road shows and extensive investor meetings. They are required because the investors need to be made aware of the company and its past performances and any important projects undertaken/completed. During the campaigns, various facets related to company performance, the need to raise money and future plans are disclosed, information that investors seek. A successful media campaign ensures complete participation in the IPO by one and all.

IPO FAILURE

The gross and continuous failure of issues to attract retail subscriptions has started ringing alarm bells among decision makers. If this continues, the government's disinvestment programme will be badly affected. Poor retail participation is the result of years of poor regulation and malpractices by market participants, which have caused equity products to perform very poorly.

The issuers (entities coming out with public offers) don't want to leave money on the table. They want to maximize the price. The companies need to have a heart to give money and let others make money. [17]

Every IPO appears to be over-priced against its listed peers. For IPO, there is no comparable track record on the return on capital. So a company currently serving 10 Crore capital could be having EPS of Rs 12. But the moment it launches public issue to raise the capital to 20 Crore, makes its EPS to Rs 6. And we do not have data at the point of IPO on how they have served the 20Cr Capital. So these companies have benefit of data absence due to which SEBI may not be able to stop them from even asking for Price to current Earning ratio of 100, if they overstate their estimated earnings. There is another angle. Even the listed companies, e.g in Infrastructure Development, have meagre EPS, but they are valued at 40++ times. But their assets real value could be very high, leading to higher stock pricing.

At any point of time PE ratio more than 10 times is absolute madness; but behind the India growth story everything is being over priced. Even now many of the IPOs and Shares are at about PE ratio of 18, it clearly shows that market is over priced and in long run there will be correction. Having high expectations is not regulated, therefore these IPOs are overpriced. Investor has to think what his expected return is and exit timing.

It is a fact that IPO's of recent times were & are overpriced. The economic advisors have gone wrong in reading the mood of the primary investors. The investors are now looking forward to secondary markets, due to the fact that they are now advised by Asset Managers—who are increasing their numbers.

NHPC: After Adani Power, NHPC proved to be yet another disappointing issue for those hopeful for quick gains. The company failed to deliver spectacular listing gains that many retail investors expected and closed with a gain of 2%.

JSW Energy: Retail investors stayed aloof from the JSW Energy initial public offering (IPO) despite the discount of Rs. 5 on the issue price. The issue has been fully subscribed. According to data available on the exchanges, the retail portion was subscribed only 0.4 times. The price band for the Rs. 2,700-crore issue was fixed at Rs. 100-115. Merchant bankers close to the issue said that retail investors are still apprehensive about IPOs, especially those from the power sector. The entire power sector IPOs of 2009 are trading at a discount to their issue prices. Due to this retail investors were wary of this issue too. Though the Reliance Power IPO witnessed huge investor interest and was fully subscribed within first few minutes of its book building process, it could not sustain the momentum in first day's listing and dipped below its issue price.

INSTITUTION OF VALUERS

Amid allegations of over pricing of initial public offers, the Government of India is planning to make it mandatory for companies to get their shares priced (premium charged on face value) by authorized valuers before hitting the capital markets.

The institution of valuers, being set up by the Ministry, will be a statutory body on the lines of the Institute of Chartered Accountants of India (ICAI) and the entities engaged in valuation work will be required to be registered with the proposed body. [18]

There is no set procedure for valuation and no statutory body, which supervises or regulates this profession. So, the setting up of such institute will make accountability more effective. Currently, such valuations are done by merchant bankers, chartered accountants, company secretaries, cost and work accountants or any other professional possessing such qualification. There were allegations that various IPOs like that of Reliance Power was highly overpriced due to which investors got swayed and suffered huge losses, as the IPOs traded lower than the offer price at its close on the opening day.

SUGGESTIONS

After going through the study we present the following suggestions:

- The IPO pricing exercise needs to strike a fine balance between the following conflicting objectives - optimally monetizing the issuer's holdings and achieving high valuations for the stock, making the attractive from the investor's standpoint and after-market performance because "Pricing is the key,". In order to provide good returns to the investors, companies should fix their prices fairly, neither under pricing nor over pricing.
- Reasonable premium should be charged on the shares otherwise prices will not represent the fair valuation.
- In many ways, marketing an IPO is akin to marketing a movie or an FMCG product, such as a cola or a pizza. These days, IPOs need a touch of brand marketing and management involving well-placed positioning and correct pricing. Following that, the company needs to wait for investors to bite the bait. Just as FMCG companies stimulate the customers to drink and consume their products, a company issuing an IPO should also excite the investors to

‘consume’ the IPO. If branding, timing, pricing and communication are not correct, the IPO will be lost.

- Full disclosures should be made by the company in the offer document so that investors may make proper analysis before investing.
- Companies should adhere to the IPO norms set up by various authorities such as SEBI.

CONCLUSION

We know that Indian share market tops the hot list of all the investors whether domestic or global but the smartness of watchdog SEBI and fund raisers lies in passing on the premium benefit to retail domestic investors and increasing their involvement which at present is a meager 10%. With further liberalization and increased monitoring we can expect a better future for retailers in the market. Pulling down QIB on same platform as retailers is one of the major initiatives of the year which is proposed by SEBI. If all these proposals get through, there is no doubt that the participation of retail investors may see a rise in market.

The IPO market is a good setting in which to study the effect of ‘irrational’ investors on stock prices. IPO firms by definition have no prior share price history and tend to be young, immature, and relatively informational opaque. Not surprisingly, therefore, they are hard to value, and it seems reasonable to assume that investors will have a wide range of priors about their market values. There are some 45 public issues lined up for 2010 estimated to raise about Rs30,000 crore. However, analysts feel pricing will remain key for the IPO market as appetite is intact in the market for fresh issues. Some analysts say that the revival in the secondary market is also playing a key role in the heavy rush of IPOs. The Bombay Stock Exchange barometer Sensex has surged by over three-fourth in 2009 to end at 17,464.81 points.

Secondary markets out performed primary markets in 2009, but we expect 2010 will be exciting performance for both primary and secondary markets

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A STUDY OF INFLUENCE OF SOWING TERMS AND NORMS ON CROTALARIA JUNCAE GRAIN YIELD

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ABSTRACT

The article describes the impact of non-traditional legumes Crotalaria juncea on the optimal sowing time and norms of the number of legumes, the number of grains in legumes, 1000 grain weight and grain yield. It is scientifically substantiated that it is possible to get an additional yield if Crotalaria juncea was sown 10 kg per hektare in early May (1-5.05), the number of legumes would be 15, the number of grains in legumes would be 4.1, the weight of 1000 grains would be 4.9 g compared to the variant sown 20 days earlier and higher to 9 pieces, 2.8 g in proportion to the variant sown 10 days early and as well as it is possible to get the yield at the rate of 5,2-3,8 c/ha when sowing 14 kg of seeds per hectare for a period of 1-5.05 compared to the early sown variants during the same period; 1.9 c/ha compared to the variant planted at 10 kg per hektare; 3.3 c/ha compared to the variant planted at 18 kg for a quality seed crop.

KEYWORDS: *Crotalaria Juncea L., Meadow Alluvial Soil, Planting Time, Norm, Legume, Number Of Grains, 1000 Grain Weight, Yield.*

INTRODUCTION

Rapid population growth in the world, lack of food stocks, long-lasting drought in Australia, rising demand for food in countries such as China and India will require further planting of cereals and legumes. expanding the fodder base requires expanding the type and area of high-calorie fodder as well as food crops to ensure food security and keep it stable.

In order to provide our people with food, address protein shortages, provide livestock with nutritious food and increase soil fertility, it is necessary to increase the number of high-yielding, high-calorie new varieties and kinds of legumes. In exchange for expanding the area under

legumes, first of all, it will provide the population with nutritious and high-quality products, and livestock with cervitamine, mineral-rich feed and increase soil fertility. This is one of the legumes.

Extensive research is being conducted in the world on advanced technology for growing non-traditional legumes, especially *Crotalaria juncea*. Taking advantage of the potential of crotalia, relying on the scientific basis of specific cultivation technologies, they produce environmentally friendly grain and hay crops and mature fiber products of species and varieties suitable for soil and climatic conditions, rich in protein and vitamins. At the same time, as a result of research on improving agrotechnologies for the cultivation of high-yielding varieties of crotalia, i.e. correct timing and norms of sowing, optimization of mineral and organic fertilizers and the correct application of crop rotation, restore and increase soil fertility, provide livestock with nutritious feed, quality fiber Scientific research is being carried out on

Literature review. Foreign scientists as A. Abdul-Baki, H. Bryan, A. Maroyi, G. Baird, C. Cook, Danielle, S. Gumari from, G. Zinati, C. Cook, C. Orwa, G. White, J. Haun, S. Sarkar, S. Hazra and others [1-9] carried researches on the study of biological and morphological features of non-traditional legume crotalia plants, development of seed, selection and cultivation agro technologies and scientists of our republic M. Aberkulov, A. Kiderbaeva, D. Asilbekova, N. Ulchenko, N. Rakhimova, A. Nigmatulaev, A. Glushenkova fulfilled their scientific works on the issue in question.

Crotalaria juncea L. is a tropical Asian plant of the legume family. The origin of *Crotalaria juncea* is India, where it has been cultivated since the early days of agriculture. It was first reported in Sanskrit literature in 400 BC [11].

In some literatures, [7] the origin of *Crotalaria juncea* is not clear, but it has been cultivated in India since ancient times. According to L. Mannetje, this tropical plant came to the West from South Asia in the 19th century.

According to M. Tripathi, B. Chaudhary and others [11], *Crotalaria juncea* L. is a multi-purpose tropical and subtropical legume grown in many countries, especially in India, for high quality fiber. The crop is grown for green manure, to improve the reclamation condition of the soil

According to C.Cook and G.White, L.Purseglove [6; 8], *Crotalaria juncea* is a plant which ecologically cleans the land and biologically controls weed in agriculture.

According to M. Tripathi [11], green biomass production from *Crotalaria juncea* planted in India before the monsoon ranged from 22 to 27 t/ha. In Cuba, 3.4 tons of hay was harvested from two crops. In Thailand, when rice is grown as green manure, a high quality crop of 2 t/ha is obtained in 6-8 weeks.

Indian scientists R. Ulemale, D. Giri and R. Shivankar [10] studied the effects of planting time, seed size and amount of phosphorus fertilizers on *Crotalaria juncea* yields. Biomass and seed yields were found to be high when 30 cm of furrows were planted early and 75 kg of phosphorus was applied.

In the research of A. Abdul-baki and others [4] *Crotalaria juncea* was harvested 100 days after planting and grown for another 70 days to increase the amount of nitrogen in the soil. Because *Crotalaria juncea* blooms 100 days after planting and begins to collect biomass.

In the experiments of M. Aberkulov and others, [1] it was found that the thicker the *Crotalaria alata* plant, the faster the growth of the plant, but the flowering and ripening periods are delayed by 2-3 days or even 4-5 days. [2] Experiments have also shown that *Crotalaria alata* can be planted as a siderate crop and replaced with cotton or rice to produce a good harvest.

The staff of the Institute of Plant Chemistry of the Academy of Sciences of the Republic of Uzbekistan D. Asilbekova and others [3] studied the chemical composition and nutritional value of *Crotalaria alata*. According to her, the protein content of plants grown in Tashkent was 9.3-13.5%, fat 2.3-3.7%, kleshatka 22.5-28.9%, ash 10.4-15.3%.

Based on the analysis of the above literature, it can be said that *crotalaria juncea* is a crop that fully meets the needs of our people and has not been fully studied scientifically, it is important to improve agronomic techniques and introduce the results into production. The analysis of the literature shows that no research has been conducted on agronomic techniques, timing and standards of cultivation of non-traditional legumes – *crotalaria juncea*, which are grown as a main and secondary crop in different soil and climatic conditions of the country. Scientific works abroad have focused on its biology, the physiological processes that take place in it, and its role in increasing soil fertility.

Materials and methods: Research methods were carried out on the basis of the “Methods of State Variety of Agricultural Cultures” (1964, Moscow: Kolos), “Methods of agrochemical analysis of soil and plants” (1977, Tashkent), “Methods of agrophysical research” (1973, Tashkent).

Also, phenological observations, biometric measurements and determination of productivity were carried out on the basis of manuals “Methods of field experiments with grain cultures” (1971), “Methods of conducting field experiments” (UzPITI, 2007).

Field experiments were conducted in the conditions of degraded, saline meadow alluvial soils of Khorezm region. In the experiment, *Crotalaria juncea* was planted in three different periods (10-15.04; 20-15.04; 1-5.05) and three different norms (10; 14; 18 kg/ha) and the effect of sowing time and norms on its growth, development and yield studied.

The obtained results. It is known that the weight of a crop is determined by the quantity and quality of the elements harvested in the crop. In *Crotalaria juncea*, too, grain yield depends on the yield elements formed in the plant, i.e. the number of pods and the weight and quality of the grain in it. In turn, the quality of the harvest elements depends on the timing and rate of sowing the seeds.

The yield of legumes is also related to the number of grains and the weight of the grain. However, the abundance of grain is not always the basis for high yields. This is because only if the weight of the grain is at the level of demand, it will ensure a rich and high quality crop. How full the ripe grain is can be estimated based on the weight of 1000 grains. For this reason, the study of the number of grains in *Crotalaria juncea* legumes and the degree to which grain weight depends on planting dates and norms is of great scientific and practical importance.

In *Crotalaria juncea*, the emergence of both buds, flowers and pods in a single bush during the entire growing season was observed, and the formation of legume was detected in early June. The newly formed pod was light green in size, measuring 0.5-2 x 0.5-1 cm, and contained 6-8 seeds. The legumes are light brown when ripe and 3-4 (6) cm long. In the experiment, it was

observed that 18-67 legumes were formed in one bush of *Crotalaria juncea* during the application period. Inside the pods were found grains (seeds) with a diameter of 4-6 mm, up to 6-14 gray-olive, dark gray, dark brown and black. 90% of the seeds ripen in mid-to late October.

To get a high and quality grain crop from *Crotalaria juncea*, it is necessary to correctly determine the timing and rate of planting. This is because when *Crotalaria juncea* is grown at different times, the influence of physiological processes during the formation of grains in the legumes is strong, resulting in the complete formation of some grains and the immaturity of some grains. For this reason, the formation of legumes, the number of legumes, the number of grains in legumes and the weight of 1000 grains were studied when *Crotalaria juncea* was grown at different times and norms.

According to the results of the experiment, in the case of September 1, the number of legumes produced per plant according to the options was 30-52; the number of grains in legumes was 8-13.5 grains, the highest results were observed in the variants of *crotalaria* sown on the 1st of May, the number of grains compared to the variants sown in the early period was 9-15 grains; the number of grains in legumes was found to be 2.6-4.1 grains higher.

The effect of sowing times on the number of grains and legumes was observed significantly. That is, when *Crotalaria juncea* was planted on April 10-15, the number of legumes produced per plant was 30-37, the number of grains per pod was 8-9.4, while the number of legumes planted 20 days later (1-5.05) was 42 -52; the number of grains in legumes was 11.6-13.5 and the number of grains in beans was 9-15 grains and the number of grains in legumes was 3.6-4.1 grains higher than in the early sown variants (Table 1).

TABLE 1 NUMBER OF LEGUMES, NUMBER OF GRAINS IN LEGUMES AND WEIGHT OF 1000 GRAINS IN CROTALARIA PLANTED AT DIFFERENT TIMES AND NORMS (2019)

Versions	Planting time	Planting norm, kg/ha	Number of legumes, pieces	Number of grains in legumes, pieces	Weight of 1000 pieces of grain, gr
1-version	10-15.04	10	37	9,4	36,0
2-version		14	36	9,0	35,3
3- version		18	30	8,0	35,0
4- version	20-25.04	10	43	10,7	38,1
5- version		14	40	10,2	36,6
6- version		18	35	9,0	35,7
7- version	1-5.05	10	52	13,5	40,9
8- version		14	50	13,0	39,5
9- version		18	42	11,6	38,4

The lack of biometric indicators in plants planted in the early period can be explained by the fact that *Crotalaria juncea* is a heat-loving plant and the temperature in these periods was insufficient.

Even when *Crotalaria juncea* was planted at different planting rates, the legumes and number of grains in legumes was studied and when sown at the rate of 10, 14, 18 kg per hectare on May, 1st, the number of legumes was 42-52 and the number of grains in legumes was 11.6-13.5. It was

found that the number of grains in legumes and legumes decreased with increasing planting norms and high results were observed in *Crotalaria juncea* in low-planted varieties. It was found that with the increase of the sowing rate from 10 kg to 18 kg, the number of pods decreased by 10 units, and the number of grains in pods decreased by 1.9 units.

After the crop was fully ripe, 1000 grain weights were determined in all variants before harvesting. According to the data obtained, the weight of 1000 grains was 35.0-40.9 g according to the options, and with the early planting of the plant and the increase in the norms, a decrease in the weight of 1000 grains was observed.

The reason for the decrease in biometric indicators with the increase of planting norms is the decrease in nutrient area. This is due to the fact that both when sowing 10 kg per hectare and when sowing 18 kg per hectare, the same amount of mineral fertilizers, water and the same agro-technical measures were carried out.

The main task of agricultural research is to scientifically substantiate the impact of agro-technical measures and external factors on crop yields.

It should be noted that different effects of planting time and norms on plant growth, development, yield, and biometric performance were ultimately reflected in the grain yield of crotals.

Grain yields vary depending on cultivation technology, soil and climatic conditions. 450-900 kg per hectare in South Africa; 555-1000 kg in Colombia; In Hawaii, 1460-2240 kg of grain was harvested [5; 10].

Crotalaria juncea has a grain yield of 9.6-18.8 c/ha when sown at different planting times and rates, with a high yield of *Crotalaria juncea* observed in Option 8 (18.8 c/ha) with 14 kg of seeds per hectare on the 1st of May, at the same rate. 5.2 t/ha compared to variant 2 planted 20 days earlier; 1.9 c/ha compared to option 7, where 10 kg of seeds were sown per hectare; 18 kg of seeds per hectare were sown with an additional yield of 3.3 c/ha compared to variant 9 (Diagram 1).

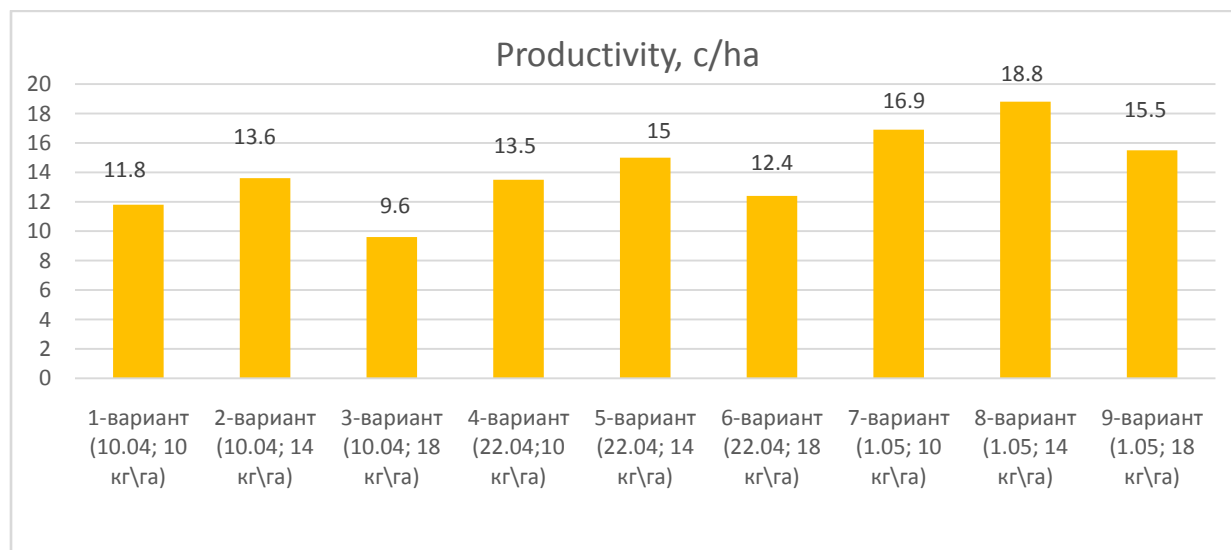


Diagram 1. Influence of sowing dates and norms on grain yield

CONCLUSION

So, in the conditions of degraded meadow alluvial soils of Khorezm region, when planting *Crotalaria juncea* plant, sowing 10 kg per hectare in early May (1-5.05) is a guarantee to get a higher grain yield – 14 kg per hectare and high quality seed yield.

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HIGH SPIRITUAL GENERATION - THIRD RENAISSANCE BUILDERS

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ABSTRACT

The article analyzes the main directions of state youth policy in the new Uzbekistan. In the third renaissance, the role and tasks of young people will be highlighted. The role of raising the legal culture in the society in educating the youth will be revealed. Special attention is paid to the historical and philosophical interpretation of the idea of the perfect man in the works of thinkers. The spiritual and legal basis for the upbringing of a high-spirited generation in the new Uzbekistan has been revealed.

KEYWORDS: *New Uzbekistan, State Youth Policy, Talented Youth, Spiritual Harmony, The Third Renaissance.*

INTRODUCTION

In the context of the new Uzbekistan, the state youth policy is the theoretical, methodological and practical basis for independent activity of young people, the socio-spiritual qualities of the new era, in particular, the understanding of national identity, which is important in the context of globalization. Its essence in this direction is revealed in the definition of the state youth policy by Doctor of Political Sciences S.A.Juraev: "To create a set of socio-economic, political, legal, cultural and spiritual conditions aimed at increasing its potential and mobility, stimulating the development of each age as an active member of society, a harmoniously developed person. It is a separate political path of the state and society, parties and movements". [1]

In his speech at the 72nd session of the United Nations, President of the Republic of Uzbekistan Sh. Mirziyoyev said: "Our main task is to create the necessary conditions for young people to show their potential," he said. It should be noted that the first law signed by Shavkat Mirziyoyev as President of the Republic of Uzbekistan was related to youth issues, and it was the Law of September 14, 2016 "On State Youth Policy".

Improving the legal culture of young people, increasing their participation in the process of building a democratic state and the development of civil society; to bring up patriotic youth with high spirituality, independent thinking, firm life position, broad outlook and deep knowledge, to form in them immunity against various ideological threats; social protection of young people, creation of favorable conditions for their acquisition of modern professions, their employment and involvement in entrepreneurship; to support talented young people, to systematically work to realize their creative and intellectual potential; to involve young people in regular physical culture and sports, to promote a healthy lifestyle among young people; prevention of juvenile delinquency and delinquency; The effective use of the media and modern information and

communication technologies in the upbringing of a highly spiritual generation is a key area of youth policy.

The fact that the issue of identifying and educating talented young people has risen to the level of public policy has allowed our country to gain valuable experience. It should be noted that along with government agencies, non-governmental organizations operating in our country are actively involved in the search for and support of talented young people. For example, one of the main directions of state youth policy is to support the talents and abilities of young people. It should be noted that the tasks of this organization are to encourage talented and gifted youth in the fields of education, science, technology, information technology, culture, arts, sports, entrepreneurship, to support their various healthy initiatives. identified as one of the current tasks in the direction.

Qualities and social qualities of young people, such as level of education, professional skills, spiritual and spiritual maturity, have a significant impact on the level of development of society as a whole. Improving the living conditions of the population, achieving a happy life is an important indicator of the development of modern statehood.

Scholar Abdullah Avloni: "Who does education? Where does it work? "The first is home education. This task is the responsibility of the mother. The second is school and madrasa education. It is the duty of the father, the teacher, the teacher and the government. " At the heart of these words is the fact that everyone is responsible for the upbringing of their children.

The study of youth is closely linked to human society, social relations, nations and states, cultures and civilizations. Because the issue of youth has existed, first of all, since the emergence of civilization and has been with them at all stages of historical development. Second, in the history of thought, all philosophers, thinkers, statesmen, poets and writers have expressed their views on the issue of children and youth.

Today, the ideology of most developed countries is based on universal values and democratic principles. The ideals of peace and development, human rights and freedoms, and national and religious harmony prevail. The noble ideas based on these principles serve the interests of mankind, the bright future that has been the dream of mankind for centuries.

As President Shavkat Mirziyoyev said at the Youth Forum of Uzbekistan, "No matter what reforms we undertake in our country, we rely primarily on young people like you, on your strength and determination. As you all know, today we have set great goals. We have begun to lay the foundations of the Third Renaissance in our Motherland. We consider the family, pre-school education, school and higher education, as well as scientific and cultural institutions to be the most important links in the future Renaissance. That is why we are carrying out radical reforms in these areas. I am confident that our dedicated and patriotic youth, like you, will take an active part and make a worthy contribution to creating a new foundation for the development of our country. "[2]

It is known that "national self-consciousness is the real subject of each nation (ethnic group), the owner of certain material and spiritual riches, a single language, customs, traditions, It is called national self-awareness to understand the values and belonging to the state, the common interests and needs". [3]

Ideological immunity is, simply put, the ability of a person to resist ideological threats that are completely contrary to their own desires and aspirations. "Ideological immunity is a philosophy:

in the encyclopedic dictionary - it is useful in educating the whole person, who is spiritually mature, strong-willed, faith, who can withstand any reactionary, destructive ideological initiatives." Kindergarten, school education, and then social education, based on the question of what is good and what is bad for a child from an early age, and how to treat them, and then social education, every nation will have a healthy, reliable, strong immunity. Iadi. Immunity, in turn, protects a person from "deviating" from the right path, from going astray in various ways, and then from regret, unhappiness, and from the nation - from chaos, fragmentation, class, local or other. protects from lines. Thus, ideological immunity is the spiritual unity of the state and the nation, it serves as an ideological shield that protects the spiritual health. Ideological immunity does not come automatically. In order for it to manifest itself, it must have an internal or external ideological influence. [4]

According to al-Farabi, "... every citizen of a virtuous society, regardless of his position, that is, whoever is a 'virtuous man', a 'virtuous man', knows all the rules of his state." , follows him, thinks, is a master of his profession, sacrifices his life for the Motherland when necessary. The people of Fozil respect each other. There is Eastern tenderness, kindness and respect between parents and children, teachers and students. First of all, it is worth noting that such thinking is based on the high level of spirituality of the ancestors, and, of course, such an opinion is the result of studying the centuries-old heritage in this regard. [5]

Undoubtedly, one of the factors determining the strength of the state is the upbringing of a spiritually mature, physically healthy and well-rounded generation. In this sense, we all know how important and responsible it is to bring up a healthy generation in our country today. Focusing on young people and children is, in fact, an investment in the future. However, the building of a democratic state based on the rule of law, based on a strong civil society, is possible only with the active participation and support of our children. there is no doubt that educating girls will also ensure our great future. [6]

We know that our ancestors were great thinkers such as Muhammad Khorezmi, Ahmad Fergani, Abu Nasr Farobi, Ibn Sino, Abu Rayhan Beruni, Mirzo Ulugbek, Alisher Navoi, as well as their works have a worthy place in world science and culture. we have a right to be proud. At the same time, we want our incomparable spiritual wealth to develop in harmony with the most advanced knowledge and experience accumulated by mankind. That is the way we look at it and how we can move forward.

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CHARACTERISTICS AND ANALYSIS OF THE CURRENT STATE OF DIGITALIZATION OF AGRICULTURE IN THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

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.

KEYWORDS: *Digitalization Of Agriculture, Innovative Technologies, EAP, Agricultural.*

INTRODUCTION

Agriculture is a branch of the economy aimed at providing the population with food and obtaining raw materials for a number of industries. The industry is one of the most important, represented in almost all countries of the world. World agriculture employs about 1-billion economically active population (EAP).

The state's food security depends on the state of the industry. The problems of agriculture are directly or indirectly related to such sciences as agronomy, animal husbandry, land reclamation, crop production, forestry, etc. Today, there is an active use of digital technologies in all spheres of the economy. The agrarian industry is no exception, playing one of the key roles in improving the welfare of the state. Large-scale work is being carried out in this direction in Uzbekistan, a number of large projects have been initiated aimed at the digital transformation of agriculture, which is fundamentally changing, intensively introducing advanced and innovative solutions into the sphere. The scientific approach is of great importance in achieving the set goals.

As the locomotive of the economy, the agricultural sector has really made a big breakthrough in recent years. For its comprehensive development, a number of Decrees and decrees of the head of state and government have been adopted. So, on April 28 of this year, the President signed a decree "On measures for the widespread introduction of the digital economy and e-government." Currently, on the basis of the document, digital technologies are widely introduced into all sectors of the economy and spheres of public life, comprehensive measures are being taken to actively develop the digital economy, modern information and communication technologies. And since agriculture has always been one of the highest priority areas, it is logical that now we are facing great challenges in terms of digitalizing the industry.

How much attention is paid to this area is evidenced by the following fact: according to the above-mentioned resolution, the post of Deputy Minister responsible for accelerated digitalization of the agrarian sector, the introduction of modern information systems and software products in the agricultural and food security sector was introduced. Through an emphasis on sustainable resource management, smart farming contributes to increased productivity and sustainability. Also, in the structure of the department, directorates for the development of digital technologies in the agricultural sector and the development of geoinformation technologies, as well as departments for digitalization of agriculture and water management, have been created.

Among the important projects outlined in the document is the creation of the Digital Agriculture information system. The initiative is undoubtedly of high relevance, and its implementation will significantly increase the efficiency of agriculture.

It should be noted that today the first steps have been taken in this direction. So, in the Andijan Technopark, an innovative pilot project is being implemented to manage agricultural land using artificial intelligence. Within the framework of the project, six areas were selected, which were digitized in vector format and introduced into the online platform. Agricultural land owners received recommendations based on the results of research using satellite technology.

The implementation and implementation of the Digital Agriculture project will significantly increase the efficiency of land monitoring due to the large coverage of territories, significantly reduce time and financial costs in the field.

In pursuance of the resolution and the tasks outlined by the President in the Address to Parliament (dated January 24 of this year), a digitalization school has been opened at the Agrologistics Department of the Tashkent State Agrarian University, where leading specialists of the industry share their knowledge and experience with young people. Such prominent scientists and specialists in the field as the Deputy Minister of Agriculture, the rector of the Tashkent State Agrarian University, academician *Botirzhon Sulaimonov*, academician *Kalandar Abdurakhmonov* and others were involved. The implementation of over 220 priority projects providing for the improvement of the electronic government system, the further development of the domestic market of software products and information technologies, the digitalization of agriculture, is certainly taking into account the experience of developed countries of the world, including the United States, China and a number of European countries. Based on the experience of the Chinese economy. In the Celestial Empire, digitalization in a matter of years brought the country to the fore in a number of indicators. The PRC has achieved an accelerated development of digital technologies in both business and government. The digital economy currently covers more than 30 percent of the country's GDP. Reforms in this direction have created nearly three million jobs. This is one of the prime examples of how effective digitalization can be. It was thanks to her that the world saw the enormous potential and attractiveness of science and technology. The digital economy is designed not only to increase economic productivity in developing countries, but also to provide people with an opportunity for positive change. Digitalization actually unites the world, providing people with the necessary information and useful technologies.

According to available data, approximately four billion people on the planet do not have access to the World Wide Web. And this is more than half of the world's population. And the governments of such countries must certainly work on the development of a digital economy that

is capable of raising the standard of living of people, providing them with the basic amenities that have become familiar to residents of developed countries. Artificial intelligence, virtual reality, machine learning and other latest technologies are already actively penetrating all areas of industrial life. With each passing day, the boundaries between digital and real economies are blurring. That is why all states should focus on this.

In accordance with the Decrees and Resolutions of the President from 2020, in order to expand market mechanisms in the agricultural sector, to increase the interest of farmers, the state is canceling the market order for cotton and grain. In this regard, the head of state signed a decree "On measures to implement in 2020 the tasks identified in the Strategy for the Development of Agriculture of the Republic of Uzbekistan for 2020-2030" dated January 28, 2020. The main goal of the concept is to increase the productivity of agricultural crops, increase the productivity of animal husbandry, protect farmland from diseases, pests, including insects, weeds, as well as introduce modern farming methods and raise the scale of production. [1]

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 facilities, 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 operation of all systems, which can increase the yield increase by 20-40%, while increasing the quality of the product produced and reducing costs.

There are widespread projects to create, in a short time, a network of mini-farms near large cities to deliver "day in day" fresh and natural plant foods, 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, as well as reduce 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, can 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 make it possible to maintain individual veterinary records, a unified 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 keeps 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, which make it possible to fully track 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 set 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 to 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 farmers 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.

If 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.

"Smart" technical devices

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 state 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.

At the same time, according to experts, UAV pay off only if they serve at least 10 thousand hectares of land. In this regard, it is more profitable for small farmers to use the services of outsourcing companies that specialize in providing these types of services. Drones are actively used in agriculture in the USA, Europe, Brazil, Argentina and other countries, but they are most used in China, which also occupies a leading position in the production of UAV. For example, the Chinese company DJI captured more than 2/3 of the global drone market back in 2015. Sensors (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 capable of detecting, 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 combined into a network, allow you to receive 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. [2]

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 aircraft; automated systems for growing crops; automated control systems for dairy farms, etc. At the same time, "smart" tractors and combines can operate autonomously and do not require a human presence, which makes it possible to use them at any time of the day. In addition, they can be equipped with many additional functions, such as built-in pest control systems. For example, the American company Blue River Technology creates robots that use computer vision to 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.

Thanks to the introduction of the concept, labor productivity in the field will increase by 30 percent, and cotton picking will be completely carried out by machinery. The creation of stress-resistant, high-yielding, transportable varieties of agricultural crops rich in biologically active substances is 100 percent guaranteed. The use of satellite data and remote sensing technologies will make it possible to quickly and accurately assess the condition of agricultural land and crops grown on them. Another important area is that the number of facilities designed using the "smart greenhouse" technology will be increased to 500. An automated production system will be introduced in animal husbandry, as a result of which the cost of production will decrease by 15 percent. It is worth noting that the transition to digital agriculture in Uzbekistan is carried out in cooperation with the Food and Agriculture Organization of the United Nations (FAO) and the World Bank. [3]

Improved farming systems install smart technologies based on crop and environmental conditions. These include pest and disease detection, climate, temperature and humidity control, nutrient supply and irrigation equipment. Using all this guarantees an increase in productivity by

at least 30 percent. In addition, improved systems will be introduced into all agricultural production and marketing chains. As a result, it will be possible to collect large volumes of electronic data. And as a result of their conservation and analysis, it is possible to ensure the efficient use of water, land and other limited resources, the quality and safety of food products.

The convenience of the electronic system lies in the fact that even after harvesting it is applicable in the process of processing, packaging, cleaning, sorting, and delivering products. Smart farming technologies play an important role in achieving high productivity and quality, reducing water consumption and production costs, planning and forecasting crops.

According to Forbes, in 2017, financing in the field of agricultural technology through investments increased by almost 32 %, which in monetary terms is almost \$ 2.6 billion. According to the UN forecast, by 2025 the population of the planet may exceed 8.1 billion people, and by the middle of the XXI century - to reach almost 9.6 billion.

Global experts believe that thanks to digital transformation, the productivity of the agricultural sector should increase by almost 60 percent by 2030. All this is necessary to prevent a food crisis.

Among the priority tasks of introducing the concept, the following provisions can be noted: the use of water, energy and material-saving technologies, which will make it possible to effectively use existing resources; widespread introduction of a drip irrigation system on open and closed land plots with the use of modern farming technologies and appropriate digital information and communication management systems; the widespread use of methods and techniques for growing local and tropical crops in enclosed spaces, greenhouses.

It is necessary to work on the introduction of methods for growing local and tropical crops using artificial substrates, as well as develop methods of growing crops using modern aeroponics and hydroponics in smart greenhouses with digital program control. Increasing the number and improving the quality of promising digital technologies for agricultural management through internal and external investment in this vital area for the republic will ensure food security for many years.

The introduction of advanced innovative technologies and advanced foreign experience in different areas of agriculture implies a transition to a digital method of information exchange, starting from regional centers with a further transition to a nationwide scale. Thus, the amount of paper reporting will be reduced. It is planned to use artificial intelligence technologies for collecting, processing, transmitting and storing data on agriculture in Uzbekistan, as well as virtual and augmented reality technologies for modeling and managing the state and development of crops in different conditions. The introduction of digital technologies in agriculture requires the preparation and support of a certain infrastructure. And this will be practically impossible without the appropriate organization of mobile communications. Based on the foregoing, in order to ensure reliable marketing of agricultural products, it is necessary to ensure control over these products in storage areas and in transit using signs, chips, identifiers, digital technologies and systems. It also requires the organization of online platforms and systems for the sale of agricultural products.

The relevance and timeliness of the relevant regulatory documents, technical documentation, standards and legislative acts in this area does not raise any doubts. Moreover, all acts must strictly comply with international standards. Moreover, with the widespread use of digital

technologies, it is necessary to develop systems for remote sensing of the flora, navigation of farmland and animal husbandry. At the same time, digital systems and platforms must first be installed and tested within the same territory, region or a dedicated settlement.

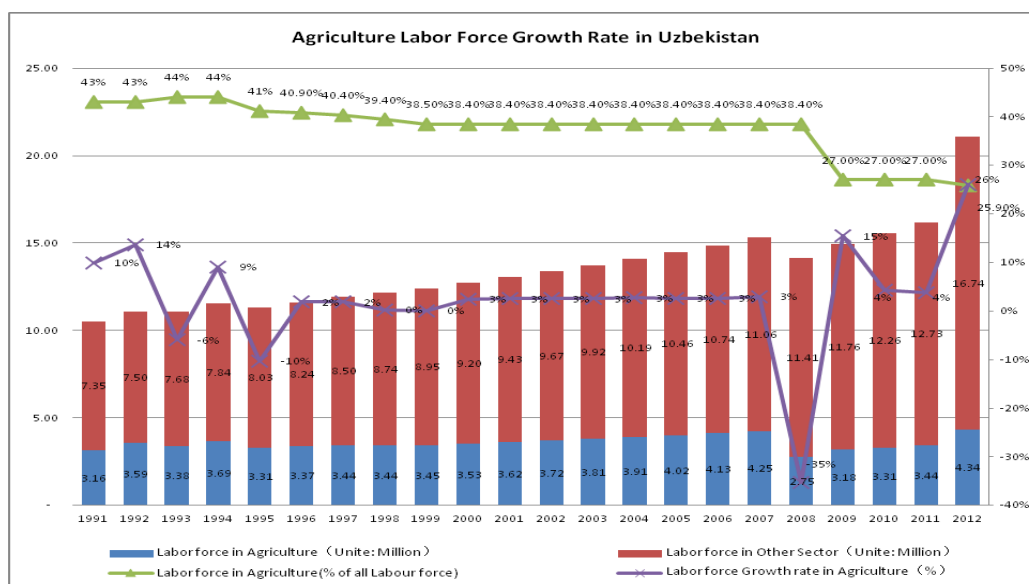


Figure-1. Growth rates of the agricultural labor force in Uzbekistan from 1991 to 2012.

Considering that the republic does not have a very high degree of modern agricultural literacy, it is necessary to pay special attention to digital distance education on problems and new trends in agriculture with the involvement of agricultural consulting firms and organizations. It also makes sense to increase the number of students in agricultural universities, as well as targeted advanced training of teachers of agricultural educational institutions on the problems of the digital economy and digital technologies in agriculture.

It is obligatory to take into account the socio-economic and natural-ecological factors of the development of agriculture, modern trends in the agro-industrial sector, and the demand of the population for products. For example, there are issues related to the provision of farms with mineral fertilizers, seeds and agricultural machinery, as well as financial support. In addition, the insurance relationship between farms and insurance companies does not fully meet the requirements of a market economy. As a result, in case of force majeure, farms do not receive full payments. In addition, it is necessary to rationally and efficiently use water resources, improve the activities of water users' organizations and provide them in full with engineering and technical means for performing hydraulic and hydrographic measures. Of particular importance is the improvement of the legal framework for the fulfillment of contractual obligations by farmers and dekhkan farms, the introduction of information and communication technologies in the agricultural sector. In the development of agro-industrial infrastructure, it is important to implement a set of measures to identify the main directions and objects of public-private partnership. Today, the first need is the development and implementation of promising projects for the development of the machine and tractor fleet based on the study of foreign experience and in-depth analysis of internal needs. It is also desirable to effectively organize the repair and maintenance of agricultural machinery, using modern and acceptable methods in this area.

In recent years, the agricultural sector in our country has transformed into a diversified complex. Appropriate measures are being taken to increase the export of agricultural products and ensure the financial and economic stability of suppliers. A number of positive results have been achieved in the process of modernizing all sectors of industry, rational use of land and water resources, introduction of modern resource-saving agricultural technologies and further deepening of modern market relations. As a result of agricultural diversification, the share of this sector in GDP reached 17 percent, with an average annual growth rate of six to seven percent. The agricultural sector of the economy employs over 3.6 million people.

The indicators of the agricultural sectors give full confidence that the sphere will only flourish in the future. Taking into account the steps taken by the government, this process will bear fruit in the near future.

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SITUATIONAL AWARENESS GAPS AND OPPORTUNITIES FOR CYBER SECURITY

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ABSTRACT

Security practitioners feel the need to improve cyber situational awareness (SA), but capabilities and assessments have not been matched. SA is an essential component of cyber security for everyone, from individuals to companies, response teams and threat exchange. In this field note, we highlight existing research and our field observations, a recent review of cyber security research literature, and call on the research community to help address three research challenges in situational awareness for cyber security. Gaps suggest the need to (1) understand what cyber is – SA from the perspective of human operators, and then (2) measure it so that (3) the community can know if SA has meaningful pathways to cyber security and if methods, technology, or other solutions are used would improve SA and thus improve would these results.

KEYWORDS: *Cyber security, Situational Awareness, Human Error.*

INTRODUCTION

THE NEED OF PRACTITIONERS IN SA FOR CYBER SECURITY

Cyber security practitioners operate in a highly dynamic and tactical environment. These operations are influenced by the human factor. For example, cyber fatigue and cognitive load have been documented [Paul and Dykstra 2017] [1]. One way to protect HRDs to cope with safety fatigue and cognitive load is to keep them aware of the situation, a concept most are familiar with by name or experience.

Situation awareness refers to gathering information, perceiving and understanding the state of the world, and predicting future states of the world. These are cognitive processes and actions taken by people performing dynamic tasks [Durso et al. 2007 [2]; Gutzwiller and Clegg 2013] [3]. The demand for such awareness usually arises from the presence in the head of a goal related to the task. For example, a car driver has a destination they want to travel safely, which requires looking for potential hazards or obstacles. The first process, *perception*, is about seeking information — looking out the window and checking important objects in mirrors. The result of this search (maybe an obstacle or a vehicle between you and your goal) is critical to achieving

the goal safely, but it is not all that is needed to achieve it. Accident avoidance requires additional processes of *understanding* and understanding a complex, dynamically changing situation, as well as using such understanding, especially when the driver has accumulated extensive experience, to *generate predictions* about what may happen in the near future. These are three general processes; perception, understanding and prediction constitute a general model of human understanding of a situation [Endsley 1995a] [4].

SA is relevant for people working in a dynamic environment, as is the case for a good SA that informs the driver of safe actions, but it also applies to commands [Salmon et al. 2009] [5]. When it comes to cyber security, formal security teams like Computer Emergency Response Teams (CERTs) and other communities like Information Clearinghouse and Analysis Centers (ISACs) rely heavily on shared information, insight and prediction. These processes go far beyond normal human perceptual activity and rely heavily on the transfer of information through interactions between agents and systems. Consequently, teams perform a more complex process than simply “searching” or “perceiving” information; their ability to understand and predict is also difficult.

Between the identification of the elements of the SA, the need to communicate and articulate as a team to support data interpretation and understanding, as well as general working load created by this process, even in the indie - iCal officials and experts performers [Gutzwiller and Clegg 2013 [3]; Sohn and Doane 2004] [6], we argue that any improved support for operator or group SA processes will have a positive impact. Examining SA within a domain often leads to improvements, which is somewhat obvious; in general, better awareness leads to better decisions [Endsley and Garland 2000] [7]. In many cases, it is the prediction element - environmental prediction for the near future that is most strongly correlated with good performance [O'Brien and O'Hare 2007 [8]; Sulistyawati et al. 2011] [9], although some studies also show disruptions in perception and attention, such as data that are difficult to detect, individual inability to track new data and misperceptions have a major impact [Jones and Endsley 1996] [10]. In an environment of dynamic change, understanding must also be continually generated and improved before any decision can be made [Endsley 2015 [11]; Klein 1997 [12]].

GAPS IN SA FOR CYBER SECURITY

Gutzwiller's research and our additional professional field observations in government, industry and academia indicate that the usefulness of SA analysis and measurement in cyberspace has yet to be realized [Gutzwiller et al. 2015] [13], in contrast to aviation, driving, process control and nuclear power plants, healthcare and interaction with autonomous systems [Endsley 2019] [14]. With a few exceptions, we are almost unaware of experimental work to measure or characterize a process or product in the development of cyber situational awareness from a human perspective. Much of the work in cyber - SA is conducted on data fusion models that often do not directly address human SA [Barford et al. 2010] [15]. In most of the existing experiments [Giacobe et al. 2013 [16]; Malvia et al. 2011 [17]; Stevens-Adams et al. 2011 [18]; Zhang et al. 2015] [19], Cyber SA is not the main topic of the work, or there are environmental, methodological or analytical problems that do not allow making unambiguous conclusions [Gutzwiller 2019] [20]. Good data are sometimes provided. Recently, Rajivan and Cook [2018] [21] showed that operators with unique information often do not share it with the team, which indicates a shortage of group SA.

The cyber community faces additional challenges that can help solve or identify the SA dimension. Cyber environments increasingly rely on automation. There is a history of automated processes that have received less attention from human supervising operators monitoring them, degrading the SA for the task at hand [Endsley and Kiris 1995] [22]. Losses are especially important here if the automated process can fail or fail in some way; and it gets worse if automation allows decision making [Onnasch et al. 2014] [23].

Cyber security is also heavily dependent on interfaces, be it terminal command lines or graphical representations of visual data. These interfaces are key human interaction points for perceiving, understanding and projecting information.

Proper design requires an examination of the goals, roles and information needs of the operators [Endsley and Jones 2012] [24], which should lead to better understanding. There are specific methodologies for raising awareness and initial application of goal-oriented task analysis and other cognitive task analysis techniques in cyber security [Trent et al. 2019] [25] demonstrates the effectiveness of these techniques to better understand what operators need to know [Mckenna et al. 2015] [26].

Despite the need and potential added value of cyber security in order to study and raise awareness of the situation for human operators, there is a major gap. We find almost no studies measuring SA in the cyber security environment. Interestingly, this is in spite of numerous reports alleging that a new and unique tool or interface, often unchecked, can improve it; see Important Review. Kibervizualizatsii in studies made Staheli et al [2014] [27]. The claims in the research literature reflect claims from industrial software solutions that many cyber professionals hate and reject. Even popular tools and techniques like the MITER ATT & CK Framework have not been evaluated for usability, awareness, or cybersecurity, even though they include SA-related aspects such as account manipulation. Taken together, this suggests that there is a need to improve SA, but the actual ability to measure SA or apply Human Factors techniques to properly study this technology has not yet reached the level. If it were possible, the use of human factors, especially for awareness of cyber operations, would improve even existing modern technologies, because people are still critically important. This is a sensible but serious challenge. On the one hand, SA as a human-centered concept has not gained much importance in cybersecurity, so solving it will be difficult and will require interdisciplinary cooperation. On the other hand, even though strictly technical capabilities have improved security, the human remains the main factor, from the user to the CISO, CERTS and SOC.

The above led us to create several tasks to better examine cybersecurity awareness. Most of these problems should be addressed through collaboration between psychologists, human factors engineers, computer specialists, and cybersecurity experts. We note that this interdisciplinary need is itself a problem.

OPPORTUNITIES FOR SA IN CYBER SECURITY

The gaps identified here suggest the need to (1) understand what cyber- SA is from the perspective of human operators, and then (2) measure it so that (3) we can know if SA influences meaningful cybersecurity pathways and methods, technologies or other solutions would improve SA and thus improve these results. We call on the research community to help solve these research problems together.

1. **Give the definition of Cyber SA.** The challenge today is to determine situational awareness for different types of operators performing different types of safety tasks. SOC operators, for example, can monitor firewall logs for alerts, while a red group penetration test operator has very different purposes, such as scanning vulnerable servers. One method could be to build a taxonomy of security objectives, associate them with the operators involved, and then define the critical information associated with the SA that operators must cognitively process to achieve the objective, starting with the goals of highest importance or criticality (for example, the approach proposed by Endsley and Jones [2012] [24]). This will lead to a set of SA-relevant information that will be used to build better interfaces, processes, or reports. There have been many similar attempts [Erbacher et al. 2010 [28]; Gutzwiller et al. 2016 [29]; Mahoney et al. 2010] [30], but not brought to completion and validation through experimentation by organizations.
2. **Measure Cyber SA.** Measurement is one of the driving forces to reliably improve situational awareness. Measuring the veracity of human information processes (memory, attention) or awareness-based work products is the main way to measure SA. Many environments (as in the driving example) are easy to measure, both subjective and objective: "Did you see the bus in the right lane?" has a foundational answer. The method of comparing the state of the world (whether the bus is present or not) objectively with the state of awareness (whether the operator believes the bus is present or not) among users has continued to assist in the design of the system. In general, cyber security is a much more complex area to understand the need for situational awareness (measuring what should be perceived), how to understand it (measuring whether operators and teams understand a given situation), and how to predict (measuring the expected near - future state of the environment). Determining what SA information is relevant to each is required (as outlined in Task 1 above), but how to assess whether that information is in the system agents that need it is a measurement problem. Each of the many existing SA theories correspond to different types of measurement approaches that have yet to be tested in the field of cyber security. For example, Endsley theory uses the sagatah method, which uses questions derived from expert knowledge to research and the SA operator's measure during "break" or "pause" moments of work [Endsley 1988] [31]. The operator's responses are then compared to true. Other methods use subjective reporting (eg, Taylor [1990] [32]), although this is problematic for various reasons [Jones 2000] [33]. Others simply imply a good or bad state of awareness based on the actions that operators take during operations without having to directly query them. An example would be determining whether participants escaped a hazard when boarding an aircraft; the reasonable assumption is that if they didn't take action to avoid the danger, but information was available to do so (visible aircraft outside the cockpit), then they should not have known.
3. **Increases whether the Cyber SA security?** Defining "performance" in cyber security is already a challenge. Further evaluation is needed to determine if the relationship between SA and performance is strong enough in these cases to be taken care of. This is a separate but hybrid issue, as the relationship depends on both how cyber- SA is measured and how performance is measured. In modern literature, these effects for cyberspace are absent. In other words: SA is probably important, but what aspects of cyber performance might be affected by high or low SA? After defining and understanding SA, it is still unclear how performance should be defined; other areas used decision making, reaction time, or some

combination of communication and information reporting. More broadly, performance can be viewed as risk reduction through the lens of an analytical model such as the Factor Analysis of Information Risk (FAIR) model [Freund and Jones 2014] [34]. A similar argument can be made for other known cognitive factors, such as the effects of individual and team mental workload, stress, fatigue, training, and experience on performance. Interestingly, these variables can influence both SA and cyber defense effectiveness, complicating the relationship. Improved analysis techniques such as factor analytics or moderation / mediated regression models may be required to sort out the most important influencers. [35-37]

If these problems are solved in whole or in part, they will lead to the emergence of valuable opportunities; that is, organizations and researchers will be able to better define their SA requirements, determine if cyber SA is improved by different methods, and finally, whether the improvement is valuable for security.

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DETERMINATION OF VOLUGARIS DRY QUANTITIES OF MICRO AND MACROELEMENTS AND APPLICATION IN MEDICINE

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ABSTRACT

This article describes the amount of elements in the powder of crushed fruits (grains) of vulgaris plant and provides information on its chemical composition and use in medicine. If you prepare such an ointment from the core and skin and apply it on your face, it will remove blemishes, freckles and redness and clarify the skin. White beans relieve pain in the chest and lungs, normalize the salt balance in the body. It is rich in red blood cells and dramatically increases the amount of hemoglobin in the blood. The amount of macro and micro elements in the fruit (grains) of beans was determined in a device based on the method of optical emission spectrometry "Inductively coupled argon plasma".

KEYWORDS: *Vulgaris, Macro And Microelements, Starch, Alkyl Acid, Pantothenic Acid, Vitamins Of Group C, PP, V, Zinc, Potassium, Iron.*

INTRODUCTION

Today, a lot of research is being done around the world to isolate medicinal substances from plants, to determine their chemical structure and biological activity, and to apply them in practice. The fruit (seeds) of the bean plant, which has been used by humans for many years. In terms of starch, carbohydrates, protein, vitamins C, PP, B group, zinc, potassium, iron, beans are close to meat and seafood. Beans are a diuretic and antimicrobial agent. It is therefore useful in diseases of the liver, kidneys, gallbladder, urinary tract, intestinal infections, as well as in diabetes, hypertension, tuberculosis, rheumatism, gout and anemia. White beans relieve pain in the chest and lungs, normalize the salt balance in the body. It is rich in red blood cells and dramatically increases the amount of hemoglobin in the blood. Today, many of our scientists are conducting research in the country on the reproduction of medicinal plants and the determination of the content of micro and macronutrients, the study of biology [1-5].

Beans are a vulgaris plant (Phaseolus) - an annual and perennial plant of the legume family, a legume of the genus Phaseolus. More than 200 species are found in the tropics and subtropics, mainly in America. The world's most common type of bean (P. vulgaris) is found in Central and South America. cultivated areas reached 22 million (1999). Cultivated in large areas in India,

Brazil, China. Ordinary beans have been grown in Uzbekistan since ancient times. Root - bullet root, grows well, penetrates into the soil to a depth of 1.5–2 m. At the root, tufts develop. Stems herbaceous, branched, some species creep up to 3-4 m. The leaves are complex, odd, lanceolate, three-lobed. The flower is bisexual, located in the axils of the leaves, forming a single or single cluster. Fruits dukkak, color light pink or dark brown, black. There are 6-12 seeds in the pod. The seeds are kidney-shaped, the color is white, yellow, pink and other colors.

Beans are a heat-loving plant, the optimum temperature for flowering is 18-25°C, the temperature for fruit formation is 20-23°C. Loviyanamsevar, in Uzbekistan, belongs to the watermen. Fertile soil conditions are demanding. Growth period is 75-120 days. Cereals are rich in protein and high in calories. [1-5].



Figure 1. Bean plant and product.

The chemical composition of beans contains 20-31% protein, 0.7-3.6% fat, starch, alkyl acid, pantothenic acid, mineral salts. In terms of richness of vitamins C, PP, B group, zinc, potassium, iron, it is close to meat and seafood.

The stem is a good fodder for livestock. Some species are grown as ornamental plants. Enriches the soil with nitrogen.

The main crop is planted in spring (late April or May) and in June as a secondary crop, consuming 60-250 kg of seeds per hectare. Planting depth is 3-5 cm. Harvested legumes 75-80%, when ripe, legumes are collected, dried in the threshing floor, cleaned. Yield is 25-40 ts / ha. Navruz, Kakhrabo and other varieties are grown on irrigated lands in Uzbekistan [1-8].

In medicine, beans are useful as a dietary food for gastritis associated with low stomach acid. If you apply thick grease from the skin to your hair, it will be soft and supple. If you prepare such an ointment from the core and skin and apply it on your face, it will remove blemishes, freckles and redness and clarify the skin. If you feel nauseous and the constant vomiting is bothering you, drink the bean talcum powder on its own with water or as slurry. If you have pain in the kidneys and bladder, pour 20 g of bean flowers 200 ml of boiling water and infuse as a tea.

If you drink it half a glass 3-5 times a day before meals, you will recover quickly. A thick paste of beans is a cure when the breasts swell and milk sticks to the breasts. Patients with headaches are advised not to consume beans. In beans, it is close to meat and seafood in terms of starch,

carbohydrates, protein, vitamins C, PP, B group, zinc, potassium, iron. Beans are a diuretic and antimicrobial agent.

It is therefore useful in diseases of the liver, kidneys, gallbladder, urinary tract, intestinal infections, as well as in diabetes, hypertension, tuberculosis, rheumatism, gout and anemia. White beans relieve pain in the chest and lungs, normalize the salt balance in the body. Red blood cells are rich in iron and increase the amount of hemoglobin in the blood [1-8].

DISCUSS THE RESULTS

In determining the amount of micro and macronutrients in the fruits (grains) of beans, it was detected and studied on the basis of optical emission spectrometry "Inductively coupled argon plasma" on the device Optima-2100DV (USA) and Autodosator S-200 Perkin Elmer. "It was detected on a Spectro Xepos 111 (SSHA) device using X-ray fluorescence spectrometry.

Technical parameters of the device: Equipment with voltage 120/230 V, Power 150 W. It was done with the help of. To do this, the sample solutions were delivered to the wells in the autodaster, and the final processing is carried out by the device Win-Lab (offline). The device automatically calculates the noise, the shape of the solution at the specified locations of the elements under study. The obtained results and analysis of spectra were determined automatically by the method of "multispectral analysis". After the analysis of the results. The results are automatically displayed on a computer connected to the device. The results of these studies are presented in Table 1.

TABLE 1 THE AMOUNT OF MICRO AND MACRONUTRIENTS IN THE FRUIT OF THE BEAN PLANT

№	Element	Macro and micro element content mg/g	№	Element	Macro and micro element content mg/g
1	Li	0.309	23	As	0.042
2	Be	0.092	24	Se	0.080
3	B	19.680	25	Rb	1.457
4	Na	302.403	26	Sr	7.282
5	Mg	2419.727	27	Zr	0.130
6	Al	26.435	28	Nb	0.001
7	Si	424.395	29	Mo	3.607
8	P	4705.753	30	Ag	0.011
9	S	871.768	31	Cd	0.012
10	K	10056.992	32	In	0.000
11	Ca	3301.565	33	Sn	0.753
12	Ti	14.708	34	Sb	0.027
13	V	0.074	35	Cs	0.002
14	Cr	1.383	36	Ba	2.176
15	Mn	7.468	37	Ta	0.000
16	Fe	108.381	38	W	0.007
17	Co	0.094	39	Re	0.000
18	Ni	1.404	40	Hg	0.392
19	Cu	3.997	41	Tl	0.001
20	Zn	10.886	42	Pb	0.144

21	Ga	0.167	43	Bi	0.007
22	Ge	0.002	44	U	0.032

The data in the table show that 44 elements of beans were quantified, including beans V (19.680mg/g), Na (302.403mg/g), Mg (2419.727 mg/g), Al (26.435 mg/g), Si (424.395 mg/g), P (4705.753 mg/g), S (871.768 mg/g), K (10056.992 mg/g), Ca (3301.565 mg/g), Ti (14.708 mg/g), Cr (1.383 mg/g), Mn (7.468 mg/g), Fe (108.381 mg/g), Ni (1.404 mg/g), Cu (3.997 mg/g), Zn (10.886 mg/g), Rb (1.457 mg/g), Sr (7.282 mg/g), Mo (3.607 mg/g), Ba (2.176 mg/g), the amount of elements was found to be higher than others. [9-25].

Experimentsection

1 mg using an analytical balance.±1. The amount of macro and micro elements in the fruit (grains) of beans was determined and studied on the basis of optical emission spectrometry "Inductively coupled argon plasma" on the device Optima-2100DV (USA) and Autodosator S-200 Perkin Elmer. Samples of fruits (grains) of beans finely ground, 0.1 g of the sample was weighed to the nearest. The sample was placed in Teflon autoclaves and filled with 2 ml of nitric acid solution and 1 ml of hydrogen peroxide solution. Decomposes by heating at °S and cooling it to 25-40 °S again. After disintegration, the sample solution is autoclaved with 5-10 ml of deionized LaboStar PRO UV 4, 1.5 l / min, rinsed 3 times in a 50 ml volumetric flask with water obtained from Evoqua (SG Wasser) to 50 ml with deionized water. completed. The amount of macro and micro elements in the fruit (grains) of beans was determined in a device based on the method of optical emission spectrometry "Inductively coupled argon plasma". After receiving the data from the device, the final processing is performed by the device Win-Lab (offline). The device automatically calculates the noise, the shape of the solution at the specified locations of the elements under study. The standards use a multi-element standard solution. The analysis is repeated 5 times and is the arithmetic mean. The RSD for each element should be between 0.01 and 1.0%. Used in S-200 Perkin Elmer autodaster, generator power - 1500 W, pump peristal speed - 1.2 ml / min, argon flow 12-15 l / min, plasma observation-axial point - 0.8 l / min [9 - 25].

CONCLUSION

1. The amount of macro and micro elements in the fruit (grains) of beans is determined by the X-ray fluorescent spectrometer Spectro Xepos 111, technical index: 120 / 230V, power 150W. The study of the device (SSA) revealed the content of 44 elements in the fruit (grains) of beans, the content of V (19.680mg/g), Na (302.403mg/g), Mg (2419.727 mg/g), Al (26.435 mg/g), Si (424.395 mg/g), P (4705.753 mg/g), S (871.768 mg/g), K (10056.992 mg/g), Ca (3301.565 mg/g), Ti (14.708 mg/g), Cr (1.383 mg/g), Mn (7.468 mg/g), Fe (108.381 mg/g), Ni (1.404 mg/g), Cu (3.997 mg/g), Zn (10.886 mg/g), Rb (1.457 mg/g), Sr (7.282 mg/g), Mo (3.607 mg/g), Ba (2.176 mg/g), the amount of elements to others was found to be relatively large.

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THE IMAGE OF ORPHAN HEROES IN ROMANS OF FORMATION (BILDUNGSROMANS)

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ABSTRACT

Bildungsromans are one of the most significant branches of world literature that is worth to be investigated. These types of novels are known by various names, such as, coming-of-age, novels of education and novels of formation. In English literature this genre mainly flourished during the Victorian age with the novels of Ch.Dickens ("David Copperfield", "Great expectations") and Sharlotte Bronte ("Jane Eyre"). In Uzbek literature some characteristic features of Bildungsromans were introduced by the works of prominent Uzbek writers Gafur Gulyam ("A naughty boy") and Askad Mukhtor ("Farewell to childhood").

KEYWORDS: Bildungsroman, Novel, Orphan, Orphan Hood, Romans Of Formation, Plot, Main Hero.

I. INTRODUCTION

The Bildungsroman is a literary term describing the main hero's psychological and moral growth from their childhood into maturity. As an independent literary genre it appeared in Germany. Derived from German, the word "*bildungs*" means "*formation*" and "*roman*" means "*novel*". Romans of formation are generally narrated by the first person and often the name of the protagonist is chosen as a title for the literary work (*Emma*, *Oliver Twist*, *David Copperfield*, and *Jane Eyre*). In the beginning of the XVIII century most of the European writers started describing long narratives in prose. Though a novel genre was developed by the works of English writers (*Daniel Defoe*, *Samuel Richardson*, and *Henry Fielding*), German and American writers contributed to the creation of a new novel form – *Bildungsroman*. Wieland's "*The History of Agathon*"(1766-67) and Goethe's *Wilhelm "Meister's Apprenticeship"*(1795) in Germany, Mark Twain's "*The adventures of Huckleberry Finn*" and Salinger's "*The Catcher in the Rye*" in America are regarded as the first successful novels of this kind [1, p.22]. The elements of novels of formation were brought into Uzbek literature by Gafur Gulyam's "A Naughty boy".

II. LITERARY REVIEW

When talking about education and upbringing Abdulla Avloni's profound statement comes into the mind: "*Upbringing is for us a matter of life or death, salvation or destruction, happiness or disaster*"[2, p.5]. These words of the great Uzbek writer of enlightenment are as important for our nation today, as they were at the beginning of the century. Although many writers of literature did not specify the meaning of the term "upbringing" directly, different aspects of it had been

expressed through their artistic images that they created for their works. Of course, all works of literature have an educational value in some sense, but in Bildungsroman novels, the protagonist grows mentally and physically in the eyes of the reader. In this respect, they stand out from other novels.

In the Enlightenment period the subject of upbringing people through enlightening them rose to the forefront. Therefore, a series of special educational novels (novels of formation) emerged in Enlightenment literature. Writers widely accepted those literary forms, in particular prose forms, which were understandable to the people as a whole. However, the leading genre of the period became the novel. The prose style was clearer, graceful and polished than before. The representatives of this genre were more interested in the problems of everyday life and did not deal with strong human passions. The hero of the novel was no longer a prince, but a member of the middle class [1, p.138-139]. It is well-known that in most of those works there was illustrated that the conditions for orphans and stepchildren to get an education were not always sufficient. For this reason, the fate of orphans and the tragic effects of ignorance began to be covered as a separate topic in the works created. Writers such as, Samuel Richardson, Tobias Smollett and Henry Fielding showed their deep sympathy for the common men, describing them in their actual surroundings, which made them so convincing, believable and true to life [1, p.167]. In fact, the elements of bildungsroman genre can be found in many novels of all times, but it had not been formed as a separate genre. As many scholars of the world confirm, the term “*Bildungsroman*” was introduced to literature in 1817 by Karl von Morgenstern [3, p.22] and the genre flourished in both England and America in the mid-nineteenth century. The term usually refers to the type of novels that focus on the development or the upbringing of the main character. In 1910 the word “*Bildungsroman*” was defined by the encyclopedia Britannica as follows: “*Bildungsroman is class of novel that deals with the maturation process, with how and why the protagonist develops as he does, both morally and psychologically*” [4, p.12].

In world literature, the genre of Bildungsroman novels occurs in various forms, such as coming-of-age, Entwicklungroman (novel of development), Erziehungsroman (novel of education), Künstlerroman (development of an artist) and Zeitroman which combines the development of the period in which the hero lived [3, p.25]. In short they are all seen as the novels of formation and development. All of these novels give a vivid illustration that social conflicts, historical circumstances and environment has a serious impact on the spiritual development of the protagonist.

III. ANALYSIS.

As it has been stated, Bildungsroman is ideologically focused on illuminating the processes of change of the hero to maturity. While German novelists working in this genre focused more on the inner and spiritual struggle of the protagonist, English writers raised the struggle between the protagonist himself and the contradictions of the outside world to form a personal identity [4, p.22]. They frequently chose the orphan children as their main heroes. In general, the analysis show that in such works the plot develops with the following similar peculiarities:

- *Loss*: At the beginning of the story, the protagonist usually experiences a deep emotional loss during childhood or adolescence. In most works, it is depicted by the loss of one parent or both of the parents. The protagonist is left in the care of a relative, and sometimes completely in the street.

In Dickens's "*David Copperfield*", David lives with his stepfather, in "*Great expectations*" an orphan boy Pip with his sister, and in Charlotte Bronte's "*Jane Eyre*" Jane is remained under the guardianship of her foster aunt, and grows up seeing an injustice, cold treatment.

- *Travel*: Tired of injustice, the main hero runs away from home, travels in a physical or figurative way to find answers to the questions in his heart and make his dreams come true, or simply to have a life experience that helps him better understand the world.

Mark Twain's "*The Adventures of Tom Sawyer*" (1876) is one of the world's most famous children's novels. Tom is the protagonist of the novel and is brought up by his aunt. However, he escapes from home, being unwilling to withstand his aunt's relentless scolding, and undergoes many adventures.

The protagonist of Charles Dickens' novel "*David Copperfield*", also can't stand the oppression of his stepfather and goes in search of his own happiness. Along the way, he encounters different personalities and thus develops as an independent person. Similarly, in "*Jane Eyre*" (Charlotte Bronte) Jane prefers to be sent to the strictest school in order to be far from abuses of Mrs. Reed and her bully son John Reed. Later at the age of 18 she leaves the school for the journey of self-development, along this journey Jane struggles to find her place and her purpose in society.

- *Conflict and personal growth*: The hero's path to maturity is not always easy. They make a lot of mistakes and are usually not well accepted by society. However, as the story proceeds, the protagonists evolve in all directions and society reaccepts them. Charlotte Bronte's novel "*Jane Eyre*" depicts the process of an orphaned girl turning into a self-assured proud woman. The author portrays a strong-willed girl who can always find the strength to stand up, even though she was initially humiliated by the family members who raised her, and then faces cruel punishments by the ruthless head of the girls' school.

Also, in "*Great expectations*", the orphaned boy Pip, suffers a lot, both mentally and physically, in the way of his dreams. Such unexpected trials harden him and help him understand life more broadly.

- *Maturity*: The protagonist demonstrates tremendous psychological growth, change, and maturity by the end of the novel. The story sometimes ends with receiving help from someone on the path to maturity or even main heroes themselves become able to support others.

For example, in James Aldridge's "*Heroes of Empty View*" (1954), Zane transforms from a lonely child in the street into a real worker. But until then, he experiences the hardships of life. "*Heroes of the Empty View*" is perhaps author's most important work, successfully reflecting picture of the conflicts, the contradictions.

Happy ending: At the end of almost all novels of formation, the protagonist draws conclusions from his mistakes, achieves his dreams and goals. So, the work usually has happy end. One of the most prominent writer of XVIII century English literature, Henry Fielding's novel "*The History of Tom Jones*" (1749), is the pinnacle of the writer's career. The work is written in the genre of realistic novels, with a real picture of England. It embodies the lives of various classes and professionals [1, p.169]. At the end of the work, the identity of Tom, who was abandoned as a baby, becomes clear, and his uncle decides to make Tom his heir.

A similar story can be found in Charles Dickens's novel "*Oliver Twist*". After the years of sufferings in the hands of street criminals Oliver also finds his aunt and is adopted by warm-hearted man Mr. Brownlow. In spite he was young and with no one to care and protect him, he never lost his pure soul and hope for better future.

IV. DISCUSSION

In some of the literary works we can see that the children were given to be brought up in a girls' or boys' monastery or in a boarding house. But in such works the image of children's parents is not fully embodied. Because the consequences of upbringing are aimed to be shown through the lives of those children. Because of the strict discipline in such educational places, the children grew up longing for fun and a happy life. That is why, they strived for freedom being eager to experience various opportunities of freedom. This is observed not only in English literature but also in the literature of other nations.

An example to such works can be the work of the French writer Gustave Flaubert' (1821-1880) "*Mrs. Bovary*". British author William Thackeray's "*Vanity fair*" also depicts the lives of Becky Sharp, a poor orphan girl, and Amelia Sedley, a rich lady, both of them were brought up in a girls' boarding school.

Charles Dickens (1812-1870) was the first author in English literature to depict the lives of ordinary people who suffered under bourgeois conditions with realistic spirit. He defended the rights of the common people, exposing social injustices and the contradictions between rich and poor. His novel *Dombey and Son* (1848) explores the relationship between father and son. Dombey, a prominent merchant, neglected his daughters, considering that only his son can be a real heir for him and continue his business. His ambitious ended with the death of his a-six-year old son, as he sent him to a trade school where he was taught in a strict regime. Admittedly, Charles Dickens is famous with his orphan heroes and novels of formation. Almost all of his works depict the life and adversities of abandoned or suffered children along with their personal development. [5]

V. CONCLUSION

Thus, the classic novel of formation - *Bildungsroman* is a genre focused on the depiction of the gradual mental, physical and moral development and formation of the personality of the character, both male and female, depicted by realistic artistic method. The appearance of varieties of the genre can be associated with different types of characters in terms of gender, nationality and social conditions. Such a variety of samples of the novel of formation requires a carefully thought-out methodological approach in the implementation of a productive literary analysis of novels in their genre context. Mentioned novels in this article have their own unique features, each of which can be the subject of separate studies.

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THE ROLE OF IMAM SHAHRISTAN'S SCIENTIFIC HERITAGE IN THE DEVELOPMENT OF ISLAMIC SCIENCES

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ABSTRACT

In this article, one of the main sources in the study of the history of religions is thought about the works of Imam Shahrستاني, as well as his life and work. The article also contains the evaluations and unbiased opinions of the scholars of that period on the works of Imam Shahrستاني. At the same time, some works belonging to the author's pen were also touched upon and tried to shed light on the basis of the available information.

KEYWORDS: *Abul Fath Shahrستاني, "Al-Milal And-Nihal", The History Of Religions, Theology, Shahrستاني, Tolerance.*

INTRODUCTION

Thanks to independence, we have the opportunity to study our history objectively, to restore our national and religious values, to preserve, study and pass on to future generations the rich spiritual and cultural heritage of our ancestors. This is an important factor in the spiritual development of our nation, especially the youth.

Educating the followers of the pure Islamic faith and conveying the noble ideas of our religion to the minds of the broad masses of the people through them and fighting against various heresies has become a lofty task today.

Many centuries ago, just like today, different sects and sects emerged in Islam. At the same time, our ancestors carried out important research in order to reveal the different ideas and views of these sects and their true nature, and to refute them with pure Islamic evidence, and achieved great success in this regard and wrote valuable works. Such works of theirs are still considered important in the study of the history of sects. One such work is undoubtedly the work of Imam Shahrستاني, al-Milal wa-n-nihal. This play provides important information not only about the sects in Islam, but also about other religions and beliefs. That is why today this book is one of the most effective works in the study of the history of sects.

The article includes the date of birth and death of the author, city of residence, scientific travels, teachers, books written, the scientific status of the author, the confessions of scholars about the author, the date of writing "al-Milal wa-n-nihal", reasons, order, methods, the positive opinions of other scholars about the book, the literature used by the author, and similar topics are discussed.

MAIN PART

The full name of Imam Shahrastani was Muhammad ibn Abul Qasim Abdulkarim ibn Abu Bakr Ahmad, who is known for his Shahrastani lineage. The imam's last name was Abul Fath, nicknamed Tojuddin. Muhammad ibn Abul-Qasim Abdulkarim ibn Abu Bakr Ahmad was born and raised in Shahrastan, Khorasan. The word Shahrastan is Persian and consists of two words meaning "city" meaning city [medina] and "istan" meaning side.

There are three cities named Shahrastan, which are:

1. Shahrastan city in Khorasan. It is located between the lands of Nishapur and Khorezm, and is a desert city built at the end of Khorasan and adjacent to one of the Khorezm districts. The city was famous for its development by Imam Shahrastani and many other scholars.
2. The village of Sabur district, which is one of the Persian lands, is also called Shahrastan.
3. The name Shahrastan was also used for the city of Ji in Isfahan.

Researchers have expressed the same opinion that the place where Imam Shahrastani was born, grew up and died was Shahrastan. But he expressed different opinions about which period. There are three different information about the date of birth of the Imam. They are:

1. 1075 (467 h.)
2. 1077 (469 h.)
3. 1086 (479 h.)

The first information was narrated by the following scholars: Abulfido, Ibn al-Bardi and al-Dhahabi narrated from Samani in the book Siyar.

The book of Ibar states, "He died in the month of Sha'ban, at the age of eighty-one." Accordingly, the date of birth was 467/1075.

The second information was given by Samani in the book "Tahbir", Hamavi in the work "Mujamul-buldon" from Muhammad Khorezmi, Isnawi in his "Tabaqat" and the owner of the book "Hadiyyatul-arifiyn". Western scholars Karadifu and Brookelmen cited this information.

Scholars who gave the third information: In the book "Zayl" by Sam'ani. Ibn Khalliqan supported this and said: "He was born in 467/1075 in Shahrastan. I found this in my draft letters. But I don't know where I got it from. " Samani says, "I asked him (Ibn Khalliqan) about the birth of Shahrastani. He said, "He was born in 479/1086" [1, p.274].

This information was also narrated by Safdi, Subki, Ibn Hajar and Yafai.

The most powerful record of their deaths is in the month of Sha'ban, 548/1153.

The Imam spent most of his life acquiring and disseminating knowledge. From a young age, he participated in the circles of knowledge in the mosques of his city and was a student of the scholars of this city, from whom he learned various sciences. When he grew up, he went on a journey to learn from scientists in neighboring cities. The author was not limited to one field, but also engaged in other sciences and received knowledge from scientists in various fields. The first science Shahrastani studied was the science of tafsir. The author says: "When I was young, I only heard the science of tafsir from my sheikhs". Then, at the age of fifteen, he heard a hadith from Abulhasan al-Madini in Nisabur. He also studied jurisprudence, in which he reached the level of mastery. He then expanded the study of science in various disciplines and fields and achieved

good results in some disciplines. The author's academic degree is better known than the descriptions of later scholars and biographers of the imam. In particular, the following scholars expressed their views on the author:

Ibn Tughriberdi says: "He was the imam of his time in theology and a scholar of various sciences. Many scholars have been his disciples. "

Subki: He is nicknamed "Afzal" because of his knowledge. He was adept at methodology and theology "[2, p.78].

Imam al-Dhahabi gave him the nickname "Alloma" in his book Tazkirat al-Huffaz [3, p.4].

There are many nicknames given to Shahrastani by historians and other scholars:

Al-Dhahabi used the nickname "Alloma" in reference to Shahrastani in his book Tazkira.

Al-Dhahabi, Subki, Ibn Khalliqan, Hamawi, Abulfado and others used the nickname "Mutakallim".

Muhammad Khorezmi and Ibn Tughriberdi called him a scholar.

Hamawi, Ibn Khalliqan, Safdi and Ibn Vardi gave the nickname "Faqih".

Al-Dhahabi, Yaqut Hamawi, and Ibn Vardi called it "Afzal."

Al-Dhahabi, Yaqut Hamawi, and Ibn Vardi also gave him the title of "Owner of Classifications."

The above and other scholars have again cited the following qualities in relation to Shahrastani: memorized a lot, a beautiful vocabulary, a strong understanding, a sheikh and an imam of the people of kalam and wisdom.

Imam Shahrastani was also gentle, good quality, cheerful, kind, and his words, phrases, and letters were beautiful. This is also evidenced by the books he wrote. There are no abusive words and mistreatments, abusive and ugly words in their discussions and debates.

The author has spent part of his life on the path of science, traveling to different countries and cities. But history books and biography books have not left us much information on the subject. But these are also very few. We can study the author's scientific travels in two ways: his travels to places near his homeland and his travels to distant places.

The author traveled to the cities close to where he lived, namely Khorasan and Khorezm. Samani says about him: "He lived in Khorasan and stayed there for a while" [4, p.162]. The author also bought a house in Khorezm and lived there for some time. Muhammad Khorezmi narrates: "He went to Khorezm, took a house and lived there for a while. Then he returned to Khorasan " [5, p.377]. These cities were close to where the author lived, so he visited them many times. Sometimes he went from the north to the city of Jurjan, and sometimes from the south to Nisabur [6, p.142]. Those who wrote a biography of the author agreed that the author had made scientific trips before the age of fifteen. The reason is that he heard a hadith from Abulhasan Madini in Nisabur. We know that Abulhasan died in 494/1101. The author was not more than fifteen years old at the time. He received hadith, jurisprudence, method, kalam and other sciences outside his hometown.

With the exception of Makkah Mukarramah and Baghdad, no mention is made of his travels abroad. The Imam set out on a pilgrimage to Mecca in 510/1116 [5, p.377]. He was close to

thirty at the time. He then went to the Nizami Madrasa in Baghdad. In Baghdad, he was a man of learning circles, where he taught and exhorted people. Those who stayed there for three years. He then returned to Shahrستان and lived there until the end of his life (548/1153).

While living in Shahrستان, the author traveled to Khorasan and neighboring cities for education, teaching, and discussion. For example, there were discussions between him and Muhammad Khorezmi. Muhammad Khorezmi says: "There were conversations and negotiations between us" [5, p.377]. There were also disputes between Shahrستان and Bayhaqi. Bayhaqi narrates: "Abulhasan ibn Hamawi gathered me and Shahrستان in a meeting. Imam Abu Mansur Ibadi, Muwaffiquddin Ahmad Laysi, Shahobiddin Waz Shanukani and other noble people also came to this meeting" [7, p.142].

This is the information that has come down to us about Shahrستان's scientific travels.

The above information shows us how high the scientific status of the author is. Below we also review the warm thoughts expressed about the author.

Samani, a contemporary scholar, says to the author: "Shahrستان was an imam, a fazil, a mutakallim, a methodologist, a man of etiquette and rare (forgotten, obsolete, obsolete) sciences" [4, p.160].

Subki says: "The prominent Imam of Shahrستان was a leader in the science of kalam and debate, and a master of jurisprudence and methodology" [2, p.78].

Al-Dhahabi says in his book Siyar: He was the preferred sheikh of the people of words and wisdom, and the owner of many books. In jurisprudence, he was a man of skill, intelligence, and eloquence" [8, pp.286-287].

Yaqut Hamawi says: "The philosopher is the author of several books" [5, p.377].

Ibn Khalliqan says: "Shahrستان was a mature scholar of the Ash'ari school, an imam, a sage, a scholar and a master of jurisprudence, the only one in theology, sharp-witted, sweet-spoken and a preacher" [1, p.274].

Abul Fado says: "Shahrستان is a mature scholar of the Ash'ari school and an imam of kalam and jurisprudence. He has many books" [9, p.27].

Ibn al-Wardi says, "He was a mature scholar and jurist of the Ash'ari school" [10, p.86].

Ibn Tughri Berdi says: "He was one of the best scholars of theology and a scholar of his time and various sciences. He was a student of many scholars" [11, p. 305].

Such warm words about the author were uttered not only by leading scholars, but also by leading scholars. Including:

The book Doiratul Ma'arif al-Islamiya states: "He was a prominent historian in the Middle Ages who studied various religions and beliefs in the East" [12, p.424].

The author of the book Al-Alam says: "He was an Islamic philosopher and an imam in the sciences of kalam, various religions and philosophical schools. He was nicknamed "Afzal" [13, p.215].

Al-Mawsu'a al-Arabiya al-Muyassira states: He was a Persian scholar who studied fiqh, theology, and various religions. He was a handsome man in word and deed" [14, p.1098].

Zuhdi Jarullah says: "He was the most sincere, kind, open-hearted and far-sighted historian" [15, p.186].

Although the author has had many scientific trips, little is known about his mentors, and their number is only a handful. These include the following scientists:

1. Abulhasan Madiniy. His full name is Ali ibn Ahmad ibn Ahram Nisaburi. He was a pious man. Abu Zakariyya used to record the meetings of Mazki, Abu Abdurahman Sulami and Abu Bakr Jabari. Imam Shahrastani listened to a hadith from him in Nisabur. He died in the month of Muharram in 494/1101 [5, p.377].

2. Abulmuzaffar Khawafi. His full name is Ahmad ibn Muhammad ibn Muzaffar Khawafi. Danger is the name of a village in Nishapur. Imam Subki praised him as a mature imam. He learned jurisprudence from two Haram imams. Imam al-Haramayn praised him for speaking with beautiful eloquence and for having a good discussion.

Abulhasan Farsi Hawafi writes: "He was a prominent scholar of jurisprudence of his time" [2, p.55].

He died in the city of Tus in 510/1116.

3. Abu Nasr Qushayri. His full name is Abdurrahim ibn Abulqasim ibn Abdulkarim ibn Hawazin Qushayri Nisaburi. He was a mature faqih, a scholar of grammar and a scholar in the Shafi'i school.

Imam Subki wrote about him: "He was a mature imam, a sheikh of the Sufis, a man of intelligence" [2, p.55].

He died on the 28th day of Jumu'ah, 514/1120.

4. Abulqasim Ansari. His full name is Sulayman ibn Nasir ibn Imran ibn Muhammad ibn Ismail Ansari Nisaburi. He was a Sufi. Regarding him, Subki said: "The Imam of the Mutakallimun was a sharp-minded, jurist, Sufi and ascetic imam who was prominent among the scholars of method and in the science of tafsir. Imam al-Haramain and Abul-Qasim learned from the Qushayris. He was a leader in mysticism and sect. Died in 511/1117. According to some sources, he died in 512/1118" [8, p.412].

This scholar has made a great contribution to the education of Imam Shahrastani. Shahrastani learned many sciences from him. The author said that Abul-Qasim Ansari was his own mentor and guide, and in his books he praised him. Words like this are not found about other teachers.

Imam Shahrastani followed in his faith and philosophy because he learned the science of kalam and method from Abul Qasim Ansari.

In conclusion, it can be concluded that most of the author's teachers were from the Shafi'i school and the Ash'ari school.

The author has also been around for centuries with many scholars. They participated in various scientific meetings, circles, and had discussions with each other and exchanged experiences with each other. It is also a way of learning and disseminating knowledge.

Well-known scholars who are contemporaries of the author include:

1. Zahiriddin Muhammad ibn Muhammad Khorezmi. He was Muhammad ibn Muhammad ibn Abbas Zahiriddin Abu Muhammad Khorezmi Abbas. He was born in Khorezm on the 15th of Ramadan, 492 h. He died in the month of Ramadan in 568 h. This scientist lived at the same time as the author and participated in his various scientific meetings, during which there were discussions and exchanges of views. Muhammad Khorezmi himself says about this: "There were conversations and negotiations between us" [5, p.377]. Again, "I attended several of his sermons" [5, p.377].

2. Abulhasan Ali ibn Abulqasim Zayd al-Bayhaqi. He is Ali ibn Zayn ibn Muhammad ibn Husayn ibn Sulayman Khuzaymi Bayhaqi. He was born on the 27th of Sha'ban, 499 h. Died 565 h years. This scholar has been with the author in scientific meetings and debates. According to the scholar's biography, he was a mentor to Shahrastani. Because Shahrastani read some of his books to him and Bayhaqi Shahrastani argued with him about some of the issues he wrote in his books. Ас'ад ал-Миханий.

3. He is As'ad ibn Muhammad ibn Abunahr Abulfath Mihani. He died in the year 527 h. According to one legend, he died in Hamadan in 523 h. The scientist met and talked with Shahrastani in Khorezm. A friendship developed between them. These meetings took place before Mihani went to teach at the Nizami Madrasa in Baghdad. Then in 507/1113 he went to Baghdad. After Shahrastani's visit to Baghdad, their relationship will be even stronger. Muhammad Khorezmi says: "Shahrastani went on a pilgrimage in 510/1116. He then lived in Baghdad for three years. He had meetings where he preached in the Constitution. He was popular. In those days, As'ad Mihani was also a teacher at the Nizami Madrasa. A conversation had taken place between them in Khorezm before. As'ad was therefore close to him" [5, p.377].

Shahrastani also met with other scholars. Among them: Abu Sa'd Abdulkarim Sam'ani, Abulhasan ibn Hamawi, Abumansur Ibadi, Muwaffiquddin Ahmad Laysi, Shahobiddin Waiz Shanurkani and others.

Imam Shahrastani is a versatile scholar who has written many books on various subjects such as tafsir, fiqh, theology, philosophy, history of sects and religions. He has more than twenty books, including:

1. "*Al-Milal wa-n-nihal*" (الملل والنحل).

This work is dedicated to the history of sects that originated in different religions. The author became very popular after writing this work. Even when the books written in this field are remembered, it has reached a level where it is mentioned in the first place.

2. "*Nihoyatul-iqdom fi ilmil kalom*" (نهاية الإقدام في علم الكلام).

This book is also one of Shahrastani's famous books. The book was published in English in 1931 in London under the study of Alfred Jim. In the preface of the book, Alfred also covered the life of Shahrastani and wrote that there were other copies of the book. There are more than a dozen manuscripts of the book [16, p.92].

3. "*Musoraatul-falosifa*" (مصارعة الفلاسفة).

Muhammad Shirazi says: "This book was written by Majiddin Abul-Qasim Ali ibn Ja'far Mousavi around 540/1145" [16, p.92]. This work was published under the research of Dr. Suhayr Muhammad Mukhtar.

4. *"The order of the people of the Majlis"* (مجلس في الخلق و الامر)

The book is written in Persian. It contains information from one of the author's scientific meetings in Khorezm. It has been published several times in Persian, containing information about the "creation of man" and "the command of angels to worship."

Dr. Zabihullah says, "When Shahristani became aware of the words of various creeds, religions, philosophers, judges and commentators, he began to use short phrases and rhymes in these scientific meetings in order to have a beautiful effect on the minds of the people and the ears of the listeners" [16, p.82].

5. *"Bahsu fil-javharil fard"* (بحث في الجوهر الفرد).

This book was published by Alfred Jim and added to the book Nihayatul-iqdam. Researchers have differed on whether this debate is a separate book or part of a book. But they were of the same opinion that he belonged to the Shahristani pen.

Scholars Dr. Muhammad Badron and Muhammad Taqi Donish shared the view that it was a separate book.

There are scholars who say that this work is one of the issues in the book Nihayatu avhamil-hukamo al-ilahiyyin. For example, Dr. Suhayr Mukhtar says: "According to this, the issue of Jawhar al-Fard, which Alfred Jim added to Niyat al-Iqdam, is one of the twenty issues included in the book Nihayatu avhamil-hukamo al-ilahiyyin" [16, p.99].

6. *"Mafotihul asror va masobihul abror"* (مفاتيح الاسرار و مصابيح الابرار).

Scholars who have studied the author's biography [17, p.763] have concluded that this work is one of his books. The book is devoted to the science of tafsir, and Shahristani began writing it in 538/1143.

7. *"Qissatu sayyina Yusuf alayhissalom"* (قصة سيدنا يوسف عليه السلام).

This book is also known as the Commentary on Surah Yusuf.

8. *"Qissatu Mosa va Hizr"* (قصة موسى و حضر).

Bayhaqi says: "Shahristani has many books, including the story of Musa and Hizr" [7, p.142]. Shahrouzi and other researchers also said that the book belonged to Shahristani.

9. *"al-Irshod ila aqidil ibod"* (الارشاد إلى عقائد العباد).

The author himself referred to this book in his book Nihayat al-Iqdam [18, p.55]. Some scholars have also attributed the book to Shahristani [5, p.377].

10. *"al-Uyun val-anhor"* (العيون والأنهار).

It can be seen that the author also mentions this book in his work Mafatihul asrar and masobihul abror.

11. *"Risala fil-mabdai val-maod"* (رسالة في المبدأ و المعاد).

The author mentions about this book in his book *Nihayat al-Iqdam* and mentions some issues in the book of the same name.

12. “*al-Manahij fi ilmil-kalam*” (المنهج في علم الكلام).

Most scholars have agreed that this book belongs to Shahrastani's pen. But different opinions have been expressed about the name of the book. In particular, the following names are given: "Al-manahij val-ayat", "Al-manahij val-bayan", "Al-manahij", "Al-manahij fil-ayat" and "Al-bayinat".

13. “*G'oyatul marom*” (غاية المرام).

Several scholars who have written biographies about the author have cited this book.

We have limited ourselves below to mentioning only the names of the rest of the author's works:

14. “*Talxisul aqsom li mazahibil anam*” (تلخيص الأقسام لمذاهب الأنام).

15. “*Nihayatu avhamil-hukamo al-ilahiyyin*” (نهاية أو هام الحكماء الإلهيين).

16. “*Daqiqul-avhom*” (دقائق الأو هام).

17. *The author's objections to Ibn Sina's words.*

18. *The author's treatise sent to Tajiddin Muhammad Sahloni.*

19. *The author's treatise sent to Sharafuzzaman Muhammad Ilaqi*

20. “*Tarihul hukamo*” (تاريخ الحكماء).

21. “*al-Aqtor*” (الأقطار).

22. “*Asrorul-ibod*” (أسرار العباد).

23. “*ash-Shajaratul-ilohiyya*” (الشجرة الإلهية).

24. “*Majlis fi usulil-hikma*” (مجلس في أصول الحكمة).

CONCLUSION

In conclusion, it can be said that Shahrastani was a mature and versatile scholar, possessing beautiful character and qualities. He wrote many works in various sciences. Because of the effectiveness of the author's works, scientists of that time and researchers of today use them extensively. Shahrastani was in the Shafi'i school of jurisprudence and in the Ash'ari doctrine of faith. This is evidenced by the fact that his teachers were of the same sect and the information he provided in his books.

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STUDY OF RELAXATION PROCESSES AND THERMAL PROPERTIES IN POLYMERS

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ABSTRACT

At present, the main objective of the Republic of Uzbekistan is to develop its scientific and technological potential, create favorable conditions, in accordance with the strategic objectives and priorities of the reforms in the economic and social spheres, as well as to increase the level and quality of scientific and technical development of the country. The production of polymer products plays an important role in the economic development of our state. The rapid socio-economic growth of the polymer industry of Uzbekistan determines the improvement of energy and resrus saving plans in the existing technological processes or the improvement of existing production methods or production of polymermaterials with new regimes, high physical mechanical and utilization characteristics from physical chemical methods.

KEYWORDS: *Polymers, Physical Properties, Sress, Chain, Temperature, Relaxation Phenomena, Appliances, Mechanical, Electric, Magnetic, Optical, Structural Structure, Elastomer, Amorphous Linear, Superposition, Electrolysis Reaction, Explotation, Viscosity.*

INTRODUCTION

The first section of the fourth volume of the works of the president of the Republic of Uzbekistan Shavkat Mirziyoyev called "from the national revival towards the national revival" was called "the most important task of bringing the level and quality of life of our people to a new level".

To this end, in order to raise the economy of the Republic of Uzbekistan independently and reduce the penetration of imported products and raw materials, the study of the peculiarities of relational phenomena and heat in polymers is an important basis for the strengthening of their solubility in increasing the quality of polymers. [1]

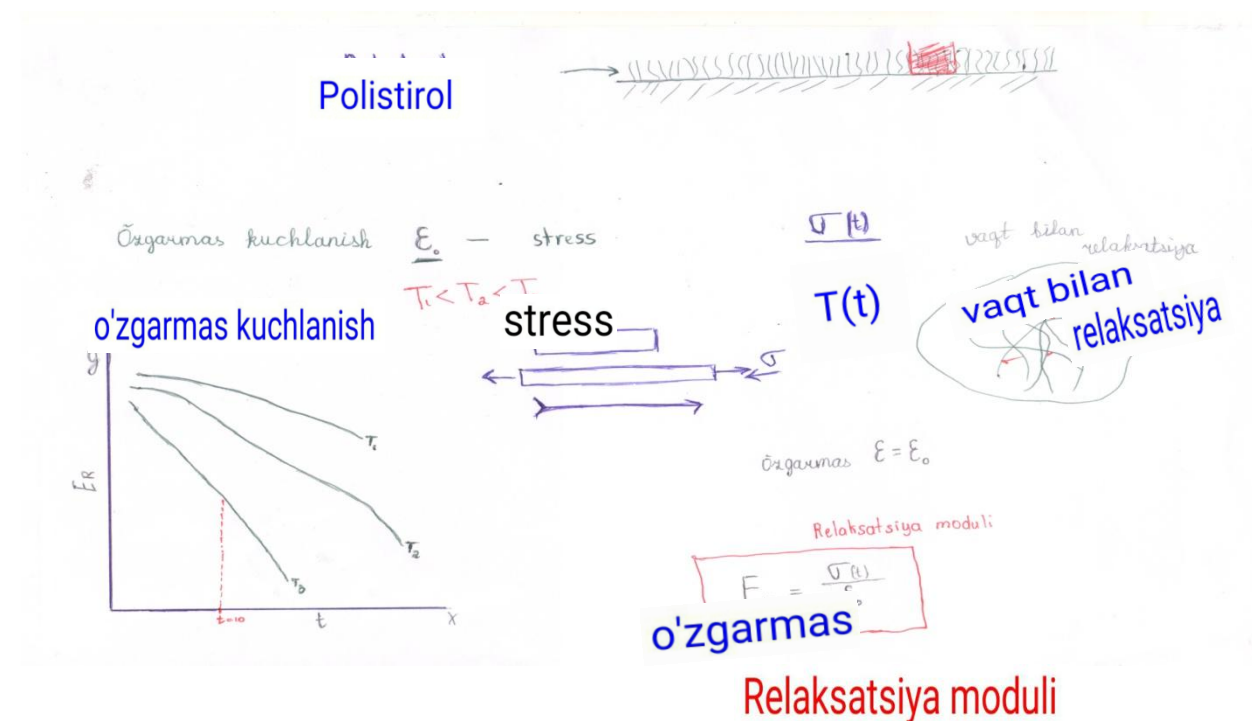
It is known that different physical properties of polymers (mechanical, electric, magnetic, optical, thermal) show them molecular motility, adhesion and elastic properties, which depend on the specific structure of the structural structure and chains. When using products from polymers, it is necessary to pay attention to both cases when it is possible to cause a malfunction with a temperature over time, that is, it is necessary to know the effect of sress softening.

A gradual decrease as a result of a decrease in voltage means a decrease in the tendency to return to its original form after removing the load from the polymer materials. During the period of slowing down the process in the deposition of polymers, physical changes occur, for example, disruption under the voltage of elastomers, reconfiguration of chain links and re-leveling through the last movement of zanzir. It involves the process of disintegration and reposition of bonds in polymer materials. Reduction of voltage and oxidation, electrolysis reactions also occur and occur as a result of the breakdown of polymer chains or the breakdown of mutual bonds. [2]

In amorphous linear polymers, the molecular net, connected by interpolar forces, forms physical nodes of the shift structure. In polymers that form elastomers by chemical bonding or resin bonding, the molecules are bonded together with a solid bond

The structure of different polymers is also different: in polymers with a linear network, sutured and structure, the processes of relapse also lead to a different course. It is aimed at increasing the physical and mechanical properties of polymer products.

When we put a table or any hard object on the carpet and take it back after a certain time, we see that the top of the carpet has become a rag. If we take the table standing on the carpet for a short time, the rags on the carpet will quickly return to their condition. If the table on the carpet is standing for a longer time, for example, the 1-th year table will push the rug neatly inside, which indicates a severe tension. To quantify this situation (t). Or when the fibers stretch, the stress will relax over time as a function of time. [3]

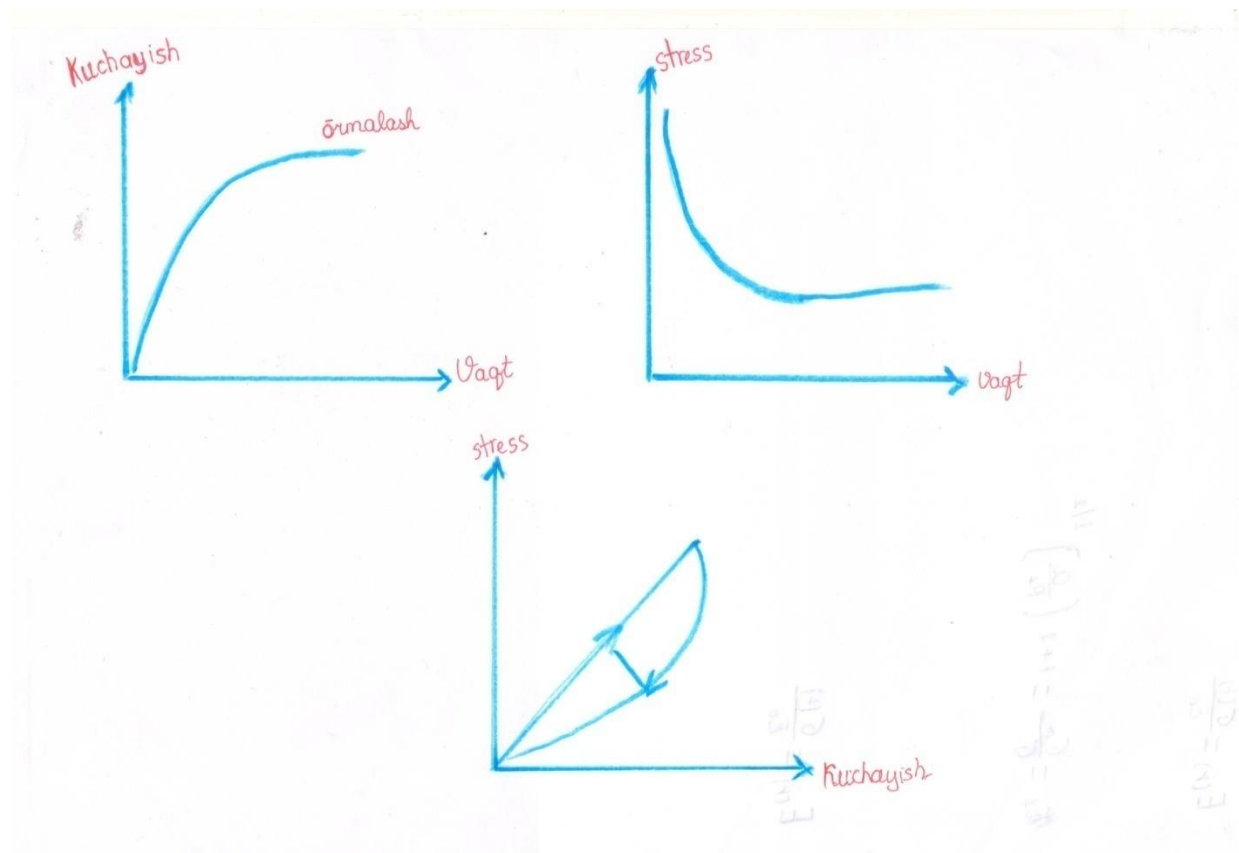


Another example: if we see guitar tuning, when we adjust the tension of the string, the length of the guitar does not change over time, but the more time passes, the stress decreases. It turns out that guitar strings, nylon strings at least go out of tune, even without changing the humidity or temperature on the guitar.

$$E(t) = \frac{\sigma(t)}{\epsilon_0}$$

$$E_r(t) = \frac{\sigma(t)}{\epsilon}$$

Polymer materials are materials in which the properties of tension and deformation depend on time or speed. It is determined by three properties the first decrease is determined as a time-dependent increase in the deformation of the material under creeping and constant tension.



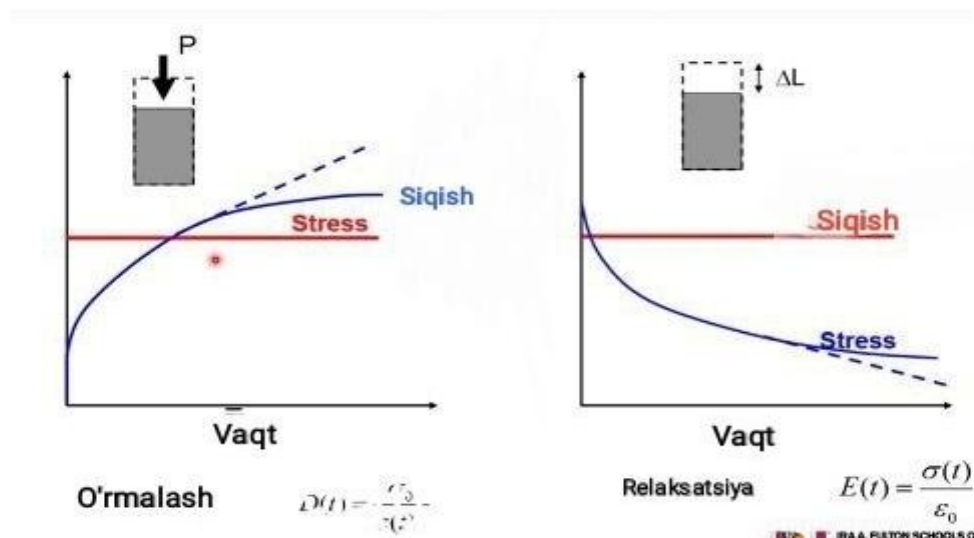
This can be illustrated graphically by the voltage on the "Y" axis and the time on the "X" axis. When the load on the polymer is affected, the initial rapid deformation occurs, which is gradually smoothed over time when the load is quickly obtained. The second viscoelastic property is the loosening of stress, which is characterized as a decrease in the stress of the polymer depending on the time at the influence of constant tension. So, we have stress on the "Y" axis and time on the "X" axis. Under constant tension of polymers and over time, the stress on this polymer decreases. The final feature of this elastic material is hysteresis, and here is the tension and tension curve in the elastic band. The material is loaded into the polymer and then unloaded, it goes the other way in the unloading cycle, and this difference means the release of energy. In clinical practice, a reptile sample in orthopedics may be a newly implanted polymer for complete hip replacement within the first 12 months. It passes through the ingestion and then comes to a stable state. After that, wearing can be measured from the point of view of relieving stress. When we put the metal in the thigh bone, the bone relaxes the stress and this condition allows the nail to heal. [4]

Another example is that if we break steel pieces, we can see where it is elastic. When we tighten hard, a fracture of the neck occurs, here we can think of a real creeping and slowing down. You can see what is happening so that the voltage applied to the line decreases. You get a variable amount of voltage, so that the reduction in voltage is applied at a constant speed. Reduction of tension is a process that occurs with constant tension.

For example, if you fill the food bag with the product but stand in one place without lifting it will not break, but when we lift it will stretch it is equal to $1,5 + 2$ as the fault of the rising curvature of the "KT" is the factor of the decrease of this voltage. The factor of greater voltage reduction usually leads to faster failure due to fracture. And the best possible "KT" occurs when the radius and curvature are equal to each other. So this happens for a circle, and this will give you three "KT". Thus the factor of intensity that it gives is given by this equation. [5]

$$K_t = \frac{\sigma_m}{\sigma_0} = 1 + 2 \left(\frac{a}{p_t} \right)^{1/2}$$

Now the units we have are given by Pascal meter, the Pascal Square is given to the root meter or the square root node "PSI". At us Giga Pascal can be something like a square root meter or a square root node "KSI". However, this is a parameter without measuring "Y", which holds the meter up to 0,5 or the node 5 points, depends on the crack furnace, the sample size and the application of the load. Thus "K" can be given a comparative situation in which there will be stress and rupture. Thus, this "K" is not a stress intensity factor, but it can be called fracture resistance. So, the sample is loaded with 50 "KSI" and has a length of 0,5 node crack.



If we check this process in the laboratory conditions, we can put a piece of polymer into the voltage control machine and see that the voltage is stopped. So the voltage is set at a certain value, which we determine. Our observation of the relapse process in most polymers. We can thread the sample by putting a tight load on the polymers. We will observe how the polymer will look over time when the load is placed on the polymer. We know that polymer molecules can overcome weak secondary stresses and pass through one another. We call a special number relaxation module, which characterizes the relaxation of polymers. Thus, the R becomes "E" with the sign, which is determined by dividing the stress due to time into the voltage that is put

on the sample. This gives, the module covers many sizes-10,100,1000,10000 ... large covers the data of the scale to determine the time interval I by taking a drawing or value log on the logarithmic axis, and when we pay attention to the curves, we will also witness a decrease in the basic stress, time function. If we give the temperature to the system, we observe that " T " is less than 1 " T " is less than 2 " T " is less than 3, that is, we can see a further decrease in the slope as you reach a higher temperature. [6]

If we determine the time, for example, we can observe what voltage will be for each temperature in 10 seconds, and we can make a relaxation module relative to the temperature. And now we draw a relaxation module for 10 seconds for different temperatures. In low temperatures, polymers become brittle kinetic energy or thermal energy is not enough in the vibrations of these molecules to eliminate secondary interactions between the chains. Thus, polymer molecules are mostly locked in their places. Moles cannot slip from side to side, so they are held in one place, and then become stiff and brittle. At high temperature, however, the polymers are dissolved, and the moles can pass side by side as a viscous stream, a stream of bone. We will need to determine the melting temperature of each polymer. High-density polyethylene is more easily crystallized and has a higher resistance to temperature than low-density polyethylene, low-density polymer has less crystallization. Molecules in high-density polymers are closer to each other and have more chances to establish secondary interactions for shunning. Thus, secondary interactions in amorphous regions become less frequent. If we start at a low temperature, all the moles are crystal and amorphous, they are all locked in place, and when we continue to raise the temperature, we see more movement of the moles, and the first thing we see is that it takes enough energy to overcome the secondary interactions between the moles in the amorphous region. And we observe a rapid decrease in the rest module. So heating is the release of amorphous zones. In order to eliminate the secondary interactions between the amorphous regions of the molecule, sufficient energy is required " T_g " when we continue to heat the temperature of the swelling, the same thing happens when the " T_m " is heated. Heating it is the discharge of amorphous zones. It happens in crystal regions, so they can overcome secondary interactions in the between of molecule.

The process of relapse this is the process of switching the system from an unstable state to a thermodynamic state of equilibrium under the influence of internal forces, the process of restoring the equilibrium over time.

Any process of relapse moves through time. The time of relapse is determined by the law of exponential growth.

The speed of coming to balance depends on the likelihood that the system will shift from one equilibrium state to another. The reason for the transition is different, for example, in liquids there is a continuous re-grouping of moles (moving from one place to another) under the influence of thermal motion.

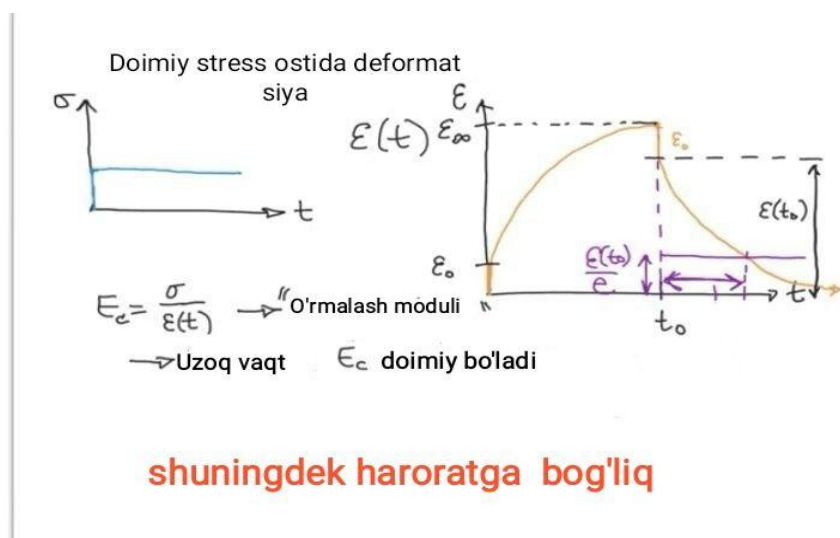
The mechanical properties of polymers depend on additional pressures. The additional voltage that occurs requires a certain amount of time to pass to the high elastic state (straightened) of the rectified and rotated molecular chains and thus to the tissue state of the macromolecule, so that the balance is not quickly adjusted.

The duration of the relapse process also depends on the temperature. When the temperature drops, the relapse process is slower.

Polymers are structural elements that differ from each other in size and mobility: the chain consists of link tributaries and chains itself. The dimensions of links are close to the size of the lower molecular compounds.

If the link did not combine with each other as a chain, then the mobility of them under the influence of thermal conductivity would be similar to that of the lower molecular compounds. Since the links are tied with a chemical bond in the chain, their movement is limited. In the case of high elastic of high molar compounds, the mobility is very large, so the re-grouping of links takes place at a considerable speed. Polymer chains have low mobility due to the fact that their dimensions are very large, and the time of their relaxation is very large. [7]

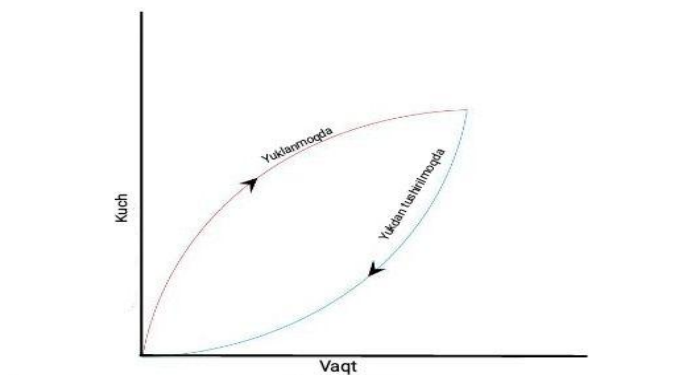
When we consider the process of deformation relaxation of linear polymers, elastic deformation is formed when the load on the polymer is affected high shear deformation develops slowly, in this case, straightening and reversing of the molecule occurs this process goes very slowly. Deformation by pulling the load from the polymer will be equal to the sum of the upper elastic.



Another manifestation of relapse is this phenomenon of hysteresis. Hysteresis means delay, lagging behind. Hysteresis is a “residual” property that appears in the body under the influence of external force. 3 type of hysteresis is different. Magnetic, dielectric, and elastic hysteresis. Magnetic hysteresis residual magnetism is called magnetism when the magnetic property of the body remains under the influence of an external magnetic field. A hysteresis that occurs when a dielectric variable is placed in an electric field is a dielectric hysteresis. Due to deformation, that is, when the elastic solid-body load is gradually increased and then reduced, the phenomenon of hysteresis occurs, which is due to adsorption and desorption phenomena, the chemical process graph forms the leaves of hysteresis.

Different materials indicate different levels of elastic hysteresis. Solid metals show less hysteresis than materials with high elongation, for example, elastomers. The high-speed test produces significant results because the forces in the sample are greater in shorter stretches, and then in the same stretch there is a faster decrease in the load when lowering the load. The softening ability of the material can be found by dividing the elastic hysteresis of the material into the energy of its elastic deformation. By comparing the possibilities of elastic hysteresis of

different materials, engineers can make sure that they use the appropriate material for the intended application. For example, a rubber with a more pronounced hysteresis is able to dissipate a large amount of energy and can be a good choice for absorbing vibration or sound.



Hysteresis module.

Thus, the sequence of technological processes is awarded for the implementation of modern technologies, which are produced in many ways in order to obtain a harmful product in the network of the production of waste polymers, we support the technology of production of finished products.

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FORMATION AND CHARACTERISTICS OF LIFESTYLE

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ABSTRACT

The article examines the peculiarities of a person's lifestyle, factors influencing the process of its formation. According to the author, by the end of the last century - the beginning of the new century, the number of social factors that can radically change a person's lifestyle increased. Socio-economic, political and legal, spiritual and ideological processes and trends occurring in modern society lead to the transformation of a person's lifestyle.

KEYWORDS: *Lifestyle, Lifestyle Features, Factors Influenc, Degradation, Deformation, Standard Of Living.*

INTRODUCTION AND SIGNIFICANCE

At the end of the last century, at the beginning of the new century, the number of social factors that can radically change the way of life has increased. Socio-economic, political-legal, spiritual-ideological processes and trends in human society are leading to the transformation of the nature of human life. In this regard, there is a need to thoroughly study the problems of human life from a scientific point of view, to state the positive and negative changes in it.

One of the most important issues is the formation of a lifestyle and the identification of factors influencing it, the scientific study of its characteristics and the changes that occur.

METHODS AND LEVEL OF LEARNING

Systematic, historical, as well as sociological, comparative and empirical methods of analysis were used in the study of this scientific topic. The concept of lifestyle, its characteristics, factors influencing lifestyle and its impact on human and social life are studied.

RESULTS OF THE RESEARCH

Today, there are different approaches in science to the study, analysis, and identification of basic criteria for lifestyle, and it is a social category. These approaches include philosophical, sociological, socio-economic, socio-group, and others. Or there may be mixed approaches that justify these approaches in the most effective way. The concept of lifestyle has been a common subject in the social sciences and humanities because the main determinant of lifestyle is the person himself. It's just that all disciplines have different approaches and conclusions based on their research object. The multifaceted nature of the problem of lifestyle has led to an interdisciplinary approach to its scientific study. From antiquity (Aristotle, Democritus, Pythagoras, Socrates, Plato, etc.) and in the context of social and historical development, he put

forward ideas related to lifestyle. Aristotle regarded man as a conscious being as the creator of the world, and his goal was to attain perfection. He believes that all the moral qualities in a person are not innate, but changeable. That is, it shows the importance of lifestyle in the formation of a person. "A spiritually mature person is one who adheres to the unity of mind and virtue" [1, p.54].

Lifestyle is a concept that represents the daily life, history and future of an individual, social group, people, nation, people, and is formed in the process of historical development and covers all aspects of human behavior and activities. In this sense, the individual and society reflect the worldview and value system. For example, in times when the religious worldview was predominant in the life of the society, religious concepts and norms prevailed in the minds of the people. Religion has played a major role in the development and transformation of human relationships. Rituals and traditions, religious customs, and rituals have had a profound effect on the origins of the holidays, some of which have become an integral part of the way of life over time. "In Zoroastrianism, in Ahuramazda, goodness is a symbol of goodness, justice, mercy, and truthfulness. After all, his enemy is the epitome of all corruption and evil. In Zoroastrianism, material phenomena and spiritual factors in the world are associated with good or evil. In other words, the imagery, myths, legends, philosophical insights, and moral norms associated with this religion are intertwined with the material and spiritual way of life of our distant ancestors" [2, p.6].

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The most important social aspect of lifestyle is how the social work of the members of the society, relationships, family, activity in daily life, physical and spiritual potential of people are reflected in the natural and social environment.

It also plays an important role in educating members of society, especially young people, to adhere to the ideas of national patriotism, humanity, as well as national and universal values through the formation of a healthy lifestyle in the family. A healthy family lifestyle also plays a role in raising the culture of our young people today, which has a long history. With this in mind, our government is focusing on creating adequate conditions for the formation and improvement of a healthy lifestyle in families. Because people's lives reflect the economic, political, social, spiritual and cultural aspects of the development of society, and this determines a healthy family environment.

Lifestyle changes also affect living standards. “Lifestyle is much broader than the so-called economic category of living standards” [3, p.262]. Traditions based on a clear historical development process are repeated over time. They, in turn, create the behaviors, habits, and lifestyles that are needed. The nature, content, and manifestations of lifestyle are often shaped by people’s lives, work, health, and even behavior. Human society is very complex, colorful and full of contradictions. It is home to billions of people, thousands of people who speak thousands of languages. Some of them have reached the highest peaks of modern development. Some live in extreme poverty and do not have access to education, medicine, the arts, science, and culture. Accordingly, the peoples of the world do not have the same way of life and standard of living, and one does not duplicate the other. You can see the similarities, the differences, the differences. The lifestyles and cultures of the peoples of Central Asia are close and sometimes identical. While common space, language, and religion are historically interrelated, natural climates also have an impact on lifestyle. For example, there are many differences between mountain peoples and desert peoples, from the ethnography of the nomadic peoples to their way of life. These differences are due to the above factors and their effects. There are also many differences in social psychology.

Today, technics and technology have become an integral part of our lives. It is impossible to stay away from the development of science and technology, technical achievements are being used effectively in all areas of industrial production, from everyday life. The education system is also faced with the problem of training personnel who can benefit from the achievements of science and technology. This is one of the primary and basic students of modern development. However, there are questions about what national identity, education and upbringing should be, what morals should be, and what are the reasons for the proliferation of alien elements in our lives. This is a serious and controversial issue. Of course, the enormous potential of science and technology cannot be denied, which makes it easier for us. It is important to remember that a normal society cannot be created by itself. This is an urgent issue that requires serious reforms and a combination of education and upbringing. In particular, the changes in the spiritual image of young people, the processes of moral degradation and deformation clearly show the subtleties of the issue. At the same time, there is a completely different category of young people around the world. It's not that it's good or bad, it's just that it's special.

The issue of youth is one of the main trends of today. Modern development has led to changes in the lifestyles of young people, which have a contradictory impact on their worldview and education. As a result, young people are changing their goals and aspirations for the future. When you look at the changes in the behavior of some young people, you can see that they are developing some aspects of apathy. These include a lack of concern for one's own future, a general indifference to what is happening in society, and a general lack of involvement. There are many cases of fear of difficulties and failure to take responsibility. A responsible person is not afraid to take on responsibilities, overcomes difficulties and problems. He strives to perform his duties honestly and conscientiously. Feels responsible and accountable. Defending the homeland is not only a duty but also a responsibility. Or being a parent is a huge responsibility. The formation of a free individual, the building of a free society does not happen by itself. Many factors influence this, including socio-political, ideological, economic and educational processes. There is no freedom without responsibility. "In modern society, the life experiences of young people have changed dramatically. Such changes also affect relationships with family and friends, education, and lifestyle ” [4, p.13].

Socio-economic and political changes in society in the early XX-XXI centuries have led to systemic changes in all spheres of social life, including lifestyle, and highlighted the problem of healthy lifestyles of the population, especially youth. Lifestyle is a qualitative characteristic of certain types of human life, formed under the influence of material and spiritual life of society, an indicator of the level of their socialization.

Lifestyle is inextricably linked with the spiritual world of people. Existing social, political, and economic conditions and factors also have a significant impact on people's lifestyles. In everyday life, their moral and aesthetic views, behavior, attitudes, perceptions of life are absorbed into their inner world, beliefs and become a way of life, a way of thinking. National values are based on traditions, customs, holidays and celebrations. Uzbek national values are based on humanitarian ideas. Throughout the long history of Uzbek relations, mutual cooperation and empathy, loyalty and mutual respect, mutual trust and good neighborliness, childhood and respect for parents, kindness and loyalty in everyday life. is respected in all respects. National values are a great indicator of the contribution of humanity, human qualities, attributes and qualities to the treasury of national and cultural heritage, created by everyone belonging to that nation.

Indeed, today only a truly enlightened person can realize human dignity, national values, in a word, identity, live in a free and free society, to take a worthy place in the human community of our independent state. Therefore, in the process of education, it is important to form the individual in all respects, to realize his abilities and to equip him with the knowledge, skills and abilities necessary for social life. "Young and talented people are needed to develop scientific and innovative activities in our country. With this in mind, we rely on your rich knowledge and experience".

The years of independence have paved the way for the development of science and education. New state standards for education have been developed. New textbooks and curricula have been created. They include the study of the cultural and scientific heritage of the Uzbek people, the history of statehood, nature, the works and lives of great figures and scholars, writers and artists, as well as world science and culture. As a result, there is an opportunity to fully combine nationalism and humanity in the education system, in the development of our spirituality in general. As a result, a new system of educational institutions has been formed, and criteria have been created to define their main goals and objectives. The main purpose of the reforms in education is to bring up a spiritually mature person with intellectual potential. Today, modern educational institutions are required not only to thoroughly teach the sciences, but also to cultivate a highly spiritual person, to create a healthy spiritual environment that ensures spiritual maturity. Educational institutions have a direct impact on the development of society from one qualitative stage to another, and at the same time determine its level.

National values, of course, are directly related to the development or crisis of a nation. In other words, national values are related to the nation's past and present. Therefore, national values develop with the development of the nation, are devalued by the crisis. That is why a nation must create its own values, polish their new facets and aspects, and improve them in the process of development. Unfortunately, looking at national values as a sign of antiquity, expelling them from our lives, some of them have been completely forgotten. It is not a rigid concept that one value is replaced by another. But the values formed in connection with the nation, with its direct mentality formed by its historical way of life, cannot be completely abandoned.

Lifestyle characteristics are shaped and changed by the habitats and conditions of their peoples. The Uzbek people pay special attention to such moral qualities as humility, respect for elders, diligence, tolerance and honesty. Such qualities of the Uzbek people are reflected in national customs and traditions, daily life and interethnic relations. The importance of rituals, traditions and customs based on moral values in the life of our people is incomparable. The Uzbek people have always lived as a community and adhered to the tradition of neighborhood and neighborhood.

Each period aims to bring up a person who is relevant to his time, and thus defines the model of social development. This is one of the main reasons for the formation of a free and independent person from the first days of independence. Achieving these goals will require a multifaceted effort. As long as the criteria and norms of lifestyle are not fully met in the life of man and society, one-sided situations arise.

CONCLUSION

It is difficult to make changes in society and improve people's living standards without solving lifestyle problems. The study should focus on the impact of modern development on lifestyles and their consequences, and the development of mechanisms to minimize its impact.

Achieving the noble goals of the people of Uzbekistan, the future of our country, its well-being and prosperity, its place in the world community in the XXI century, all this depends on the education and upbringing of the new generation. Speaking about the education system, the President said that unprecedented attention is being paid to the radical reform of the national education system on the basis of the idea that "the new Uzbekistan will start from the threshold of school." - A lot of work is being done to develop science, culture and art, literature, sports, increase the effectiveness of spiritual and educational work, the realization of talents and abilities of young people, especially our girls ".

Reform in society does not happen by itself. This requires a lot of complex work. This process cannot be done without lifestyle changes. This is because positive changes in lifestyle shape people's sense of belonging, defining practical tasks such as a deeper understanding of goals and objectives and aspirations for the future.

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THE ROLE OF THE MEDIA IN SHAPING THE WORLDVIEW OF YOUNG PEOPLE IN THE CONTEXT OF GLOBALIZATION

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ABSTRACT

This article discusses the role of the media in shaping the worldview of young people in the context of globalization. The media has been analyzed as an important factor in shaping an individual's worldview. The role of social media in the internet in recent years has been discussed.

KEYWORDS: Media, Youth Outlook, Globalization, Internet. Social Networks, The Process Of Personality Formation

INTRODUCTION

The internationalization of economic and other processes has long been taking place in the world. Trade exchange served as its foundation. In connection with the development of new lands and the colonization of countries, many states were involved in a single world history. The most important events marked the beginning of the 20th century. The first transnational companies in the economy arose, and attempts were made to create a universal political organization. Thus, according to many researchers, a qualitatively different stage has begun in the interaction of societies and states - globalization. It has a systemic character and is a process of organizing a single global financial space based on new technologies, creating conditions for the unhindered movement of goods and capital, intensifying the exchange of information and ideas, and free movement of their carriers. This concept is the key to understanding the reality and social changes unfolding in the space of the globe at the end of the 20th - beginning of the 21st century. Having arisen in the 60-70s, the idea of globalization in the 80s. receives academic recognition, the term is fixed in scientific circulation. [1]

What factors ensure the implementation of globalization processes? Researchers believe that their basis is the economy. Technological progress has contributed to a sharp reduction in transport costs, speeding up and reducing the cost of information services. According to analysts, the unity of the world has been achieved on the basis of the general laws of a market economy. As a result, multinational companies account for more than a third of world trade. [2]

Another feature of globalization is the liberalization of the financial and development of the foreign exchange market, the growth of international investment in securities. This is confirmed by an eloquent fact: the volume of financial transactions in the foreign exchange markets of New York is more than \$ 1.3 trillion daily. [3]

Globalization is also reflected in the delegation of powers by states to supranational political, economic and financial institutions that exist both at the regional and global levels. The World

Trade Organization, the economic institutions of the United Nations, the International Monetary Fund, and the World Bank play a significant role. Among the institutions of regional importance, such political, economic and economic organizations as the European Union, the North American Free Trade Area, in Asia - ASEAN, ARES, associations of countries within the CIS stand out. There is a process of formation of a supranational bureaucracy that influences the functioning and development of the economies of countries. [4]

In the field of law, processes associated with globalization are also observed. Supranational acts are adopted (an agreement on the international prosecution of war crimes); international law enforcement agencies arise (Interpol, the Hague International Court, the Tribunal for the "former Yugoslavia"), as a result of which the states, by mutual agreement, transfer part of their rights to supranational institutions. [5]

Intensification of interaction between countries is also taking place in the spheres of social and spiritual life. Human rights, proclaimed in the Declaration of Human Rights adopted by the UN after the Second World War, have acquired global significance. Following them has become a real factor in the assessment by the world community and developed countries of the policy pursued by other states. In addition, a powerful international network of organizations monitors human rights in the world and initiates the impact of public opinion on those who violate them. [6]

Conditions have also been created for the development of homogeneous interaction between countries (the acquisition of the status of the language of international communication by English). Efforts are being made to spread the model of life organization inherent in developed countries and including such components as the rule of law, political democracy, and ideological pluralism. Other states are guided by social standards (working conditions, standard of living, civil and socio-economic rights) developed in the developed countries of the world. Based on this, the world community or individual countries make demands on a number of others that do not follow the proposed principles of organizing life. Diplomatic, political, economic pressure is not ruled out. [7]

In general, globalization is considered as a process and as a goal leading humanity to unite into a single whole and realize a common destiny, and, according to researchers, is characterized by the following features:

- universal coverage and complexity of changes in the transition to the global stage, variability becomes the main positive value;
- global values and reference points dominate in relation to local (local) values, including the ethnic factor; there is a hybridization of culture, or a process of rapidly composing (often artificial) cultural phenomena from previously incompatible constituents, especially in the realm of pop culture;
- emphasizing "deep" phenomena (pre-cultural, pre-civilization, archaic), which are being liberated;
- a decisive change in the orientation of rationality from "modernity" to "postmodernity" with an emphasis on mosaic and internal incoherence of perception and the construction of a new social reality;

• recognition of civil society as the only form of social order in the global society; a mosaic set of social "types" and models, the lack of common principles of rationalization create a postmodern picture of the social world [8-12].

Analyzing the consequences of the globalization process, researchers give it opposite assessments. Those who evaluate its results as positive point out, first of all, that the high growth rates of foreign investment contribute to economic growth and the solution of a number of social problems in developing countries. Its influence is also noticeable on the improvement of such processes favorable for the economy as specialization and cooperation in the production of goods at the global level, the development of economical, environmentally and socially significant small and medium-sized enterprises, the introduction of innovations by developing countries, the growth of world trade and employment in this area. . Globalization creates opportunities for the implementation of promising projects in the economy, politics, education, culture, and ecology of developing countries. [13,14]

The arguments of the opponents of globalization are also solid. They point to the fact that this process still does not bridge the gap that exists between developed and developing countries; on the contrary, it is increasing, and it is the developed states that enjoy the main fruits of the interaction of peoples. The anti-globalist ideological concept is based on the analysis of real processes. It is connected with the idea that globalization removes a person from them, undermines the foundations of nation-states, so that they lose the ability to pursue an independent policy, protect the interests of citizens, and deputies and presidents elected by people gradually lose some of their powers, which are transferred to "nameless" inaccessible officials and businessmen. [15,16]

“Political and cultural imperialism” is also associated with globalization. Discussions about human rights, the use of economic protectionism, political and economic pressure on developing countries give reason to critics to talk about "double standards" used by developed countries to defend national or group interests. [17,18]

Critics of globalization are not optimistic about the fact that there are signs of unification of national production, social and spiritual achievements on the basis of Western mass culture. Global and regional networks and satellite TV contribute to this process. An "information community" is being formed that can influence millions of people. [19]

The concern is also the fact that a component of the processes of globalization, a consequence of the liberalization of economic relations, the development of transport and information links, freedom of movement is the internationalization of the activities of criminal groups, drug cartels, and human traffickers. The ideas of terrorism are spreading. Its supporters define global goals, creating a worldwide network of organizations. [20]

A critical approach to the analysis of contemporary world processes prompted influential forces to think over forms of unification. As a result of their efforts, an anti-globalization movement was formed. Representatives of the elite of the countries of the developing world, the official authorities of a number of states (Brazil, Venezuela, Malaysia) attract the attention of citizens to the shortcomings of globalization. We are talking about the lack of investment, price inequality, restrictions on trade, as well as the aggressiveness shown by the owners of capital from developed countries in the financial and monetary sphere. In turn, part of the elite representing

the Islamic world is opposed to values and norms alien to it, which are supposedly imposed by the West. [21,22]

Some critics of globalization - elite groups from developing countries, as well as some intellectuals from the West - are called alter-globalists. They consider global world processes to be a positive factor, but argue that their vector is determined by developed countries, supranational corporations, whose dictate is unacceptable. These elite groups constitute one part of the alterglobalization movement. The other is represented by the anti-globalists themselves, heterogeneous social groups (often of a marginal nature): environmentalists, human rights activists, anarchists, as well as fundamentalists, right-wing nationalists up to neo-Nazis. They evaluate globalization as a "worldwide conspiracy". [23,24,25]

The mass media are also actively involved in the processes of globalization, which create conditions for the intensification of messaging. They provide the population with access to the flow of information, provide the opportunity for any citizen to participate in the communication process. Mass media are perceived both as a sphere affected by globalization, and as its "agents", and as its main driving forces. Globalization in the field of mass media distribution refers to the emergence of a universal demand for media products and new technologies from consumers living in different countries. High rates of development of technical means of communication, communication channels are ensured; information networks and transnational multimedia formations are being formed. Thanks to this, opportunities are open for creating regional and planetary communication systems. At the same time, the increase in the volume of messages received and the speed of their dissemination increase the dependence of a person on society and governing bodies. [26,27]

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